

MINUTES

BOARD OF EDUCATION VALLEY STREAM SCHOOL DISTRICT 24

BUSINESS MEETING
October 22, 2025

WILLIAM L. BUCK SCHOOL
6:45 PM

Members Present: Trustee Clark, Trustee Hernandez, Trustee Maier, Trustee Matthew, and Trustee Nunez

Others Present: Superintendent Karakas, Dr. Christopher Keogh, Dr. Jack Mitchell, and School District Attorney

Absent With Prior Notice: President Herrera, and Vice President Wilson

I. DETERMINATION OF QUORUM & CALL TO ORDER – PRESIDENT HERRERA

Having a quorum, the Business Meeting was called to order at 7:10 pm by District Counsel Katherine Maier at the William L Buck School. Motion to enter into Executive Session at 7:10 pm was made by Trustee Maier and seconded by Trustee Clark to discuss Personnel and Contractual Obligations. Motion carried.

Motion to appoint Trustee Armando Hernandez to lead the meeting as Board President Pro Tempore was made by Trustee John Maier and seconded by Trustee Cynthia Nuñez. Motion carried.

Motion to exit Executive Session at 7:33 pm by Trustee Maier and seconded by Trustee Nunez. Motion carried.

The Business Meeting was reconvened at 7:35 pm, at the William L. Buck School by Trustee Armando Hernandez, serving as President Pro Tempore.

II. SALUTE TO THE FLAG

III. APPROVAL OF MINUTES: August 27, 2025, September 17, 2025, and October 8, 2025. Motion to approve the Minutes was made by Trustee Maier and seconded by Trustee Clark. Motion carried.

IV. WELCOME TO VISITORS: At this time, the Board of Education welcomes questions or comments relative to the items on tonight's agenda.

V. CORRESPONDENCE REPORT– MS. JENNIE PADILLA, DISTRICT CLERK

I have nothing to report at this time.

VI. SUPERINTENDENT REPORT – DR. UNAL KARAKAS

Good evening, everyone. Today marks the start of our eighth week of school—hard to believe, but that means we're already about 20% of the way through the school year.

Throughout this year, our district is focused on making connections with our community and continuously innovating our practices to reflect 21st Century learning.

With innovation in mind, I had the privilege of attending the GlobalMindED Conference at the United Nations this week, made possible through their partnership with Digital Promise and the League of Innovative Schools. The conference focused on innovation, artificial intelligence, and how we can best prepare students for careers in today's evolving workforce. We discussed the importance of embracing AI while also always monitoring ethical implications so that its use is strategic and intentional.

One of the highlights for me was hearing from former New York Knick Jerome Williams, who led a session on how sports, art, and music inspire leadership. As a Knicks fan, it was great to see him in person.

I also connected with global leaders—from entrepreneurs to university leaders—who are advancing the use of AI and technology in education. It was an inspiring event, and I'm excited to bring these ideas back to our Vision 2030 work and our Board's mission to keep innovating for our students' future.

I continue to be impressed by the great work happening in our departmentalized grade 6 classrooms. Today, you'll hear directly from our students about how departmentalization supports their engagement and learning. I won't give too much away, but during my visits, I've seen firsthand how our teachers are creating dynamic, engaging lessons that truly bring content-area learning to life. I also always appreciate the insights that students bring, which again, we will hear from them directly in a little while.

This month, Ray McNulty led training sessions with our staff to extend our third year of Vision 2030. Our focus this year is on expanding pilot projects, strengthening departmentalization, supporting our administrative team, and increasing student engagement. The sessions were productive and inspiring, and we have a number of exciting plans and projects underway. More information will be shared throughout the year.

William L. Buck School held an exciting pep rally that brought students together through fun activities to kick off the new school year. The energy was incredible, and as a visitor, I have to say—I left feeling just as energized. A big thank you to Principal DeBlasio and the staff for creating such a positive and spirited start to the year.

In exciting news, at our last Work Session, our auditors reported to our Board of Education that our annual audit had no findings—confirming that the district remains in strong financial standing. We extend our appreciation to our business office staff for their hard work and diligence in making this possible.

From September 15 to October 15, our schools celebrated Hispanic Heritage Month through a variety of projects and activities. One highlight was a wax museum where students dressed as famous figures they researched and presented their findings to others. I was so impressed by the depth of knowledge our students shared, and I thank our staff and Spanish teachers for thoughtfully integrating this work into our Spanish curriculum.

Having been a building principal myself, I know firsthand the amount of planning, visibility, multitasking, and constant support the role requires. October is Principals Appreciation Month, and we are fortunate to have three outstanding building leaders who lead with intention, focus, collaboration, and unity every single day. They are truly my right hand in ensuring our schools run smoothly, and I'm grateful to have them on our team. On behalf of our Board of Education and our entire district, we wish Principal Comis, Principal Iacono, and Principal DeBlasio a very happy Principals Appreciation Month!

Just a quick reminder that as of October 1, all district and school communication has officially transitioned to ParentSquare. Some teachers continue to use ClassDojo for classroom reward systems, but all building and district messages are now sent through ParentSquare. Most of our families are already connected, but if anyone still needs assistance, please reach out to your building principal. They'll connect you with our wonderful Tech Team, led by Mr. Onorato, who will be happy to help.

We have some upcoming important dates and events to take note of.

October 23-25- Our Board of Education will engage in professional learning alongside other Boards throughout NY State at the NYSSBA Convention in NYC.

November 4- Superintendent's Conference Day (Parent-Teacher Conferences)

November 5- BOE Work Session at 6:45 pm

November 11- Veterans Day (No School)

November 18- Parent-Teacher Conferences Evening Session at 7:00 pm

November 19- BOE Business Meeting at 7:30 pm

November 20- Coffee Hour with the Superintendent at 10:00 am (Zoom)

November 26- Early Dismissal Drill at 2:30 pm

November 27+28- Thanksgiving Recess (No School)

That concludes my Superintendent's report tonight.

- **Board Appreciation**

I'm very excited to share that this month we celebrate Board of Education Appreciation Month. From President Herrera, Vice President Wilson, Trustee Maier, Trustee Hernandez, Trustee Nunez, Trustee Clark, and Trustee Matthew—our Board of Education dedicates countless hours to ensuring our district continues to move forward with purpose and vision. Their commitment, insight, and care for our students, staff, and community are felt in every decision they make. I can sincerely say that I am a stronger Superintendent and leader because of the seven individuals who sit on this Board. Everything you see being accomplished in our schools is a reflection of their guidance, trust, and partnership.

Today, we have certificates to honor each of them on behalf of the New York State School Boards Association. We also have a special student video and presentation that highlight the incredible leadership our students demonstrate every day—leadership that is made possible through the direction and support of this Board.

- **Innovation in Motion: Grade 6 Student Leaders Shape Departmentalized Learning**

What amazing presentations by our students engaged in departmentalization in grade 6. We are so proud of you and the leadership you exemplify.

VII. OTHER REPORTS:

A. VALLEY STREAM CENTRAL HIGH SCHOOL DISTRICT

There are three delegates from Valley Stream UFSD Twenty-Four on the Central High School Board of Education: President Herrera, Vice President Wilson, and Trustee Maier.

Residency Hotlines:

Valley Stream School District 516-872-5677
Village of Valley Stream 516-592-5140
Town of Hempstead 516-584-5000

Vice President Wilson:

Good evening. The next Board Meeting for the High School District will be on November, 4 2025. Thank you.

B. LEGISLATION REPORT - TRUSTEE NUÑEZ

Good evening. I have nothing to report at this time. Thank you.

VIII. LIST OF ITEMS FOR ACTION:

A. PERSONNEL – VICE PRESIDENT WILSON

Trustee Maier 1st, to move items A1-A6, Trustee Clark 2nd 5-0 motion carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Nisha Samuel, as a Permanent Substitute Teacher, effective October 23, 2025, for the 2025-2026 school year.

2. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Khushdeep Kaur, effective October 24, 2025, as a Probationary Teaching Assistant holding a certificate in Teaching Assistant, Level 1, for a 4-year probationary period. This probationary period expires on October 23, 2029. Compensation for this appointment will be at Step 1 in accordance with the agreement between the Board of Education of the Valley Stream Central High School District and the Valley Stream Teachers' Association Teaching Assistants' Unit.

3. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Cindy Salazar, as a School Monitor Part-Time, effective October 23, 2025, pending Civil Service clearance and successful completion of the onboarding process. Compensation for this appointment will be Step 1 in accordance with the

agreement between the District and the United Public Service Employees Union (UPSEU).

4. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Tuha Akther, as a School Monitor Part-Time, effective October 23, 2025, pending Civil Service clearance and successful completion of the onboarding process. Compensation for this appointment will be Step 1 in accordance with the agreement between the District and the United Public Service Employees Union (UPSEU).

5. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Alisha Beera, as a School Monitor Part-Time, effective October 23, 2025, pending Civil Service clearance and successful completion of the onboarding process. Compensation for this appointment will be Step 1 in accordance with the agreement between the District and the United Public Service Employees Union (UPSEU).

6. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education approves the following additions to the per diem substitute list for the 2025-2026 School Year:

SUBSTITUTE TEACHERS:

Anthony Andux
Christopher Camacho
Kayla Camacho

SUBSTITUTE TEACHER AIDES:

Lisa Nieves (Pending Civil Service Clearance)

Trustee Maier 1st, to move items A7-A13, Trustee Clark 2nd 5-0 motion carried.

7. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education approves a leave of absence for medical purposes for Julia Sollin, Library Media Specialist, effective on or around December 2, 2025, until on or around February 2, 2026.

8. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education approves a leave of absence for medical purposes for Jennifer Albahae, Special Education Teacher, effective on or around October 17, 2025, until on or around December 1, 2025.

9. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education approves a leave of absence for maternity leave for Joanna Gallo, Elementary Classroom Teacher, effective on or around November 26, 2025, until on or around February 23, 2026.

10. **BE IT RESOLVED**, the Board of Education hereby amends the probationary period of Marleen Cazales St. Jean, to end on August 28, 2028 based upon the teacher's demonstration that they received tenure in another school district within the state and received an annual professional performance review rating in their final year of service in such other district as required under Education Law 3012(1)(a).

11. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education approves the permanent appointment of David Nolan, as a Cleaner, effective October 13, 2025.

12. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education accepts the resignation of Denise Garcia, School Monitor Part-Time, effective October 14, 2025.

13. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education appoints the following teacher liaisons for clubs/departments for the 2025-2026 school year at the appropriate Club Extra Pay Amount per the VSTA contract as follows:

Teacher Liaisons

ENL	Kathleen Murray
Nurse	Estelle Dempsey
Science (WLB)	Christine Brenneis
Science (RWC)	Shannon Quinn
Science (BAS)	Kathleen Carter

William L. Buck School - Clubs

Student Council Marissa Campo and Christine Iadevaio

Robotics	Samantha Ponzo Byrams
Art Club	Leighanne Jaronczyk
School News	Naomi Rashad and Grace Riordan

Brooklyn Avenue School - Clubs

Student Council	Samantha Ponzo Byrams and Jo-Anne Casucci
Robotics	Cheryl Calamiong
Art Club	Nicole Barci
Sports Club	Ashely Goldman

Robert W. Carbonaro School - Clubs

Student Council	Cathy Haufler and Pamela Fowler
Robotics	Amanda Plutner
Book Club	Chelsea Cittadino
School News	Deborah Adler and Paige Brickman

District

Drama (B-Club)	Breana Martinez
Senior Orchestra Club (B-Club)	Gary Garzetta
Senior Band Club (B-Club)	Nicholas Shmorhun
District Instrumental Music (C-Club)	Nicholas Shmorhun

B. EDUCATION – TRUSTEE NUÑEZ

Trustee Maier 1st, to move items B1 & B2, Trustee Clark 2nd 5-0 motion carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Board of Education accepts the confidential recommendations of the Committee on Pre-School Special Education previously approved by the Committee on Pre-School Special Education on the dates listed below, pertaining to students being considered for pre-school special education services as set forth in a schedule provided to the Board of Education and the Board of Education hereby approves and ratifies said recommendations of the Committee on Pre-School Special Education.

Dates: 09/09/2025, 09/12/2025, 09/17/2025, 10/07/2025

2. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Board of Education accepts the confidential recommendations of the Committee on Special Education previously approved by the Committee on Special Education on the dates listed below, pertaining to students being considered for special education services as set forth in a schedule provided to the Board of Education and the Board of Education hereby approves and ratifies said recommendations of the Committee on Special Education.

Dates: 09/11/2025, 09/26/2025

C. FINANCE – TRUSTEE MATTHEW

Trustee Matthew 1st, to move item C1, Trustee Maier 2nd 5-0 motion carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board hereby accepts the Treasurer's Report, Collateral Report, Appropriation Status Report, Revenue Status Report, Trial Balance for August 2025 and the Claims Auditor's Report for September 2025.

D. POLICY - TRUSTEE CLARK

Trustee Clark 1st, to move item D1, Trustee Maier 2nd 5-0 motion carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education reviews and adopts the following revised policies:

- Policy 3290 Investments
- Policy 3301 Purchasing
- Policy 5113 Student Attendance

VIII. UNFINISHED BUSINESS, IF ANY: N/A

IX. NEW BUSINESS:

Trustee Maier 1st, to move items X1-X6, Trustee Clark 2nd 5-0 motion carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Board of Education hereby approves the Agreement between the District and Rohan Murphy (Consultant/Speaker) for the 2025-2026 school year, and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement on behalf of the Board of Education.

2. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby authorizes the District to enter into an agreement with Dr. Caryl Oris for Special Education services for the 2025 – 2026 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

3. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby authorizes the District to enter into an agreement with Manhattan Psychology Group for Special Education services for the 2025 – 2026 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement

4. **BE IT FURTHER RESOLVED** that the Superintendent of Schools, or his designee is hereby authorized to proceed with the disposal of the following items:

- William L. Buck Item: Newline TV: TT6618RS ID# 002389
- Brooklyn Avenue Item: Old Lab Cabby Cart ID# 002305

5. **BE IT RESOLVED**, the Board of Education revises the Board of Education Mission, Vision, and Belief Statements for the 2025-2026 school year as follows:

Mission: The mission of Valley Stream School District 24 is to provide every child with an equitable, rigorous, and innovative education through a robust curriculum that supports academic excellence, critical thinking, and creativity. Drawing strength from our diverse community, we foster a learning environment where students are empowered with the knowledge, skills, and mindset to succeed in school and in life, and to meet the challenges of the 21st century with confidence and purpose.

Vision: To accomplish this goal, the Board of Education is committed to employ, train and support a staff that acts to achieve mastery and excellence in education. Our nurturing educational environment and the programs contained within, will allow students to achieve mastery in academics, develop resilience and independence, and engage as thoughtful, responsible members of society.

Belief: Student progress requires the district to be creative and maximize educational opportunities. Hence, we support excellence and innovative learning experiences in partnership with family and community.

6. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby awards the Transportation Contracts beginning on October 6, 2025, through June 30, 2026, and authorizes the Board of Education President and Superintendent of Schools to execute the contracts, as set forth in the Schedule below:

**VS24 COST SCHEDULE for SCHOOL
YEAR 2025-2026 NEW BID CONTRACTS**

BID	BUS	#						
DAT	COMPA	SCHO	STU	DE	COST/VAN/	COST/MATRO	MONT	YEAR
E	NY	L	NTS	MONTH	N/MONTH	N/MONTH	HL	LY
New	Sunbrigh	Rhame						
Bid	t	Element						
9/17/2	Transpor	ary					\$11,400	\$102,60
025	tation	School	1	\$7,800.00	\$3,600.00		.00	0.00

New	Develop					
Bid	mental					
9/17/2	Disabilit					
025	ies				\$11,800	\$106,20
Stork	Institute 1	\$8,400.00	\$3,400.00		.00	0.00
Bussing					\$23,200	\$208,80
			TOTAL		.00	0.00

X. DISCUSSION

XI. AUDIENCE TO VISITORS

XII. ADJOURNMENT

Motion to adjourn the Business Meeting at 8:00 was made by Trustee Maier and seconded by Trustee Clark. Motion carried.

Respectfully Submitted,

Jennie L. Padilla
Jennie L. Padilla
District Clerk

MINUTES

BOARD OF EDUCATION VALLEY STREAM SCHOOL DISTRICT 24

WORK SESSION
November 5, 2025

WILLIAM L. BUCK SCHOOL
6:45 PM

Members Present: President Herrera, Vice President Wilson, Trustee Maier, and Trustee Matthew

Others Present: Superintendent Karakas, Dr. Christopher Keogh, and Dr. Jack Mitchell

Absent With Prior Notice: Trustee Clark, and Trustee Nunez

I. Call to Order

Having a quorum, the Work Session was called to order at 6:45 pm by President Herrera at the William L. Buck School.

II. Informational Items

1. SuperEval
2. Strategic Plan

III. Motion to Adjourn

Motion to adjourn the Work Session at 7:53 pm by Trustee Maier and seconded by Vice President Wilson. Motion carried.

Respectfully Submitted,
Jennie L. Padilla
Jennie L. Padilla
District Clerk

Valley Stream Union Free School District No. 24
Committee Meeting Recommendations for Board of Education

Student: 'Board of Education Copy'		GenID#: 442304335				Grade: 06		
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Meeting Date	BOE Date	Committee / Reason	Decision	Disability:	Placement Recommendation / School
11/13/2025	11/19/2025	Committee on Special Education / Program Review	Classified	Learning Disability	Home Public School District(HPSD) / William L. Buck School

<u>Recommended Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class	11/20/2025	06/26/2026	15:1+2	5	Weekly	2hr.	Classroom
Integrated Co-teaching Services	11/20/2025	06/26/2026		5	Daily	3hr.	Classroom
Speech/Language Therapy	09/03/2025	06/26/2026	Small Group (5:1)	3	6 day cycle	30min.	Therapy Room

Special Transportation: Does the student need special transportation accommodations/services? Yes

<u>Transportation Need</u>	<u>Transportation Recommendation</u>
Type of Transportation	Curb to Curb Transportation
Adult supervision	Bus with an Attendant

Valley Stream Union Free School District No. 24
Committee Meeting Recommendations for Board of Education

Student: 'Board of Education Copy'		GenID#: 442304609				Grade: 03		
Meeting Date	BOE Date	Committee / Reason		Decision	Disability:	Placement Recommendation / School		
11/13/2025	11/19/2025	Subcommittee on Special Education / Requested Review Transfer Student		Classified	Autism	Home Public School District(HPSD) / William L. Buck School		
<u>Recommended Program/Service</u>		<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Frequency</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Special Class		12/01/2025	06/26/2026	12:1+2	5	Weekly	5hr.	William L. Buck School
Counseling		12/01/2025	06/26/2026	Small Group	1	6 day cycle	30min.	Therapy Area
Speech/Language Therapy		12/01/2025	06/26/2026	Small Group	2	6 day cycle	30min.	Therapy Area
Parent Counseling and Training		12/01/2025	06/26/2026	Small Group	1	Monthly	45min.	Virtual

VALLEY STREAM UFSD #24

**Treasurer's Report
and
Bank Collateral Statements
September 30, 2025**

Respectfully submitted:

Brian K. Cleary, C.P.A.

Brian K. Cleary, C.P.A.

11/3/2025

Date

**VALLEY STREAM UFSD #24
TREASURER'S REPORT
FOR THE MONTH ENDED**

09/30/25

GENERAL FUND

	JPMorgan Chase Checking	JPMorgan Chase Checking	NY Class	Metropolitan Commercial	Totals
Cash Balance - Beginning	\$ 3,165,307.99	\$ 68,337.58	\$ 2,267,475.96	\$ 5,752,605.78	\$ 11,253,727.31
Add - Receipts	3,045,099.72	1,011,849.95	7,569.39	19,440.72	4,083,959.78
Total	6,210,407.71	1,080,187.53	2,275,045.35	5,772,046.50	15,337,687.09
Less - Disbursements	(3,720,860.07)	(1,006,269.54)	-	-	(4,727,129.61)
September 30, 2025	2,489,547.64	73,917.99	2,275,045.35	5,772,046.50	10,610,557.48
Deposits In Transit	-	-	-	-	-
Outstanding Checks	245,516.41	353,264.25	-	-	598,780.66
Total	2,735,064.05	427,182.24	2,275,045.35	5,772,046.50	11,209,338.14
Net Wires in Transit	-	-	-	-	-
Reconciling items	-	-	-	-	-
Balance Per Statement	\$ 2,735,064.05	\$ 427,182.24	\$ 2,275,045.35	\$ 5,772,046.50	11,209,338.14
	-	-	-	-	-

TRUST & AGENCY FUND

	JPMorgan Chase Payroll	JPMorgan Chase Scholarship	JPMorgan Chase Student Dept	Totals
Cash Balance - Beginning	\$ 6,598.30	\$ 296.23	\$ 6,055.17	\$ 12,949.70
Add - Receipts	1,099,009.18	0.39	7.93	1,099,017.50
Total	1,105,607.48	296.62	6,063.10	1,111,967.20
Less - Disbursements	(1,098,778.30)	-	-	(1,098,778.30)
Cash Balance - End	6,829.18	296.62	6,063.10	13,188.90
Deposits In Transit	-	-	-	-
Outstanding Checks	10,917.12	-	-	10,917.12
Total	17,746.30	296.62	6,063.10	24,106.02
Net Wires in Transit	-	-	-	-
Reconciling items	-	-	-	-
Balance Per Statement	\$ 17,746.30	\$ 296.62	\$ 6,063.10	\$ 24,106.02
	(0.00)	-	-	-

SCHOOL LUNCH FUND

SPECIAL AID FUND

CAPITAL FUND

	JPMorgan Chase Checking	JPMorgan Chase Federal Fund	JPMorgan Chase Capital Fund	Totals
Cash Balance - Beginning	\$ 139.05	\$ 567.93	\$ 670.56	\$ 706.98
Add - Receipts	18,040.93	192,037.79	372,089.72	210,078.72
Total	18,179.98	192,605.72	372,760.28	210,785.70
Less - Disbursements	(17,732.88)	(191,204.17)	(372,650.13)	(208,937.05)
Cash Balance - End	447.10	1,401.55	110.15	1,848.65
Deposits In Transit	-	-	-	-
Outstanding Checks	28,548.40	49,957.61	361,709.38	78,506.01
Total	28,995.50	51,359.16	361,819.53	80,354.66
Net Wires in Transit	-	-	-	-
Reconciling items	-	-	-	-
Balance Per Statement	\$ 28,995.50	\$ 51,359.16	\$ 361,819.53	80,354.66
	-	-	-	-

Total Funds

11,313,798.82

VALLEY STREAM UFSD #24
TREASURER'S REPORT
FOR THE MONTH ENDED

09/30/25

COLLATERAL ANALYSIS		JPMorgan Chase	Metropolitan Commercial	NY Class
Bank Statement Balances - end of month			**	***
	General Fund - Checking	\$ 2,735,064.05		
	General Fund - NY Class			2,275,045.35
	General Fund - Metropolitan		5,772,046.50	
	GF Trust & Agency - Checking	427,182.24		
	Trust & Agency - Payroll	17,746.30		
	Trust & Agency - Scholarship	296.62		
	School Lunch Fund	28,995.50		
	Federal Fund	51,359.16		
	Capital Fund	361,819.53		
	Trust & Agency - Student Dept	6,063.10		
		<u>\$ 3,628,526.50</u>	<u>\$ 5,772,046.50</u>	<u>\$ 2,275,045.35</u>
Less:				
	FDIC - General Fund	\$ (250,000.00)	\$ (5,772,046.50)	\$ (250,000.00)
	FDIC - Payroll	(17,746.30)	-	-
	Bank Balances not covered by FDIC	3,360,780.20	-	2,025,045.35
	Required Collateral	3,427,995.80	-	2,065,546.26
	Collateral Held by 3rd Party - BNY Mellon	-		
	Collateral JPMorgan Chase	(3,446,112.15)		
	Collateral Held by NY Class		-	(2,065,546.26)
		<u>\$ (18,116.35)</u>	<u>\$ -</u>	<u>\$ -</u>
If this Line balance is negative COLLATERAL IS ADEQUATE !				

** All accounts invested in various banks and FDIC insured

*** No individual collateral statement as the money is pooled. The collateral provided by NY Class states all money 100-102% collateralized.

Total Requirements as of 09/26/2025: \$3,258,378.62 Margin %: 102.00

CUSIP	DESCRIPTION	QUANTITY	MARKET VALUE
912828ZQ6	US Treasury Notes 20300515 0.62500	3,754,800.00	3,258,462.37
Total Market Value:			3,258,462.37

Total Requirements as of 09/29/2025: \$3,254,316.97 Margin %: 102.00

CUSIP	DESCRIPTION	QUANTITY	MARKET VALUE
882723G52	TEXAS ST 20340801 4.00000	3,280,000.00	3,259,106.40
Total Market Value:			3,259,106.40

Total Requirements as of 09/30/2025: \$3,446,097.03 Margin %: 102.00

CUSIP	DESCRIPTION	QUANTITY	MARKET VALUE
91282CJN2	US Treasury Notes 20281130 4.37500	3,372,600.00	3,446,112.15
Total Market Value:			3,446,112.15

Valley Stream 24 UFSD

Summary of Instances

Claims Audit Instances	OCTOBER		YTD	
	# of Instances	% of Claims	# of Instances	% of Claims
Findings Noted				
Total Findings:	0	0.00%	0	0.00%
Total Other Matters:	0	0.00%	0	0.00%
TOTAL NUMBER OF INSTANCES	0	0.00%	0	0.00%
TOTAL CLAIMS AUDITED	209		692	
TOTAL \$ APPROVED	\$4,125,933.27		\$13,292,023.39	



CERINI
& **LLP**
ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS

October 31, 2025

The Board of Education
Valley Stream 24 UFSD
Valley Stream, NY 11581

Board of Education:

During our claims audit procedures conducted in October 2025, we reviewed 209 claims, which totaled \$4,125,933.27. We have approved the claims for payment and release, as they were valid claims against the District. It should be noted that there are no outstanding inquiries or held payments during the month. The results of our review are attached.

We understand the fiduciary duty of the Board of Education, as well as the role of the claims auditor in ensuring that all disbursements are valid and handled according to the provisions of the Education Law and the Board's policies and procedures.

Should you have any questions regarding anything included in our report, please do not hesitate to contact us at (631) 582-1600.

Sincerely,

Cerini & Associates LLP

Cerini & Associates, LLP
Claims Auditors

**Valley Stream 24 UFSD
Warrant Summary
October 2025**

The following claims on the warrants listed below have been duly audited and ordered paid by Cerini & Associates, LLP (C&A).

Visit Date	Warrant Number	Fund	Beg Check Number	End Check Number	Number of Claims on Warrant	Approved Number of Claims	Approved Amount
10/10/2025	29	A	7749	7779	67	67	\$ 294,016.66
				Wires			
	30	A		Wire	1	1	\$ 932,744.00
	5	C	1342	1342	1	1	\$ 51.31
	8	F	1434	1437	7	7	\$ 27,054.24
				Wires			
	14	T	2159	2163	5	5	\$ 4,464.74
	15	T		Wires	19	19	\$ 310,484.35
10/30/2025	31	A	7780	7782	3	3	\$ 3,009.09
	32	A	7783	7825	69	69	\$ 472,572.88
				Wires			
	33	A	1079	1079	1	1	\$ 400.00
	34	A		Wire	1	1	\$ 1,227,645.88
	6	C	1343	1343	2	2	\$ - *
	7	C	1344	1344	1	1	\$ 45,375.43
	9	F		Wire	1	1	\$ 20,054.40
	7	H	1132	1133	2	2	\$ 79,096.45
	16	T	2164	2174	11	11	\$ 377,306.70
	17	T		Wires	18	18	\$ 331,657.14
GRAND TOTALS					209	209	\$ 4,125,933.27

* Includes a check voided by the District.

The detailed documentation supporting the claims listed above has been reviewed and approved by the Claims Auditor and the payment of each certified claim verified that it was charged to the proper fund.

The aforementioned function was performed by representatives of Cerini & Associates, LLP as certified below.

Cerini & Associates LLP

Claims Auditor
Cerini & Associates, LLP

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.4	BOARD OF ED EXPENSES		22,500.00	0.00	22,500.00	9,220.19	5,644.81	7,635.00
A 1010.45	BOARD OF ED SUPPLIES		1,200.00	0.00	1,200.00	-1.00	49.50	1,151.50
1010	BOARD OF EDUCATION	*	23,700.00	0.00	23,700.00	9,219.19	5,694.31	8,786.50
A 1040.16	DISTRICT CLERK SALARY		18,870.00	0.00	18,870.00	4,999.98	15,000.02	-1,130.00
A 1040.4	DISTRICT CLERK EXPENSE		250.00	0.00	250.00	0.00	0.00	250.00
A 1040.45	DISTRICT CLERK SUPPLIES		250.00	0.00	250.00	0.00	0.00	250.00
1040	DISTRICT CLERK	*	19,370.00	0.00	19,370.00	4,999.98	15,000.02	-630.00
A 1060.4	CONTRACTUAL EXPENSE		48,500.00	0.00	48,500.00	2,874.00	4,150.00	41,476.00
A 1060.45	MATERIAL & SUPPLIES		100.00	0.00	100.00	0.00	0.00	100.00
1060	DISTRICT MEETING	*	48,600.00	0.00	48,600.00	2,874.00	4,150.00	41,576.00
10	Consolidated Payroll	**	91,670.00	0.00	91,670.00	17,093.17	24,844.33	49,732.50
A 1240.15	CENTRAL ADMIN SALARY		234,627.00	0.00	234,627.00	59,674.22	170,950.78	4,002.00
A 1240.16	CENTRAL OFFICE SALARIES		144,546.00	0.00	144,546.00	28,068.81	62,431.19	54,046.00
A 1240.2	SUPT. EQUIPMENT		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1240.4	SUPT OFFICE EXPENSE		28,000.00	0.00	28,000.00	1,988.44	13,986.56	12,025.00
A 1240.45	SUPT OFFICE SUPPLIES		3,150.00	0.00	3,150.00	478.02	0.00	2,671.98
1240	CHIEF SCHOOL ADMINISTRATOR	*	411,823.00	0.00	411,823.00	90,209.49	247,368.53	74,244.98
12		**	411,823.00	0.00	411,823.00	90,209.49	247,368.53	74,244.98
A 1310.15	BUSINESS MANAGER SALARY		197,316.00	0.00	197,316.00	49,308.10	143,138.90	4,869.00
A 1310.16	BUSINESS OFFICE SALARIES		283,159.00	0.00	283,159.00	78,756.31	189,330.22	15,072.47
A 1310.2	BUSINESS OFFICE EQUIPMENT		1,000.00	-850.00	150.00	0.00	0.00	150.00
A 1310.4	BUSINESS OFFICE EXPENSES		9,000.00	0.00	9,000.00	2,827.79	5,709.17	463.04
A 1310.407-1	OFFICE MACHINE REPAIRS		3,500.00	850.00	4,350.00	1,046.50	3,275.58	27.92
A 1310.409-7	BUSINESS OFFICE SOFTWARE		17,022.00	0.00	17,022.00	17,022.00	0.00	0.00
A 1310.45	BUSINESS OFFICE SUPPLIES		3,000.00	392.46	3,392.46	392.46	312.92	2,687.08
A 1310.451	OFFICE PAPER-BUSINESS		1,100.00	-376.00	724.00	0.00	0.00	724.00
A 1310.49	BOCES SERVICES		86,750.00	0.00	86,750.00	0.00	0.00	86,750.00
1310	BUSINESS ADMINISTRATOR	*	601,847.00	16.46	601,863.46	149,353.16	341,766.79	110,743.51
A 1320.4	AUDITING EXPENSE		73,000.00	43,045.00	116,045.00	1,420.00	112,545.00	2,080.00
1320	AUDITING	*	73,000.00	43,045.00	116,045.00	1,420.00	112,545.00	2,080.00
A 1325.16	TREASURER-SALARY		14,306.00	0.00	14,306.00	3,576.48	10,729.52	0.00
A 1325.45	TREASURER SUPPLIES		200.00	0.00	200.00	0.00	0.00	200.00
1325	TREASURER	*	14,506.00	0.00	14,506.00	3,576.48	10,729.52	200.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1380.4	CONTRACTUAL EXP-FISCAL AGENT		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
1380	FISCAL AGENT FEES	*	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
13		**	691,353.00	43,061.46	734,414.46	154,349.64	465,041.31	115,023.51
A 1420.4	ATTORNEY FEES		65,000.00	0.00	65,000.00	6,547.03	55,952.97	2,500.00
A 1420.400-1	BOND COUNSEL		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 1420.400-2	NEGOTIATIONS ATTORNEY		40,000.00	0.00	40,000.00	729.16	14,270.84	25,000.00
1420	LEGAL FEES	*	108,000.00	0.00	108,000.00	7,276.19	70,223.81	30,500.00
A 1430.4	PERSONNEL EXPENSES		5,500.00	376.00	5,876.00	1,781.25	4,094.75	0.00
A 1430.49	BOCES REG.TEACHER CERTIFICATION		8,300.00	0.00	8,300.00	0.00	0.00	8,300.00
1430	PERSONNEL	*	13,800.00	376.00	14,176.00	1,781.25	4,094.75	8,300.00
A 1480.4	PUBLIC INFO EXPENSES		19,000.00	0.00	19,000.00	10.00	5,390.00	13,600.00
A 1480.49	PUBLIC INFO BOCES		35,000.00	0.00	35,000.00	0.00	0.00	35,000.00
1480	PUBLIC INFO AND SERVICE	*	54,000.00	0.00	54,000.00	10.00	5,390.00	48,600.00
14		**	175,800.00	376.00	176,176.00	9,067.44	79,708.56	87,400.00
A 1620.16	CUSTODIAL SALARIES		20,000.00	0.00	20,000.00	12,171.00	0.00	7,829.00
A 1620.160-1	CUSTODIAL SALARIES-BAS		226,630.00	0.00	226,630.00	87,801.06	142,373.78	-3,544.84
A 1620.160-2	CUSTODIAL SALARIES-RWC		220,049.00	0.00	220,049.00	52,003.29	95,527.34	72,518.37
A 1620.160-3	CUSTODIAL SALARIES-WLB		219,050.00	0.00	219,050.00	67,820.86	142,126.34	9,102.80
A 1620.161-1	CUSTODIAL OVERTIME-BAS		19,000.00	0.00	19,000.00	1,454.83	0.00	17,545.17
A 1620.161-2	CUSTODIAL OVERTIME-RWC		11,000.00	0.00	11,000.00	2,287.14	0.00	8,712.86
A 1620.161-3	CUSTODIAL OVERTIME-WLB		20,000.00	0.00	20,000.00	1,600.85	0.00	18,399.15
A 1620.162-1	SECURITY AIDE SALARY-BAS		38,669.00	0.00	38,669.00	4,670.77	0.00	33,998.23
A 1620.162-2	SECURITY AIDE SALARY-RWC		38,706.00	0.00	38,706.00	4,012.55	0.00	34,693.45
A 1620.162-3	SECURITY AIDE SALARY-WLB		37,847.00	0.00	37,847.00	9,955.85	0.00	27,891.15
A 1620.200-1	EQUIPMENT-BAS		1,750.00	0.00	1,750.00	0.00	0.00	1,750.00
A 1620.200-2	EQUIPMENT-RWC		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1620.200-3	EQUIPMENT-WLB		1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
A 1620.268-1	HEATING/COOLING-BAS		1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
A 1620.268-2	HEATING/COOLING-RWC		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1620.268-3	HEATING/COOLING-WLB		1,350.00	0.00	1,350.00	0.00	0.00	1,350.00
A 1620.272-1	CLEANING EQUIPMENT-BAS		4,600.00	0.00	4,600.00	0.00	62.99	4,537.01
A 1620.272-2	CLEANING EQUIPMENT-RWC		5,000.00	0.00	5,000.00	0.00	62.99	4,937.01
A 1620.272-3	CLEANING EQUIPMENT-WLB		4,600.00	0.00	4,600.00	0.00	62.99	4,537.01

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1620.404-1	CONTRACTUAL STAFF TRAINING-BAS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1620.404-2	CONTRACTUAL STAFF TRAINING-RWC	1,500.00	0.00	1,500.00	0.00	150.00	1,350.00
A 1620.404-3	CONTRACTUAL STAFF TRAINING-WLB	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.406	FUEL/OIL	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1620.406-11	GAS/ELECTRIC-BAS	68,500.00	0.00	68,500.00	5,939.42	55,560.58	7,000.00
A 1620.406-12	GAS/ELECTRIC-RWC	62,000.00	0.00	62,000.00	3,786.79	39,413.21	18,800.00
A 1620.406-13	GAS/ELECTRIC-WLB	69,500.00	0.00	69,500.00	9,969.29	59,430.71	100.00
A 1620.406-21	WATER EXPENSES-BAS	5,000.00	0.00	5,000.00	474.86	4,525.14	0.00
A 1620.406-22	WATER EXPENSES-RWC	3,000.00	0.00	3,000.00	256.40	2,743.60	0.00
A 1620.406-23	WATER EXPENSES-WLB	7,000.00	0.00	7,000.00	721.47	5,978.53	300.00
A 1620.406-31	TELEPHONE EXPENSES-BAS	10,000.00	0.00	10,000.00	1,878.93	8,121.07	0.00
A 1620.406-32	TELEPHONE EXPENSES-RWC	11,000.00	0.00	11,000.00	2,517.80	8,482.20	0.00
A 1620.406-33	TELEPHONE EXPENSES-WLB	14,000.00	0.00	14,000.00	2,674.83	11,325.17	0.00
A 1620.406-61	CONTRACTUAL ELECTRICAL-BAS	4,000.00	0.00	4,000.00	0.00	525.00	3,475.00
A 1620.406-62	CONTRACTUAL ELECTRICAL-RWC	4,000.00	0.00	4,000.00	0.00	525.00	3,475.00
A 1620.406-63	CONTRACTUAL ELECTRICAL-WLB	4,000.00	0.00	4,000.00	0.00	525.00	3,475.00
A 1620.406-71	PROF & TECH EXPENSE-BAS	18,800.00	0.00	18,800.00	2,367.31	14,887.75	1,544.94
A 1620.406-72	PROF & TECH EXPENSE-RWC	14,800.00	1,400.00	16,200.00	2,895.83	12,259.24	1,044.93
A 1620.406-73	PROF & TECH EXPENSE-WLB	11,400.00	6,000.00	17,400.00	2,367.31	14,887.76	144.93
A 1620.407-21	CLEANING EXPENSES-BAS	4,500.00	0.00	4,500.00	443.05	1,256.95	2,800.00
A 1620.407-22	CLEANING EXPENSES-RWC	3,000.00	0.00	3,000.00	389.20	1,310.80	1,300.00
A 1620.407-23	CLEANING EXPENSES-WLB	4,500.00	0.00	4,500.00	460.45	1,239.55	2,800.00
A 1620.407-51	SECURITY-BAS	96,500.00	-2,800.00	93,700.00	1,526.40	83,623.60	8,550.00
A 1620.407-52	SECURITY-RWC	94,000.00	-1,400.00	92,600.00	1,399.20	83,750.80	7,450.00
A 1620.407-53	SECURITY-WLB	98,250.00	-3,200.00	95,050.00	1,676.40	83,473.60	9,900.00
A 1620.457-21	CLEANING SUPPLIES-BAS	16,000.00	209.55	16,209.55	2,853.16	5,956.39	7,400.00
A 1620.457-22	CLEANING SUPPLIES-RWC	15,000.00	0.00	15,000.00	2,504.52	6,095.48	6,400.00
A 1620.457-23	CLEANING SUPPLIES-WLB	15,000.00	539.55	15,539.55	3,615.28	5,524.27	6,400.00
A 1620.458-21	UNIFORM SUPPLIES-BAS	1,600.00	0.00	1,600.00	0.00	1,200.00	400.00
A 1620.458-22	UNIFORM SUPPLIES-RWC	1,800.00	0.00	1,800.00	0.00	1,800.00	0.00
A 1620.458-23	UNIFORM SUPPLIES-WLB	1,600.00	0.00	1,600.00	0.00	1,200.00	400.00
1620	OPERATION MAINT/PLANT	1,538,501.00	749.10	1,539,250.10	294,496.10	895,987.83	348,766.17
A 1621.16	MAINTENANCE SALARIES	246,864.00	0.00	246,864.00	62,613.04	184,838.96	-588.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.161-2	MAINTENANCE OVERTIME SALARIES-RWC	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 1621.2	EQUIPMENT	30,000.00	0.00	30,000.00	5,973.82	5,973.82	18,052.36
A 1621.200-1	EQUIPMENT-BAS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1621.200-2	EQUIPMENT-RWC	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1621.200-3	EQUIPMENT-WLB	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1621.268-1	HEATING/COOLING-BAS	325.00	0.00	325.00	0.00	0.00	325.00
A 1621.268-2	HEATING/COOLING-RWC	350.00	0.00	350.00	0.00	0.00	350.00
A 1621.268-3	HEATING/COOLING-WLB	325.00	0.00	325.00	0.00	0.00	325.00
A 1621.280-1	GROUNDS-BAS	3,100.00	0.00	3,100.00	0.00	0.00	3,100.00
A 1621.280-2	GROUNDS-RWC	3,300.00	0.00	3,300.00	0.00	0.00	3,300.00
A 1621.280-3	GROUNDS-WLB	2,600.00	0.00	2,600.00	0.00	0.00	2,600.00
A 1621.283-1	AUTOMOTIVE EQUIPMENT-BAS	600.00	0.00	600.00	0.00	0.00	600.00
A 1621.283-2	AUTOMOTIVE EQUIPMENT-RWC	700.00	0.00	700.00	0.00	0.00	700.00
A 1621.283-3	AUTOMOTIVE EQUIPMENT-WLB	700.00	0.00	700.00	0.00	0.00	700.00
A 1621.406-4	MILEAGE	1,000.00	0.00	1,000.00	0.00	650.00	350.00
A 1621.406-5	ELEC/MAINTENANCE EXPENSE	500.00	0.00	500.00	0.00	300.00	200.00
A 1621.406-51	ELEC/MAINTENANCE EXPENSE-BAS	500.00	0.00	500.00	0.00	300.00	200.00
A 1621.406-52	ELEC/MAINTENANCE EXPENSE-RWC	500.00	0.00	500.00	0.00	300.00	200.00
A 1621.406-81	HEATING/COOLING EXPENSE-BAS	8,500.00	0.00	8,500.00	0.00	8,095.00	405.00
A 1621.406-82	HEATING/COOLING EXPENSE-RWC	8,000.00	990.00	8,990.00	285.00	8,695.00	10.00
A 1621.406-83	HEATING/COOLING EXPENSE-WLB	8,500.00	0.00	8,500.00	220.00	8,030.00	250.00
A 1621.406-91	PLUMBING EXPENSE-BAS	2,500.00	0.00	2,500.00	0.00	730.00	1,770.00
A 1621.406-92	PLUMBING EXPENSE-RWC	1,000.00	0.00	1,000.00	0.00	730.00	270.00
A 1621.406-93	PLUMBING EXPENSE-WLB	1,000.00	0.00	1,000.00	0.00	730.00	270.00
A 1621.407-01	REPAIRS-GENERAL-BAS	10,000.00	14,910.00	24,910.00	15,500.00	1,485.00	7,925.00
A 1621.407-02	REPAIRS-GENERAL-RWC	7,500.00	0.00	7,500.00	463.10	411.90	6,625.00
A 1621.407-03	REPAIRS-GENERAL-WLB	7,500.00	0.00	7,500.00	0.00	875.00	6,625.00
A 1621.407-3	SITE WORK	65,000.00	25,261.91	90,261.91	32,269.66	2,314.00	55,678.25
A 1621.407-30-2	PLAYGROUND MAINTENANCE-BAS	3,000.00	0.00	3,000.00	0.00	550.00	2,450.00
A 1621.407-30-3	PLAYGROUND MAINTENENCE-RWC	3,000.00	0.00	3,000.00	0.00	550.00	2,450.00
A 1621.407-30-4	PLAYGROUND MAINTENENCE-WLB	3,000.00	0.00	3,000.00	0.00	550.00	2,450.00
A 1621.407-31-2	ATHLETIC FIELDS-BAS	3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
A 1621.407-31-3	ATHLETIC FIELDS-RWC	3,750.00	0.00	3,750.00	0.00	0.00	3,750.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.407-31-4	ATHLETIC FIELDS-WLB	3,750.00	0.00	3,750.00	1,875.00	0.00	1,875.00
A 1621.45	MATERIAL & SUPPLIES	60,000.00	0.00	60,000.00	0.00	0.00	60,000.00
A 1621.450-1	MATERIAL & SUPPLIES-BAS	5,000.00	55,047.02	60,047.02	56,264.08	1,032.94	2,750.00
A 1621.450-2	MATERIAL & SUPPLIES-RWC	5,000.00	48,332.77	53,332.77	13,224.55	37,592.48	2,515.74
A 1621.450-3	MATERIAL & SUPPLIES-WLB	5,000.00	51,544.65	56,544.65	11,686.50	44,306.76	551.39
A 1621.456-51	ELEC/MAINTENANCE-BAS	3,100.00	0.00	3,100.00	0.00	250.00	2,850.00
A 1621.456-52	ELEC/MAINTENANCE-RWC	2,950.00	0.00	2,950.00	0.00	250.00	2,700.00
A 1621.456-53	ELEC/MAINTENANCE-WLB	2,950.00	0.00	2,950.00	0.00	250.00	2,700.00
A 1621.456-61	INTERCOM/EMERG LIGHTS-BAS	700.00	0.00	700.00	0.00	0.00	700.00
A 1621.456-62	INTERCOM/EMERG LIGHTS-RWC	600.00	0.00	600.00	0.00	0.00	600.00
A 1621.456-63	INTERCOM/EMERG LIGHTS-WLB	700.00	0.00	700.00	0.00	0.00	700.00
A 1621.456-81	HEATING/COOLING SUPPLIES-BAS	1,700.00	0.00	1,700.00	0.00	200.00	1,500.00
A 1621.456-82	HEATING/COOLING SUPPLIES-RWC	1,700.00	1,600.00	3,300.00	669.54	1,800.00	830.46
A 1621.456-83	HEATING/COOLING SUPPLIES-WLB	1,600.00	0.00	1,600.00	0.00	200.00	1,400.00
A 1621.457-01	REPAIRS-GENERAL-BAS	2,250.00	0.00	2,250.00	1,011.20	350.00	888.80
A 1621.457-02	REPAIRS-GENERAL-RWC	1,500.00	0.00	1,500.00	1,138.02	350.00	11.98
A 1621.457-03	REPAIRS-GENERAL-WLB	1,250.00	0.00	1,250.00	161.10	384.29	704.61
A 1621.457-61	HARDWARE-BAS	1,000.00	0.00	1,000.00	51.59	198.41	750.00
A 1621.457-62	HARDWARE-RWC	1,000.00	0.00	1,000.00	49.79	200.21	750.00
A 1621.457-63	HARDWARE-WLB	1,000.00	0.00	1,000.00	64.31	185.69	750.00
A 1621.457-71	CARPENTRY-BAS	2,750.00	0.00	2,750.00	713.48	2,036.52	0.00
A 1621.457-72	CARPENTRY-RWC	2,650.00	0.00	2,650.00	33.28	2,116.72	500.00
A 1621.457-73	CARPENTRY-WLB	2,600.00	0.00	2,600.00	109.04	2,040.96	450.00
A 1621.457-81	GLAZING-BAS	3,000.00	0.00	3,000.00	0.00	200.00	2,800.00
A 1621.457-82	GLAZING-RWC	3,000.00	0.00	3,000.00	0.00	200.00	2,800.00
A 1621.457-83	GLAZING-WLB	3,000.00	0.00	3,000.00	380.00	20.00	2,600.00
A 1621.457-91	PAINTING-BAS	1,000.00	0.00	1,000.00	188.57	111.43	700.00
A 1621.457-92	PAINTING-RWC	1,000.00	0.00	1,000.00	335.59	4.41	660.00
A 1621.457-93	PAINTING-WLB	1,000.00	0.00	1,000.00	281.44	18.56	700.00
A 1621.458-01	GROUNDS-BAS	1,650.00	0.00	1,650.00	0.00	50.00	1,600.00
A 1621.458-02	GROUNDS-RWC	1,650.00	0.00	1,650.00	0.00	50.00	1,600.00
A 1621.458-03	GROUNDS-WLB	1,700.00	0.00	1,700.00	1,018.00	50.00	632.00
A 1621.458-31	AUTOMOTIVE-BAS	1,333.00	0.00	1,333.00	170.33	390.00	772.67

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.458-32	AUTOMOTIVE-RWC		1,333.00	-150.00	1,183.00	170.33	390.00	622.67
A 1621.458-33	AUTOMOTIVE-WLB		1,334.00	0.00	1,334.00	170.34	390.00	773.66
1621	MAINTENANCE OF PLANT	*	566,864.00	197,536.35	764,400.35	207,090.70	321,728.06	235,581.59
A 1670.400-1	CENTRAL PRINTING EXPENSE-BAS		5,650.00	0.00	5,650.00	284.39	4,315.61	1,050.00
A 1670.400-2	CENTRAL PRINTING EXPENSE-RWC		5,650.00	0.00	5,650.00	284.38	4,315.62	1,050.00
A 1670.400-3	CENTRAL PRINTING EXPENSE-WLB		5,700.00	0.00	5,700.00	468.89	5,219.11	12.00
A 1670.401	OUTSIDE PRINTING SERVICES		5,000.00	0.00	5,000.00	3,147.60	0.00	1,852.40
1670	CENTRAL PRINTING AND MAILING	*	22,000.00	0.00	22,000.00	4,185.26	13,850.34	3,964.40
A 1680.45	DATA PROC SUPPLIES		500.00	0.00	500.00	0.00	0.00	500.00
A 1680.49	BOCES TEST SCORE		40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
A 1680.490-1	BOCES DATA WAREHOUSING		130,000.00	0.00	130,000.00	0.00	0.00	130,000.00
1680	DATA PROCESSING DISTRICT	*	170,500.00	0.00	170,500.00	0.00	0.00	170,500.00
16		**	2,297,865.00	198,285.45	2,496,150.45	505,772.06	1,231,566.23	758,812.16
A 1910.4	UNALLOCATED INS		215,000.00	10,000.00	225,000.00	214,000.00	11,000.00	0.00
1910	UNALLOCATED INSURANCE	*	215,000.00	10,000.00	225,000.00	214,000.00	11,000.00	0.00
A 1920.4	SCHOOL ASSOC DUES		18,000.00	0.00	18,000.00	5,381.97	0.00	12,618.03
1920	SCHOOL ASSOCIATION DUES	*	18,000.00	0.00	18,000.00	5,381.97	0.00	12,618.03
A 1930.4	CLAIMS/JUDGEMENT		600.00	0.00	600.00	0.00	0.00	600.00
1930	JUDGMENTS & CLAIMS	*	600.00	0.00	600.00	0.00	0.00	600.00
A 1981.49	BOCES AMIN		131,292.00	0.00	131,292.00	0.00	0.00	131,292.00
A 1981.492	BOCES RENTAL		13,594.00	0.00	13,594.00	0.00	0.00	13,594.00
A 1981.493	BOCES CAPITAL		20,149.00	0.00	20,149.00	0.00	0.00	20,149.00
1981	ADMIN CHARGE-BOCES	*	165,035.00	0.00	165,035.00	0.00	0.00	165,035.00
19	Disability Insurance	**	398,635.00	10,000.00	408,635.00	219,381.97	11,000.00	178,253.03
1		***	4,067,146.00	251,722.91	4,318,868.91	995,873.77	2,059,528.96	1,263,466.18
A 2010.150	ASSISTANT SUPERINTENDENT		200,872.00	0.00	200,872.00	49,250.04	147,749.96	3,872.00
A 2010.16	CURRICULUM SALARIES		12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
A 2010.200	EQUIPMENT		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2010.4	CURRICULUM DEVEL EXPENSE		2,000.00	0.00	2,000.00	153.49	1,171.51	675.00
A 2010.45	CURRICULUM DEVEL SUPPLIES		3,000.00	0.00	3,000.00	399.00	167.99	2,433.01
A 2010.451	DUP PAPER/REPT CARD		5,000.00	0.00	5,000.00	0.00	2,050.00	2,950.00
A 2010.49	BOCES CURRICULUM DEVELOPMENT		65,000.00	0.00	65,000.00	0.00	0.00	65,000.00
2010	CURR. DEV./SUPERVISION	*	289,372.00	0.00	289,372.00	49,802.53	151,139.46	88,430.01

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2020.15	BUILDING PRINCIPALS SALARIES	330,846.00	0.00	330,846.00	82,582.44	247,747.40	516.16
A 2020.150-1	BUILDING PRINCIPALS SALARIES-BAS	194,095.00	0.00	194,095.00	49,223.40	147,670.18	-2,798.58
A 2020.150-2	BUILDING PRINCIPALS SALARIES-RWC	171,633.00	0.00	171,633.00	43,539.06	130,617.29	-2,523.35
A 2020.150-3	BUILDING PRINCIPALS SALARIES-WLB	159,135.00	0.00	159,135.00	40,106.28	120,318.72	-1,290.00
A 2020.160-1	BUILDG OFFICE SALARIES-BAS	52,906.00	0.00	52,906.00	14,872.90	41,015.10	-2,982.00
A 2020.160-2	BUILDG OFFICE SALARIES-RWC	72,428.00	0.00	72,428.00	19,323.87	51,614.13	1,490.00
A 2020.160-3	BUILDG OFFICE SALARIES-WLB	58,247.00	0.00	58,247.00	16,057.59	43,374.83	-1,185.42
A 2020.4	SUPERVISION EXPENSES	1,000.00	0.00	1,000.00	0.00	500.00	500.00
A 2020.401	SUPERVISION-BAS	200.00	0.00	200.00	0.00	0.00	200.00
A 2020.401-97	SUPERVISION-P/C-BAS	500.00	0.00	500.00	58.72	441.28	0.00
A 2020.402	SUPERVISION-WLB	200.00	0.00	200.00	0.00	0.00	200.00
A 2020.402-97	SUPERVISION-P/C-WLB	500.00	0.00	500.00	0.00	500.00	0.00
A 2020.403	SUPERVISION-RWC	500.00	0.00	500.00	0.00	0.00	500.00
A 2020.403-97	SUPERVISION-P/C-RWC	500.00	0.00	500.00	0.00	500.00	0.00
A 2020.451	SUPERVISION-BAS	440.00	0.00	440.00	0.00	0.00	440.00
A 2020.451-10	OFFICE PAPER-BAS	6,000.00	0.00	6,000.00	778.00	5,222.00	0.00
A 2020.451-20	OFFICE PAPER-WLB	6,450.00	0.00	6,450.00	389.00	5,611.00	450.00
A 2020.451-30	OFFICE PAPER-RWC	8,500.00	0.00	8,500.00	0.00	8,500.00	0.00
A 2020.452	SUPERVISION-WLB	390.00	0.00	390.00	0.00	0.00	390.00
A 2020.453	SUPERVISION-RWC	470.00	0.00	470.00	0.00	0.00	470.00
2020	SUPER. REG. SCHOOL	1,064,940.00	0.00	1,064,940.00	266,931.26	803,631.93	-5,623.19
A 2060.15	INSTRUCTIONAL SALARIE	30,000.00	0.00	30,000.00	7,349.04	22,047.12	603.84
2060	RESEARCH PLAN/EVAL	30,000.00	0.00	30,000.00	7,349.04	22,047.12	603.84
A 2070.40	INSERV TRAINING	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2070.41	INSERVICE TRNG-BAS	500.00	0.00	500.00	0.00	0.00	500.00
A 2070.42	INSERVICE TRNG-WLB	500.00	0.00	500.00	0.00	0.00	500.00
A 2070.43	INSERVICE TRNG-RWC	500.00	0.00	500.00	0.00	0.00	500.00
A 2070.44	INSERVICE TRNG-D.W.	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2070.444	STAFF DEVELOPMENT	19,000.00	0.00	19,000.00	4,699.00	35.00	14,266.00
A 2070.490	BOCES STAFF DEVELOPMENT	26,500.00	0.00	26,500.00	0.00	0.00	26,500.00
2070	IN-SERV TRAIN-INSTR.	49,000.00	0.00	49,000.00	4,699.00	35.00	44,266.00
20	Group Insurance	1,433,312.00	0.00	1,433,312.00	328,781.83	976,853.51	127,676.66
A 2110.12	TEACHERS 1-6 SALARIES	635,194.00	0.00	635,194.00	44,236.58	393,537.42	197,420.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.120-1	TEACHERS 1-6 SALARIES-BAS	2,420,012.00	0.00	2,420,012.00	203,394.67	2,099,889.75	116,727.58
A 2110.120-2	TEACHERS 1-6 SALARIES-RWC	2,665,396.00	0.00	2,665,396.00	226,957.54	2,216,982.55	221,455.91
A 2110.120-3	TEACHERS 1-6 SALARIES-WLB	1,985,229.00	0.00	1,985,229.00	166,012.14	1,749,791.38	69,425.48
A 2110.121-1	KINDERGARTEN TEACHERS SALARIES-BAS	222,247.00	0.00	222,247.00	18,420.18	202,621.82	1,205.00
A 2110.121-2	KINDERGARTEN TEACHERS SALARIES-RWC	381,643.00	0.00	381,643.00	23,954.16	362,935.84	-5,247.00
A 2110.121-3	KINDERGARTEN TEACHERS SALARIES-WLB	242,980.00	0.00	242,980.00	23,266.48	225,648.52	-5,935.00
A 2110.123-1	AFTER SCHOOL PROGRAMS-BAS	12,650.00	0.00	12,650.00	0.00	0.00	12,650.00
A 2110.123-2	AFTER SCHOOL PROGRAMS-RWC	12,700.00	0.00	12,700.00	157.38	0.00	12,542.62
A 2110.123-3	AFTER SCHOOL PROGRAMS-WLB	12,650.00	0.00	12,650.00	0.00	0.00	12,650.00
A 2110.124-1	SUPPORT SERVICES SALARIES-BAS	365,800.00	0.00	365,800.00	61,088.68	634,162.52	-329,451.20
A 2110.124-2	SUPPORT SERVICES SALARIES-RWC	701,826.00	0.00	701,826.00	58,349.68	643,593.22	-116.90
A 2110.124-3	SUPPORT SERVICES SALARIES-WLB	508,565.00	0.00	508,565.00	42,125.14	433,976.26	32,463.60
A 2110.129-1	EXTRA DUTIES/SERVICES-BAS	38,000.00	0.00	38,000.00	2,368.83	0.00	35,631.17
A 2110.129-2	EXTRA DUTIES/SERVICES-RWC	28,000.00	0.00	28,000.00	5,381.72	0.00	22,618.28
A 2110.129-3	EXTRA DUTIES/SERVICES-WLB	18,000.00	0.00	18,000.00	6,632.90	0.00	11,367.10
A 2110.140-1	SUB TEACHERS SALARIES-BAS	80,000.00	0.00	80,000.00	4,542.50	0.00	75,457.50
A 2110.140-2	SUB TEACHERS SALARIES-RWC	78,000.00	0.00	78,000.00	6,120.00	0.00	71,880.00
A 2110.140-3	SUB TEACHERS SALARIES-WLB	78,500.00	0.00	78,500.00	4,482.50	0.00	74,017.50
A 2110.160-1	LCH/CRM/CPY AIDES-BAS	259,672.00	0.00	259,672.00	23,236.80	0.00	236,435.20
A 2110.160-2	LCH/CRM/CPY AIDES-RWC	238,781.00	0.00	238,781.00	19,354.38	0.00	219,426.62
A 2110.160-3	LCH/CRM/CPY AIDES-WLB	182,373.00	0.00	182,373.00	14,043.88	0.00	168,329.12
A 2110.239	INSTRU MUSIC	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2110.400-71	COPIER LEASES-BAS	25,000.00	0.00	25,000.00	4,965.61	19,159.54	874.85
A 2110.400-72	COPIER LEASES-WLB	38,000.00	-10,000.00	28,000.00	6,051.53	21,903.46	45.01
A 2110.400-73	COPIER LEASES-RWC	17,000.00	10,000.00	27,000.00	6,220.75	20,411.08	368.17
A 2110.402-71	ART-BAS	250.00	181.00	431.00	181.00	0.00	250.00
A 2110.402-72	ART-RWC	250.00	186.77	436.77	186.77	0.00	250.00
A 2110.402-73	ART-WLB	200.00	193.28	393.28	193.28	0.00	200.00
A 2110.402-81	SCIENCE-BAS	175.00	0.00	175.00	0.00	0.00	175.00
A 2110.402-82	SCIENCE-RWC	150.00	0.00	150.00	0.00	0.00	150.00
A 2110.402-83	SCIENCE-WLB	175.00	0.00	175.00	0.00	0.00	175.00
A 2110.402-91	ESL-BAS	50.00	0.00	50.00	0.00	0.00	50.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.402-92	ESL-RWC	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.402-93	ESL-WLB	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.403-51	PHYSICAL ED-BAS	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.403-52	PHYSICAL ED-RWC	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.403-53	PHYSICAL ED-WLB	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.403-81	VOCAL MUSIC-BAS	150.00	582.58	732.58	0.00	732.58	0.00
A 2110.403-82	VOCAL MUSIC-RWC	175.00	722.58	897.58	0.00	897.57	0.01
A 2110.403-83	VOCAL MUSIC-WLB	175.00	572.59	747.59	0.00	747.59	0.00
A 2110.403-91	INSTRU MUSIC-BAS	2,000.00	0.00	2,000.00	333.00	52.98	1,614.02
A 2110.403-92	INSTRU MUSIC-RWC	2,000.00	0.00	2,000.00	334.00	53.00	1,613.00
A 2110.403-93	INSTRU MUSIC-WLB	2,000.00	0.00	2,000.00	333.00	54.00	1,613.00
A 2110.404-5	OUTDOOR EDUCATION	600.00	0.00	600.00	0.00	0.00	600.00
A 2110.405-4	CHALLENGE	2,700.00	0.00	2,700.00	0.00	597.00	2,103.00
A 2110.406-41	STAFF MILEAGE-BAS	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.406-42	STAFF MILEAGE-RWC	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.406-43	STAFF MILEAGE-WLB	500.00	0.00	500.00	0.00	0.00	500.00
A 2110.450-1	BAS-GENERAL INSTR SUPPLIES	13,840.00	0.00	13,840.00	4,276.69	5,387.32	4,175.99
A 2110.450-2	WLB-GENERAL INSTR SUPPLIES	12,400.00	212.45	12,612.45	2,185.59	4,861.09	5,565.77
A 2110.450-3	RWC-GENERAL INSTR SUPPLIES	15,360.00	2,484.84	17,844.84	7,119.18	6,682.51	4,043.15
A 2110.450-4	MATH SUPPLIES	16,600.00	0.00	16,600.00	0.00	0.00	16,600.00
A 2110.451-01	BAS-KINDERGARTEN	1,500.00	0.00	1,500.00	662.50	684.40	153.10
A 2110.451-02	WLB-KINDERGARTEN	1,500.00	0.00	1,500.00	1,119.06	0.00	380.94
A 2110.451-03	RWC-KINDERGARTEN	3,000.00	0.00	3,000.00	1,698.31	0.00	1,301.69
A 2110.452-41	READING SUPPLIES-BAS	2,000.00	0.00	2,000.00	0.00	518.56	1,481.44
A 2110.452-42	READING SUPPLIES-WLB	2,000.00	0.00	2,000.00	467.64	0.00	1,532.36
A 2110.452-43	READING SUPPLIES-RWC	2,000.00	0.00	2,000.00	1,231.96	561.76	206.28
A 2110.452-51	EARLY INTERV SUPPLIES-BAS	1,000.00	0.00	1,000.00	199.06	0.00	800.94
A 2110.452-52	EARLY INTERV SUPPLIES-WLB	1,000.00	0.00	1,000.00	0.00	887.28	112.72
A 2110.452-53	EARLY INTERV SUPPLIES-RWC	2,500.00	0.00	2,500.00	999.06	507.92	993.02
A 2110.452-6	SLES-FOREIGN LANG	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2110.452-71	HEALTH-BAS	700.00	0.00	700.00	0.00	0.00	700.00
A 2110.452-72	HEALTH-RWC	650.00	0.00	650.00	0.00	0.00	650.00
A 2110.452-73	HEALTH-WLB	650.00	195.00	845.00	195.00	0.00	650.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.452-8	SCIENCE	87,114.00	0.00	87,114.00	81,246.43	0.00	5,867.57
A 2110.452-81	SCIENCE-BAS	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 2110.452-82	SCIENCE-RWC	1,200.00	0.00	1,200.00	0.00	221.13	978.87
A 2110.452-83	SCIENCE-WLB	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 2110.452-91	ESL-BAS	400.00	0.00	400.00	0.00	129.43	270.57
A 2110.452-92	ESL-RWC	300.00	0.00	300.00	257.36	0.00	42.64
A 2110.452-93	ESL-WLB	300.00	0.00	300.00	257.65	0.00	42.35
A 2110.453-01	BAS-ART	3,300.00	0.00	3,300.00	0.00	2,285.12	1,014.88
A 2110.453-02	WLB-ART	3,300.00	0.00	3,300.00	0.00	1,665.84	1,634.16
A 2110.453-03	RWC-ART	3,800.00	0.00	3,800.00	2,822.72	0.00	977.28
A 2110.453-51	BAS-PHYSICAL ED	1,300.00	814.90	2,114.90	814.90	177.46	1,122.54
A 2110.453-52	WLB-PHYSICAL ED	1,300.00	0.00	1,300.00	871.65	0.00	428.35
A 2110.453-53	RWC-PHYSICAL ED	1,600.00	0.00	1,600.00	0.00	1,345.18	254.82
A 2110.453-81	VOCAL MUSIC-BAS	790.00	-582.58	207.42	0.00	186.84	20.58
A 2110.453-82	VOCAL MUSIC-RWC	930.00	-722.58	207.42	0.00	186.79	20.63
A 2110.453-83	VOCAL MUSIC-WLB	780.00	-572.59	207.41	0.00	186.84	20.57
A 2110.453-91	INSTRU MUSIC-BAS	2,000.00	0.00	2,000.00	0.00	1,236.38	763.62
A 2110.453-92	INSTRU MUSIC-RWC	2,000.00	0.00	2,000.00	0.00	1,210.12	789.88
A 2110.453-93	INSTRU MUSIC-WLB	2,000.00	0.00	2,000.00	0.00	1,168.11	831.89
A 2110.455-01	BAS-SUPPLEMENTAL	3,675.00	0.00	3,675.00	687.52	2,426.22	561.26
A 2110.455-02	WLB-SUPPLEMENTAL	3,275.00	0.00	3,275.00	0.00	1,084.52	2,190.48
A 2110.455-03	RWC-SUPPLEMENTAL	3,775.00	0.00	3,775.00	0.00	1,463.41	2,311.59
A 2110.455-4	CHALLENGE	4,889.00	0.00	4,889.00	46.78	3,357.20	1,485.02
A 2110.455-41	BAS-CHALLENGE	1,500.00	0.00	1,500.00	0.00	18.72	1,481.28
A 2110.455-42	WLB-CHALLENGE	1,300.00	0.00	1,300.00	0.00	261.72	1,038.28
A 2110.455-43	RWC-CHALLENGE	1,550.00	0.00	1,550.00	0.00	938.71	611.29
A 2110.456	District Workbooks	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 2110.47	TUITION	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 2110.473	CHARTER SCHOOL TUITION	175,000.00	0.00	175,000.00	29,828.17	72,439.83	72,732.00
A 2110.48	TEXTBOOKS	16,000.00	0.00	16,000.00	0.00	16,000.00	0.00
A 2110.480-1	BAS TEXTBOOKS	11,200.00	0.00	11,200.00	8,514.76	350.00	2,335.24
A 2110.480-2	WLB TEXTBOOKS	9,500.00	0.00	9,500.00	8,279.15	350.00	870.85
A 2110.480-3	RWC TEXTBOOKS	11,200.00	0.00	11,200.00	10,461.12	350.00	388.88

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.482-41	READING/SUPPORT TEXTBOOKS BAS	2,600.00	0.00	2,600.00	126.50	0.00	2,473.50
A 2110.482-42	READING/SUPPORT TEXTBOOKS WLB	2,400.00	0.00	2,400.00	797.44	0.00	1,602.56
A 2110.482-43	READING/SUPPORT TEXTBOOKS RWC	2,700.00	0.00	2,700.00	0.00	0.00	2,700.00
A 2110.482-6	SLES-FOREIGN LANG TEXTBOOKS	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 2110.482-9	ESL TEXTBOOKS	2,300.00	0.00	2,300.00	1,703.01	0.00	596.99
A 2110.484	MATH TEXTBOOKS	16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
A 2110.485	SCIENCE TEXTBOOKS	8,200.00	0.00	8,200.00	0.00	0.00	8,200.00
A 2110.49	BOCES SERVICES	3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
A 2110.492-9	ESL	53,375.00	0.00	53,375.00	0.00	0.00	53,375.00
A 2110.494-5	OUTDOOR EDUCATION	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
A 2110.495-5	BOCES-ARTS IN EDUC	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
2110	REGULAR SCHOOL	11,890,971.00	4,268.24	11,895,239.24	1,139,794.29	9,156,878.49	1,598,566.46
21	New York State Income Tax	11,890,971.00	4,268.24	11,895,239.24	1,139,794.29	9,156,878.49	1,598,566.46
A 2250.140	CSE CHAIRPERSON PER DIEM	40,000.00	0.00	40,000.00	3,000.00	0.00	37,000.00
A 2250.150-1	RR/SPEECH/CID SALARIES-BAS	503,732.00	0.00	503,732.00	18,996.20	208,958.22	275,777.58
A 2250.150-2	RR/SPEECH/CID SALARIES-RWC	648,496.00	0.00	648,496.00	61,010.40	646,894.85	-59,409.25
A 2250.150-3	RR/SPEECH/CID SALARIES-WLB	591,762.00	0.00	591,762.00	57,836.24	596,634.25	-62,708.49
A 2250.151-1	INCLUSION TEACHERS SALARIES-BAS	609,906.00	0.00	609,906.00	61,414.16	584,241.54	-35,749.70
A 2250.151-2	INCLUSION TEACHERS SALARIES-RWC	549,501.00	0.00	549,501.00	38,752.42	393,510.58	117,238.00
A 2250.151-3	INCLUSION TEACHERS SALARIES-WLB	404,962.00	0.00	404,962.00	24,805.26	278,397.74	101,759.00
A 2250.152	SUMMER SPECIAL EDUCATION SALARIES	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2250.16	CSE OFFICE SALARIES	147,531.00	0.00	147,531.00	39,584.49	99,155.63	8,790.88
A 2250.160-3	CSE CLASSROOM AIDES-WLB	0.00	0.00	0.00	600.00	0.00	-600.00
A 2250.161	INCLUSION AIDES SALARIES	51,402.00	0.00	51,402.00	8,017.10	0.00	43,384.90
A 2250.161-1	INCLUSION AIDES SALARIES-BAS	105,000.00	0.00	105,000.00	5,799.94	0.00	99,200.06
A 2250.161-2	INCLUSION AIDES SALARIES-RWC	245,000.00	0.00	245,000.00	35,984.66	0.00	209,015.34
A 2250.161-3	INCLUSION AIDES SALARIES-WLB	230,000.00	0.00	230,000.00	19,574.22	0.00	210,425.78
A 2250.2	SPECIAL ED EQUIP GENERAL	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2250.237	CID EQUIPMENT	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2250.4	SPECIAL ED EXPENSES	40,000.00	10,933.26	50,933.26	1,597.99	47,722.26	1,613.01
A 2250.400-1	Copy Machine Lease Service	6,000.00	0.00	6,000.00	0.00	6,000.00	0.00
A 2250.400-3	SPECIAL ED RELATED SERVICES	370,000.00	0.00	370,000.00	0.00	360,000.00	10,000.00
A 2250.403-97	PETTY CASH	100.00	0.00	100.00	0.00	100.00	0.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.45	SPECIAL ED SUPPLIES		5,000.00	205.20	5,205.20	1,908.68	1,466.09	1,830.43
A 2250.451	OFFICE PAPER-CSE		500.00	0.00	500.00	0.00	500.00	0.00
A 2250.453-41	SPEECH SUPPLIES-BAS		300.00	0.00	300.00	205.22	0.00	94.78
A 2250.453-42	SPEECH SUPPLIES-RWC		350.00	0.00	350.00	346.62	0.00	3.38
A 2250.453-43	SPEECH SUPPLIES-WLB		350.00	0.00	350.00	223.83	0.00	126.17
A 2250.453-5	SPECIAL ED-SPEECH K		500.00	0.00	500.00	393.02	106.52	0.46
A 2250.453-61	RESOURCE ROOM-BAS		0.00	650.00	650.00	332.75	0.00	317.25
A 2250.453-62	RESOURCE ROOM-RWC		1,000.00	-350.00	650.00	0.00	0.00	650.00
A 2250.453-63	RESOURCE ROOM-WLB		1,000.00	-300.00	700.00	0.00	469.16	230.84
A 2250.453-72	CID SUPPLIES-RWC		660.00	0.00	660.00	0.00	659.66	0.34
A 2250.453-73	CID SUPPLIES-WLB		1,340.00	0.00	1,340.00	522.37	524.98	292.65
A 2250.477	SPECIAL ED-TUITION		1,025,880.00	0.00	1,025,880.00	51.90	967,948.10	57,880.00
A 2250.483-7	CID TEXTBOOKS		1,000.00	0.00	1,000.00	0.00	101.00	899.00
A 2250.490	BOCES SERVICES		3,744,582.00	0.00	3,744,582.00	0.00	0.00	3,744,582.00
2250	HANDICAPPED PROGRAM	*	9,330,354.00	11,138.46	9,341,492.46	380,957.47	4,193,390.58	4,767,144.41
22	Federal Income Tax	**	9,330,354.00	11,138.46	9,341,492.46	380,957.47	4,193,390.58	4,767,144.41
A 2330.45	SUMMER SCHOOL SUPPLIES		1,000.00	786.01	1,786.01	786.01	194.50	805.50
A 2330.49	BOCES SUMMER SCHOOL		199,000.00	0.00	199,000.00	0.00	0.00	199,000.00
2330	OTHER SPEC. SCHOOLS	*	200,000.00	786.01	200,786.01	786.01	194.50	199,805.50
23	Income Executions	**	200,000.00	786.01	200,786.01	786.01	194.50	199,805.50
A 2610.150-1	LIBRARY SALARIES-BAS		102,065.00	0.00	102,065.00	8,505.42	93,559.58	0.00
A 2610.150-2	LIBRARY SALARIES-RWC		97,314.00	0.00	97,314.00	8,125.08	91,114.92	-1,926.00
A 2610.150-3	LIBRARY SALARIES-WLB		146,513.00	0.00	146,513.00	12,209.42	134,303.58	0.00
A 2610.16	LIBRARY AIDE P/T SALARIES		0.00	0.00	0.00	750.00	0.00	-750.00
A 2610.2	EQUIPMENT-LIBRARY		1,000.00	-1,000.00	0.00	0.00	0.00	0.00
A 2610.405	AUDIO VISUAL EXPENSES		2,500.00	-1,906.86	593.14	366.51	226.63	0.00
A 2610.45	LIBRARY SUPPLIES		1,800.00	2,906.86	4,706.86	707.76	2,440.43	1,558.67
A 2610.451	LIBRARY BOOKS-BAS		7,000.00	308.00	7,308.00	0.00	7,308.00	0.00
A 2610.452	LIBRARY BOOKS-RWC		7,000.00	1,016.00	8,016.00	0.00	7,917.00	99.00
A 2610.453	LIBRARY BOOKS-WLB		7,750.00	-1,324.00	6,426.00	577.60	5,478.90	369.50
A 2610.455	AUDIO VISUAL SUPPLIES		1,000.00	0.00	1,000.00	637.51	177.48	185.01
A 2610.46	LIBRARY COMPUTER SOFTWARE		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 2610.49	BOCES		30,500.00	0.00	30,500.00	0.00	0.00	30,500.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2610	LIBRARY	*	407,442.00	0.00	407,442.00	31,879.30	342,526.52	33,036.18
A 2630.12	COMPUTER SALARY		281,961.00	0.00	281,961.00	23,453.24	258,120.01	387.75
A 2630.2	COMPUTER EQUIPMENT		29,000.00	0.00	29,000.00	17,838.00	4,349.97	6,812.03
A 2630.4	COMPUTER EXPENSES		17,500.00	0.00	17,500.00	7,689.99	4,509.89	5,300.12
A 2630.45	COMPUTER SUPPLIES		100,000.00	0.00	100,000.00	84,656.93	3,571.83	11,771.24
A 2630.46	COMPUTER SOFTWARE		41,840.00	-6,553.85	35,286.15	7,450.99	3,325.00	24,510.16
A 2630.49	BOCES E-RATE SERVICES		345,000.00	6,553.85	351,553.85	0.00	0.00	351,553.85
2630	COMPUTER ASSISTED INSTRUCT.	*	815,301.00	0.00	815,301.00	141,089.15	273,876.70	400,335.15
26	Social Security Tax	**	1,222,743.00	0.00	1,222,743.00	172,968.45	616,403.22	433,371.33
A 2805.4	ATTENDANCE EXPENSES		23,000.00	0.00	23,000.00	0.00	20,000.00	3,000.00
2805	ATTENDANCE	*	23,000.00	0.00	23,000.00	0.00	20,000.00	3,000.00
A 2815.16	SCHOOL NURSES SALARIES		75,562.00	0.00	75,562.00	6,235.84	68,594.16	732.00
A 2815.160-1	SCHOOL NURSES SALARIES-BAS		66,332.00	0.00	66,332.00	5,292.21	62,433.39	-1,393.60
A 2815.160-2	SCHOOL NURSES SALARIES-RWC		78,090.00	0.00	78,090.00	6,357.00	69,927.00	1,806.00
A 2815.160-3	SCHOOL NURSES SALARIES-WLB		66,775.00	0.00	66,775.00	6,790.50	61,114.50	-1,130.00
A 2815.4	HEALTH SERVICES EXPENSES		115,000.00	0.00	115,000.00	14,625.42	6,194.52	94,180.06
A 2815.400-5	DIAGNOSTIC SCREENING SERVICES		0.00	5,455.00	5,455.00	0.00	5,455.00	0.00
A 2815.403	SPEECH EXPENSES		0.00	1,700.00	1,700.00	0.00	0.00	1,700.00
A 2815.450-1	HEALTH SERVICE SUPPLIES-BAS		2,900.00	0.00	2,900.00	128.52	1,133.56	1,637.92
A 2815.450-2	HEALTH SERVICE SUPPLIES-RWC		2,900.00	0.00	2,900.00	1,036.23	441.59	1,422.18
A 2815.450-3	HEALTH SERVICE SUPPLIES-WLB		2,900.00	0.00	2,900.00	0.00	441.58	2,458.42
A 2815.452-5	DIAGNOSTIC SCREEN SUPPLIES		15,000.00	-5,455.00	9,545.00	1,432.10	6,826.81	1,286.09
A 2815.452-51	DIAGNOSTIC SCREEN SUPPLIES-BAS		5,650.00	0.00	5,650.00	0.00	0.00	5,650.00
A 2815.452-52	DIAGNOSTIC SCREEN SUPPLIES-RWC		5,700.00	-1,700.00	4,000.00	0.00	0.00	4,000.00
A 2815.452-53	DIAGNOSTIC SCREEN SUPPLIES-WLB		5,650.00	0.00	5,650.00	0.00	0.00	5,650.00
A 2815.473	SPEECH SERV-PAROC		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2815.49	BOCES-HEALTH SERV		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
2815	HEALTH SERVICES	*	463,959.00	0.00	463,959.00	41,897.82	282,562.11	139,499.07
A 2820.151-71	INSTRUCTIONAL SALARIES- PSYCHOLOGIST-BAS		175,301.00	0.00	175,301.00	14,809.66	154,892.54	5,598.80
A 2820.151-72	INSTRUCTIONAL SALARIES- PSYCHOLOGIST-RWC		181,666.00	0.00	181,666.00	14,726.34	161,989.66	4,950.00
A 2820.151-73	INSTRUCTIONAL SALARIES- PSYCHOLOGIST-WLB		226,452.00	0.00	226,452.00	29,648.36	210,767.44	-13,963.80

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2820.155-0	EARLY ID TEACHERS SALARIES		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2820.161	THERAPIST SALARIES		0.00	0.00	0.00	6,678.16	73,459.84	-80,138.00
A 2820.400-1	PSYCH EXPENSES-BAS		250.00	0.00	250.00	0.00	0.00	250.00
A 2820.400-2	PSYCH EXPENSES-RWC		300.00	0.00	300.00	0.00	0.00	300.00
A 2820.400-3	PSYCH EXPENSES-WLB		300.00	0.00	300.00	0.00	0.00	300.00
A 2820.451-71	PSYCH SUPPLIES-BAS		300.00	0.00	300.00	0.00	0.00	300.00
A 2820.451-72	PSYCH SUPPLIES-RWC		350.00	0.00	350.00	196.39	0.00	153.61
A 2820.451-73	PSYCH SUPPLIES-WLB		350.00	0.00	350.00	116.02	215.70	18.28
2820	PSYCHOLOGY SERVICES	*	587,269.00	0.00	587,269.00	66,174.93	601,325.18	-80,231.11
A 2825.150-1	SOCIAL WORKER SALARIES-BAS		146,513.00	0.00	146,513.00	12,209.42	134,303.58	0.00
A 2825.150-2	SOCIAL WORKER SALARIES-RWC		145,118.00	0.00	145,118.00	12,093.16	133,024.84	0.00
A 2825.400-1	SOCIAL WORKER EXPENSES-BAS		200.00	0.00	200.00	0.00	0.00	200.00
A 2825.45	SOCIAL WORKER SUPPLIES		300.00	0.00	300.00	0.00	0.00	300.00
A 2825.450-2	SOCIAL WORKER SUPPLIES-RWC		200.00	0.00	200.00	0.00	0.00	200.00
2825	SOCIAL WORK SRVC-REG SCHOOL	*	292,331.00	0.00	292,331.00	24,302.58	267,328.42	700.00
28	New York City Income Tax	**	1,366,559.00	0.00	1,366,559.00	132,375.33	1,171,215.71	62,967.96
2		***	25,443,939.00	16,192.71	25,460,131.71	2,155,663.38	16,114,936.01	7,189,532.32
A 5540.4	TRANSPORTATION EXPENSES		1,650,000.00	0.00	1,650,000.00	2,750.00	0.00	1,647,250.00
A 5540.405	TRANSPORT/SCHOOL TRIP		42,000.00	0.00	42,000.00	0.00	0.00	42,000.00
5540	CONTRACTED TRANSPORTATION	*	1,692,000.00	0.00	1,692,000.00	2,750.00	0.00	1,689,250.00
A 5581.49	BOCES/TRANSP. EXPENSE		464,770.00	0.00	464,770.00	0.00	0.00	464,770.00
A 5581.491	SUMMER SPECIAL ED. TRANSPORTATION		15,600.00	0.00	15,600.00	0.00	0.00	15,600.00
5581	TRANS. BOCES	*	480,370.00	0.00	480,370.00	0.00	0.00	480,370.00
55		**	2,172,370.00	0.00	2,172,370.00	2,750.00	0.00	2,169,620.00
5		***	2,172,370.00	0.00	2,172,370.00	2,750.00	0.00	2,169,620.00
A 8070.4	CENSUS EXPENSES		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 8070.45	CENSUS SUPPLIES		200.00	0.00	200.00	0.00	0.00	200.00
8070	CENSUS	*	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
80		**	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
8		***	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 9010.8	EMPLOYEE RETIREMENT		494,631.00	0.00	494,631.00	0.00	440,000.00	54,631.00
9010	EMP. RETIREMENT SYSTEM	*	494,631.00	0.00	494,631.00	0.00	440,000.00	54,631.00
A 9020.8	TEACHERS RETIREMENT		1,674,030.00	0.00	1,674,030.00	0.00	0.00	1,674,030.00

VALLEY STREAM UFSD # 24

Appropriation Status Detail Report By Function From 7/1/2025 To 9/30/2025



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
9020	TEACHERS RETIRE. SYSTEM	*	1,674,030.00	0.00	1,674,030.00	0.00	0.00	1,674,030.00
A 9030.8	SOCIAL SECURITY		1,500,081.00	0.00	1,500,081.00	183,230.97	0.00	1,316,850.03
9030	FICA	*	1,500,081.00	0.00	1,500,081.00	183,230.97	0.00	1,316,850.03
A 9040.8	WORKERS COMP		112,115.00	0.00	112,115.00	102,653.00	0.00	9,462.00
9040	WORKMEN'S COMPENSATION	*	112,115.00	0.00	112,115.00	102,653.00	0.00	9,462.00
A 9050.8	UNEMPLOYMENT INSURANCE		10,000.00	0.00	10,000.00	0.00	10,000.00	0.00
9050	UNEMPLOYMENT	*	10,000.00	0.00	10,000.00	0.00	10,000.00	0.00
A 9060.8	HOSP & MED INSUR		5,289,030.00	-10,000.00	5,279,030.00	913,220.00	0.00	4,365,810.00
A 9060.85	DENTAL INSURANCE		192,200.00	0.00	192,200.00	32,639.02	0.00	159,560.98
9060	HEALTH INSURANCE	*	5,481,230.00	-10,000.00	5,471,230.00	945,859.02	0.00	4,525,370.98
A 9089.15	ACCUM LEAVE		0.00	0.00	0.00	130,958.40	0.00	-130,958.40
9089	OTHER	*	0.00	0.00	0.00	130,958.40	0.00	-130,958.40
90		**	9,272,087.00	-10,000.00	9,262,087.00	1,362,701.39	450,000.00	7,449,385.61
A 9710.6	PRINCIPAL ON INDEBTED		168,771.00	0.38	168,771.38	0.00	168,771.38	0.00
A 9710.7	INTEREST ON INDEBTEDN		66,967.00	-0.38	66,966.62	0.00	61,114.52	5,852.10
9710	DEBT SERVICE-SERIAL BONDS	*	235,738.00	0.00	235,738.00	0.00	229,885.90	5,852.10
97	Endowment, Scholarship and Gift Fund	**	235,738.00	0.00	235,738.00	0.00	229,885.90	5,852.10
A 9901.93	TRANSFER TO SCHOOL FOOD		50,000.00	0.00	50,000.00	50,000.00	0.00	0.00
9901	TRANSFER TO SPECIAL AID	*	50,000.00	0.00	50,000.00	50,000.00	0.00	0.00
99		**	50,000.00	0.00	50,000.00	50,000.00	0.00	0.00
9		***	9,557,825.00	-10,000.00	9,547,825.00	1,412,701.39	679,885.90	7,455,237.71
Fund ATotals:			41,242,480.00	257,915.62	41,500,395.62	4,566,988.54	18,854,350.87	18,079,056.21
Grand Totals:			41,242,480.00	257,915.62	41,500,395.62	4,566,988.54	18,854,350.87	18,079,056.21

VALLEY STREAM UFSD # 24

Revenue Status Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1001	REAL PROPERTY TAXES	21,593,503.00	0.00	21,593,503.00	5,477.06	21,588,025.94
A 1052	IDA OVERPYMT REAL ESTATE TAXES	686,927.00	0.00	686,927.00	0.00	686,927.00
A 1085	NYS SCHOOL TAX RELIEF REIMB.	1,896,174.00	0.00	1,896,174.00	0.00	1,896,174.00
A 2280	HEALTH SERV OTHER DIST	240,000.00	0.00	240,000.00	0.00	240,000.00
A 2304	TRANSPORTATION OTHR DIST	14,495.00	0.00	14,495.00	0.00	14,495.00
A 2401	INTEREST AND EARNINGS	260,000.00	0.00	260,000.00	103,547.91	156,452.09
A 2690	LOST BK MONEY-OTHER LOSS	0.00	0.00	0.00	10.80	-10.80
A 2701	REFUNDS OF PRIOR YR EXP- BOCES ONLY	200,000.00	0.00	200,000.00	0.00	200,000.00
A 2770	OTHER UNCLASSIFIED REV	0.00	0.00	0.00	305.00	-305.00
A 2771.ERA.TE	E-RATE REFUND	50,000.00	0.00	50,000.00	0.00	50,000.00
A 3101	STATE AID-BASIC FORMULA	12,583,537.00	0.00	12,583,537.00	0.00	12,583,537.00
A 3101.E	EXCESS COST AID	1,880,443.00	0.00	1,880,443.00	0.00	1,880,443.00
A 3102	STATE AID-LOTTERY	0.00	0.00	0.00	1,757,993.94	-1,757,993.94
A 3103	STATE AID-BOCES	637,605.00	0.00	637,605.00	0.00	637,605.00
A 3260	STATE AID-TEXTBOOKS	70,832.00	0.00	70,832.00	18,285.00	52,547.00
A 3262	STATE AID-COMPUTER SOFTWARE	35,061.00	0.00	35,061.00	0.00	35,061.00
A 3263	LIBRARY AV LOAN PROGRAM	7,588.00	0.00	7,588.00	0.00	7,588.00
A 4601	MEDICAID REIMBURSEMENT	86,315.00	0.00	86,315.00	0.00	86,315.00
A Totals:		40,242,480.00	0.00	40,242,480.00	1,885,619.71	38,356,860.29
C 2401	INTEREST & EARNINGS	0.00	0.00	0.00	64.11	-64.11
C 3190	STATE AID REIMBURSEMENT LUNCH	0.00	0.00	0.00	2,307.00	-2,307.00
C 5031	TRANSFER FROM GEN FUND	0.00	0.00	0.00	50,000.00	-50,000.00
C Totals:		0.00	0.00	0.00	52,371.11	-52,371.11
CM 2401	SCHOLARSHIP FUND - INT & EARNINGS	0.00	0.00	0.00	1.28	-1.28
CM Totals:		0.00	0.00	0.00	1.28	-1.28
F 2401	INTEREST & EARNINGS	0.00	0.00	0.00	44.81	-44.81
F 3289.10.26.0409	UPK STATE GRANT - 2025-26 - 5870-26-0409	428,878.00	0.00	428,878.00	0.00	428,878.00
F 4289.02.26.0032	SEC 611 - 0032-26-0433 - 2025-2026	366,067.00	0.00	366,067.00	0.00	366,067.00
F 4289.03.26.0033	SEC 619 - 0033-26-0433 - 2025-2026	17,044.00	0.00	17,044.00	0.00	17,044.00
F 4289.07.26.0021	TITLE IA - 2025-26 - 0021-26-1565	153,262.00	0.00	153,262.00	0.00	153,262.00

VALLEY STREAM UFSD # 24

Revenue Status Report By Function From 7/1/2025 To 9/30/2025



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
F 4289.08.26.0147	TITLE IIA - 2025-26 - 0147-26-1565	26,568.00	0.00	26,568.00	0.00	26,568.00
F 4289.09.26.0293	TITLE IIIA ELL - 2025-26 - 0293-26-1565	17,002.00	0.00	17,002.00	0.00	17,002.00
F 4289.10.26.0149	TITLE III A - IMM 0149-26-1565 2025-2026	15,700.00	0.00	15,700.00	0.00	15,700.00
F 4289.13.26.0204	TITLE IV A - 2025-26 - 0204-26-1565	11,742.00	0.00	11,742.00	0.00	11,742.00
F Totals:		1,036,263.00	0.00	1,036,263.00	44.81	1,036,218.19
H 2401	INTEREST & EARNINGS	0.00	0.00	0.00	190.43	-190.43
H 3297.DAS.NY	STATE AIDE OTHER: DASNY GRANTS	500,000.00	0.00	500,000.00	0.00	500,000.00
H Totals:		500,000.00	0.00	500,000.00	190.43	499,809.57
Grand Totals:		41,778,743.00	0.00	41,778,743.00	1,938,227.34	39,840,515.66

VALLEY STREAM UFSD # 24

Trial Balance Report From 7/1/2025 - 9/30/2025



Account	Description	Debits	Credits
A 200G	NY CLASS	23,439.00	0.00
A 200H	METROPOLITAN COMMERCIAL BANK	59,241.13	0.00
A 203	CASH CHECKING-CHASE	0.00	4,040,830.73
A 204	CASH CHECKING-CHASE - TA	0.00	888.39
A 204A	CASH STUDENT DEPOSIT	0.00	5,077.41
A 204B	CASH - NET PAYROLL	320.93	0.00
A 250	TAXES RECEIVABLE	0.00	489,764.96
A 380	ACCOUNTS RECEIVABLE	0.00	6,575.81
A 391F	DUE FROM FEDERAL FUND	108,948.08	0.00
A 391H	DUE FROM CAPITAL FUND	821,000.00	0.00
A 410	STATE AID RECEIVABLE	0.00	255,819.00
A 440	DUE FROM OTHER GOVTS	0.00	331,415.59
A 510	ESTIMATED REVENUES	40,242,480.00	0.00
A 521	ENCUMBRANCES	18,854,350.87	0.00
A 522	APPROPRIATION EXPENSES	4,566,988.54	0.00
A 599	APPROPRIATED FUND BAL	1,257,915.62	0.00
A 600	ACCOUNTS PAYABLE	1,487,839.45	0.00
A 630C	DUE TO CAFETERIA FUND	0.00	38,240.00
A 630F	DUE TO FEDERAL FUND	0.00	65.23
A 631	DUE TO HIGH SCHOOL DIST	0.00	0.01
A 632	DUE TO TEACHERS RETIREMT	0.00	20,685.26
A 718	STATE RETIREMENT	2,509.96	0.00
A 718.1	STATE RETIREMENT - ERS LOAN	32.00	0.00
A 718.3	STATE RETIREMENT - ERS ARREARS	0.00	21.79
A 720.1	GROUP INSURANCE - HOSPITALIZATION	0.00	551.85
A 738	STUDENT DEPOSITS	5,236.65	0.00
A 821	RESERVE FOR ENCUMBRANCES	0.00	18,596,435.25
A 909	FUND BALANCE	0.00	257,915.62
A 960	APPROPRIATIONS	0.00	41,500,395.62
A 980	REVENUES	0.00	1,885,619.71
A Fund Totals:		67,430,302.23	67,430,302.23
C 203	CASH CHECKING-CHASE	0.00	251.05
C 391	DUE FROM GENERAL FUND	38,240.00	0.00
C 410	STATE & FEDERAL AID RECEIVABLE	0.00	35,933.00
C 521	ENCUMBRANCES	373,061.56	0.00
C 522	EXPENDITURES	21,861.78	0.00
C 599	APPROPRIATED FUND BALANCE	505,000.00	0.00
C 600	ACCOUNTS PAYABLE	28,453.38	0.00
C 821	RESERVE FOR ENCUMBRANCES	0.00	373,061.56
C 960	APPROPRIATIONS	0.00	505,000.00
C 980	REVENUES	0.00	52,371.11
C Fund Totals:		966,616.72	966,616.72
CM 200.1	CASH - SCHOLARSHIP CHECKING	1.28	0.00
CM 980	Revenues	0.00	1.28
CM Fund Totals:		1.28	1.28
F 203	CASH CHECKING-CHASE	631.74	0.00

VALLEY STREAM UFSD # 24

Trial Balance Report From 7/1/2025 - 9/30/2025



Account	Description	Debits	Credits
F 391	DUE FROM GENERAL FUND	65.23	0.00
F 410	STATE & FEDERAL AID RECEIVABLE	0.00	108,051.92
F 510	ESTIMATED REVENUE	1,036,263.00	0.00
F 521	ENCUMBRANCES	614,257.19	0.00
F 522	EXPENDITURES	212,953.00	0.00
F 599	APPROPRIATED FUND BALANCE	441,344.52	0.00
F 600	ACCOUNTS PAYABLE	3,394.84	0.00
F 630	DUE TO GENERAL FUND	0.00	108,948.08
F 821	RESERVE FOR ENCUMBRANCES	0.00	597,712.22
F 909	FUND BALANCE, UNRESERVED	0.00	16,544.97
F 960	APPROPRIATIONS	0.00	1,477,607.52
F 980	REVENUES	0.00	44.81
F Fund Totals:		2,308,909.52	2,308,909.52
H 203	CASH CHECKING-CHASE	0.00	41.96
H 510	ESTIMATED REVENUE	500,000.00	0.00
H 521	ENCUMBRANCES	668,390.39	0.00
H 522	EXPENDITURES	656,051.83	0.00
H 599	APPROPRIATED FUND BALANCE	1,974,665.52	0.00
H 600	ACCOUNTS PAYABLE	165,180.56	0.00
H 630	DUE TO GENERAL FUND	0.00	821,000.00
H 821	RESERVE FOR ENCUMBRANCES	0.00	42,539.02
H 909	FUND BALANCE, UNRESERVED	0.00	625,851.37
H 960	APPROPRIATIONS	0.00	2,474,665.52
H 980	REVENUES	0.00	190.43
H Fund Totals:		3,964,288.30	3,964,288.30
Grand Totals:		74,670,118.05	74,670,118.05

VALLEY STREAM UFSD #24
Budget Calendar for the Creation of the Budget for the 2025-2026 School Year

October – November	14 – 7	2025	Meet with Principals and Liaisons and discuss budget process/guidelines. Financial Management Software (nVision) will be open for 2026-27 budget submittals by Principals and Liaisons for Business Office review.
November	10-14	2025	Budget requests are reviewed by the Assistant Superintendent for Business, Principals and Liaisons for clarification and justification.
November	24-26	2025	The Assistant Superintendent for Business reviews budget requests with the Superintendent.
January	14	2026	BOE Work Session Meeting. Budget discussion with the Board of Education.
January	28	2026	BOE Business Meeting. Distribute budget books.
February	11	2026	BOE Work Session Meeting.
February	25	2026	BOE Business Meeting.
March	1	2026	Submit 2026-27 Tax Levy limit calculations to OSC, NYSED and Commissioner of Taxation & Finance (Due by March 1 st)
March	11	2026	BOE Work Session Meeting. Final discussion with the Board of Education before adoption of the Superintendent Budget.
March	25	2026	BOE Business Meeting. Outline the budget to the public. Last chance to make changes to the budget before submission to the voters. ADOPT THE FINAL BUDGET amount to be presented at the hearing and put it on the ballot (no later than 4/21/26 due to statutory requirement to distribute military ballots on or before 4/24/26).
March	26	2026	Submit Property Tax Report Card to NYSED (within 24hours of budget adoption but no later than 4/27/26).
April	2	2026	First publication of Legal Ad. (Submit by March 26th)
April	9	2026	Second Publication. (Submit by April 2nd)
April	21	2026	BOE Business Meeting.
April	16	2026	Third Publication. (Submit by April 9th)
April	20	2026	Deadline for submission of Nominating Petitions for School Board Candidates by 5:00PM in the office of the District Clerk (30 days before the Vote) Deadline to receive Voter Propositions (at least 30 days before the Vote) First Financial Statement from Board Candidates (30 days prior to election).
April	21	2026	Drawing for positions on the ballot

VALLEY STREAM UFSD #24
Budget Calendar for the Creation of the Budget for the 2025-2026 School Year

April	23	2026	Last Publication. (Submit by April 16th)
April	24	2026	Military Ballots must be distributed.
April	29	2026	Public budget document completed and mailed (7 days prior to budget hearing).
May	5	2026	Public budget document must be in the schools (14 days prior to vote).
May	6	2026	Public budget hearing presentation (not more than 14 days prior but at least seven days prior to vote).
May	12	2026	Deadline to receive Absentee Ballot Application if the ballot is to be mailed to the Voter (seven days before the Vote) (see below if ballot is to be issued in person to the Voter)
May	13	2026	Mail Budget Notice postcard. (Last Day - After hearing but no later than 6 days before vote.)
May	14	2026	<p>Last day of Voter registration (After this date the registration books are finalized, no additional registrants for the May 19th vote).</p> <p>Make Available List of Persons to Whom Absentee Ballots Issued.</p> <p>Second financial statement from the candidates running for the Board (on or before the fifth day prior to the election).</p> <p>Voter register available for inspection.</p>
May	18	2026	Deadline to receive Absentee Ballot Application if the ballot is to be issued in person to the Voter (the day before the Vote)
MAY	19	2026	<p>BUDGET VOTE AND SCHOOL BOARD ELECTION.</p> <p>Annual Meeting – Copies of property tax report card and school district report card available to the public in each school, the district office and business office.</p> <p>Board of Registration meets during election to register persons for the 2027 annual meeting.</p> <p>Receipt of Absentee Ballots no later than 5:00 P.M.</p>
June	8	2026	Last financial statement from Board Candidates (20 days after the election).
June	16	2026	Budget Re-Vote Date



a Division of Mill Neck Services Inc.

40 Frost Mill Road, PO Box 229
Mill Neck, New York 11765
516-512-6222 (Voice)
1-516-628-6034 (SVRS Direct VP)
516-512-6336 (Fax)
1-800-235-2594 (After Hours Service)
www.millneck.org (Website)

SERVICE AGREEMENT

THIS AGREEMENT made this 23rd day of October, 2025 by and between **Valley Stream School District 24** (hereinafter referred to as the “School District”), as the party of the first part, having its principal place of business located at 50 Hungry Harbor Road Valley Stream, NY 11581 and Mill Neck Services (hereinafter referred to as the “SERVICE PROVIDER”), as the party of the second part, having its principal place of business for purposes of this Agreement at 40 Frost Mill Road, P.O. Box 193, Mill Neck, New York 11765.

WITNESSETH:

WHEREAS, the School District is authorized by law to contract with independent contractors for provision of sign language interpreting services;

WHEREAS, the SERVICE PROVIDER is in the business of providing services in the area of sign language interpretation;

WHEREAS, the School District desires that SERVICE PROVIDER provide sign language interpreting services to parents/guardians of designated students pursuant to the Individualized Education Programs (“IEPs”) developed for the students by the CSE for the **2025-2026** school year.

WHEREAS, SERVICE PROVIDER is ready, willing, and able to provide sign language interpretation services to the School District;

NOW THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, the parties hereto mutually agree as follows:

1. **TERM OF AGREEMENT**: This Agreement shall be in effect for the period **July 1, 2025 to June 30, 2026** school year, unless terminated earlier, as set forth herein.

2. **SCOPE OF SERVICES**:

- a. SERVICE PROVIDER shall provide sign language interpreting during the school year for students covered by the terms of this Agreement. The SERVICE PROVIDER shall provide interpreting services during CSE and other school meetings attended by the students’ parents or guardians. The School District may call upon the Service

Provider to provide interpreting services on as needed basis by substituting for the School's regularly scheduled interpreters. The services provided shall be in accordance with the currently approved methods and practices of the profession.

3. **PAYMENT SCHEDULE:** In full consideration for the services to be rendered by SERVICE PROVIDER to SCHOOL DISTRICT for the term of this Agreement, SCHOOL DISTRICT agrees to pay SERVICE PROVIDER at the following rates:

- Daily Assignments (Full time student; 5+ hours per day): \$89 per hour with a two hour minimum per session. Any assignment exceeding the two hours, will be billed in half hour increments.
- Assignments: \$95 per hour for each interpreter requested, with a minimum of 2-hours for each session for assignments during the hours of 7:00 a.m. to 7:00 p.m. Assignments after 7:00 P.M. or on weekends shall be \$105 per hour with two hour minimum per session. Any assignment exceeding the two hours, will be billed in half hour increments.
- Plays/Graduations: \$110 per hour with two hour minimum per session. Any assignment exceeding the two hours, will be billed in half hour increments
- Services provided with less than 1 full business days' notice (excluding weekends) will be considered an "emergency request" and will be billed \$125.00 per hour with a 2 hour minimum Appearance Fee. If the assignment goes beyond 2 hours, the additional time shall be billed at regular hourly rate in half hour increments.
- Services can be requested outside of regular office hours by calling 1-800-235-2594. This will incur a one hundred dollar (\$100.00) Fee in addition to the one hundred-twenty dollar (\$120.00) per hour Emergency Appearance Fee.

4. **INVOICE DUE:** SERVICE PROVIDER will submit an invoice for services rendered, and payment to SERVICE PROVIDER shall be made within thirty (30) days from receipt of invoice from SERVICE PROVIDER. The invoice shall include times and dates of services, types of services rendered and fees payable and, if required by SCHOOL DISTRICT, shall identify the names of the students who received services.

5. **INDEPENDENT CONTRACTOR:** All employees of SERVICE PROVIDER shall be deemed employees of SERVICE PROVIDER for all purposes and SERVICE PROVIDER alone shall be responsible for their work, personal conduct, direction, and compensation. SERVICE PROVIDER acknowledges that it will not hold itself, its officers, employees and/or agents out as employees of SCHOOL DISTRICT. SERVICE PROVIDER is retained by SCHOOL DISTRICT only for the purposes and to the extent set forth in this Agreement, and its relationship to SCHOOL DISTRICT shall, during the periods of its services hereunder, be that of an independent contractor.

6. **INCOME TAX DESIGNATION AND INDEMNIFICATION:** SCHOOL DISTRICT shall not withhold from sums payable to SERVICE PROVIDER under this Agreement any amounts for Federal, State, or local taxes (including Social Security and Medicare taxes), and unemployment taxes. SERVICE PROVIDER agrees that any tax obligation of SERVICE PROVIDER arising from the payments made under this Agreement will be SERVICE PROVIDER'S sole responsibility.

7. **RESPONSIBILITY FOR PAYMENT OF SERVICES:**

- a. No parent or guardian or any other person shall be required to make any payment for services on behalf of any child covered by this Agreement. SERVICE PROVIDER and its employees shall not share or accept any fee or gratuity from the student or student's family for services provided pursuant to this Agreement.
- b. Should the SCHOOL DISTRICT cancel a session, for any reason whatsoever, and the SCHOOL DISTRICT provides at least forty eight hours, notice of such cancellation to the SERVICE PROVIDER, SCHOOL DISTRICT shall not be responsible for payments of the fee(s) associated with such services. In the event, the School District fails to provide adequate notice, the School District shall be required to pay.
- c. Should the SCHOOL DISTRICT be closed due to inclement weather, interpreters shall be paid for any assignments scheduled for that day.

8. **LICENSE AND AUTHORIZATION:** SERVICE PROVIDER warrants that it is duly authorized to perform the services as described herein. SERVICE PROVIDER warrants that it will provide SCHOOL DISTRICT with qualified individuals. The individuals who are furnishing services hereunder shall be subject to the approval of SCHOOL DISTRICT. SCHOOL DISTRICT reserves the right to reject the placement of any individual.

9. **AUTHORIZATION OF SCHOOL DISTRICT:** SERVICE PROVIDER shall coordinate all services through the Pupil Personnel Services Office or any other authorized office of SCHOOL DISTRICT.

10. **SCHOOL GROUNDS 7 RULES:** It is understood and agreed that while on school grounds, SERVICE PROVIDER, its employees and/or agents shall obey all SCHOOL DISTRICT rules and regulations and must follow all reasonable directives of SCHOOL DISTRICT's administrators and employees.

11. **PHOTO I.D.:** SERVICE PROVIDER shall furnish each individual providing services hereunder with a photo identification badge to be worn at all times while the individual is on-site providing services to SCHOOL DISTRICT.

12. **TERMINATION NOTICE:** This Agreement may be terminated by either party upon thirty (30) days written notice to the other party. In the event of such termination, the parties will adjust the accounts due and payable to SERVICE PROVIDER for services rendered. SERVICE PROVIDER will not incur any additional expenses upon receipt of SCHOOL DISTRICT's notification that SERVICE PROVIDER's services have been terminated. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder. In the event of termination, all reports and services due to SCHOOL DISTRICT must be completed by SERVICE PROVIDER within thirty (30) days of termination date.

13. **CONFIDENTIALITY:** SERVICE PROVIDER, its employees, and/or agents agree that all information obtained in connection with the services provided for in this Agreement is deemed confidential information. SERVICE PROVIDER, its employees, and/or agents shall not use, publish, discuss, disclose or communicate the contents of such information, directly or indirectly

with third parties, except as provided for in this Agreement. SERVICE PROVIDER further agrees that any information received by SERVICE PROVIDER, its employees, and/or agents during the course of the services provided pursuant to this Agreement which concerns the personal, financial, or other affairs of SCHOOL DISTRICT, its employees, agents, clients, and/or students will be treated by SERVICE PROVIDER, its employees, and/or agents in full confidence and will not be revealed to any other persons, firms, or organizations. The parties further agree that the terms and conditions set forth herein shall survive the expiration and/or termination of this Agreement

14. **NOTICES**: Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Each party may change the address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of two (2) days after mailing. Notice shall be delivered or mailed to:

MILL NECK SERVICES
40 Frost Mill Road
P.O. Box 193
Mill Neck, New York 11765

Valley Stream School District 24
50 Hungry Harbor Road
Valley Stream, New York 11581

15. **ASSIGNMENT OF AGREEMENT**: SERVICE PROVIDER shall not assign, transfer or convey any of its respective rights or obligations under this Agreement without the prior written consent of SCHOOL DISTRICT.

16. **DISCRIMINATION**: Services provided pursuant to this Agreement shall be provided without regard to race, creed, color, sex, sexual orientation, national origin, religion, age or disability.

17. **GOVERNING LAW**: This Agreement shall be governed by the laws of the State of New York.

18. **SEVERABILITY**: If any term, provision, covenant or condition of this Agreement, or the application thereof to any person, place or circumstance, shall be held by a court of competent jurisdiction to be invalid, unenforceable or void, the remainder of this Agreement and such terms, provision, covenant or condition as applied to other persons, places and circumstances shall remain in full force and effect.

19. **NO PRIOR AGREEMENTS**: This Agreement constitutes the full and complete Agreement between SCHOOL DISTRICT and SERVICE PROVIDER, and supersedes all prior written and oral agreements, commitments or understandings with respect thereto. This Agreement may not be altered, changed, added to, deleted from or modified except through the mutual written consent of the parties.

20. **AGREEMENT CONSTRUCTION**: This Agreement has been arrived at mutually and is not to be construed against any party hereto as being the drafter hereof or causing the same to be drafted.

21. **AMENDMENT**: This Agreement may be amended only in writing and signed by the parties.

22. **NONWAIVER**: No action or failure to act by SERVICE PROVIDER or SCHOOL DISTRICT shall constitute a waiver of a right or duty afforded them under the Agreement, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed in writing.

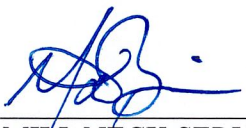
23. **AUTHORIZATION TO ENTER AGREEMENT**: The undersigned representative of SERVICE PROVIDER hereby represents and warrants that he undersigned is an officer, director, or agent, of SERVICE PROVIDER with full legal rights, power and authority to enter into this Agreement on behalf of SERVICE PROVIDER and bind SERVICE PROVIDER with respect to the obligations enforceable against SERVICE PROVIDER in accordance with its terms.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

Date: _____ Signature: _____
Print Name: _____
Title: _____

:

Date: 11/4/2025

By:  _____
MILL NECK SERVICES
Print Name: MATTHEW BIRN
Title: EXEC. Director

CONSULTANT SERVICES CONTRACT

This Agreement is entered into this ____10th day of November, 2025 by and between the Board of Education of the Valley Stream Union Free School District No. 24 (hereinafter the "DISTRICT"), having its principal place of business for the purpose of this Agreement at 75 Horton Avenue, Valley Stream, New York 11581, and Kids First Evaluation & Advocacy Center, Inc., having its principal place of business for the purpose of this Agreement at 1014 Grand Blvd. Suite 5, Deer Park, NY 11729.

A. TERM:

The term of this Agreement shall be from July 1, 2025 through June 30, 2026, inclusive, unless terminated early as provided for in this Agreement. It is understood that the DISTRICT is under no obligation to renew this Agreement upon its expiration.

B. SERVICES AND RESPONSIBILITIES:

1. During the term of this Agreement, the services to be provided by the CONSULTANT to the DISTRICT shall include, but not be limited to the following:
See scope of services attached hereto as **Exhibit A**

CONSULTANT further agrees that it shall provide the following additional services at no additional charge unless otherwise indicated: (a) implement goals and objectives as per each student's IEP; (b) complete quarterly progress reports regarding student progress as to the goals and objectives set forth thereon; and (c) provide the CSE with Annual Progress Reports.

2. The CONSULTANT shall provide the services set forth in this Agreement to those student(s) referred by the DISTRICT in writing.
3. All services provided by CONSULTANT to students under this Agreement shall be in accordance with each student's Individualized Education Program (IEP), as it may be modified from time to time. Prompt written notice shall be given by the DISTRICT to the CONSULTANT upon any modification of a student's IEP.
4. CONSULTANT shall perform all services under this Agreement in accordance with all applicable Federal, State and local laws, rules, and regulations, as well as the established policy guidance from the New York State Education Department.
5. Services provided pursuant to this Agreement shall be provided without regard to race, creed, color, sex, sexual orientation, gender, gender identity and expression, national origin, religion, age, disability, or sponsorship.
6. CONSULTANT shall comply with all applicable provisions of the Safe Schools Against Violence in Education (SAVE) Act, including, but not limited to

background checks and fingerprinting of all staff directly providing services to students. All persons providing services to the DISTRICT pursuant to this Agreement must receive clearance for employment by the New York State Education Department prior to the provision of such services.

7. CONSULTANT represents that all services under this Agreement shall be provided by qualified individuals of good character, and in good professional standing. CONSULTANT represents that no individuals providing services under this Agreement are currently charged, nor in the past have been charged with any relevant criminal or professional misconduct or incompetence.
8. Upon execution of this Agreement, CONSULTANT shall provide copies of required licenses/certifications of all professionals providing services to student(s) under this Agreement. In the event that the required license/certification of any agent or employee of CONSULTANT providing services under this Agreement is revoked, terminated, suspended, or otherwise impaired, CONSULTANT shall immediately notify the DISTRICT in accordance with the requirements for all notices pursuant to this Agreement set forth below.
9. DISTRICT reserves the right to reject any of the CONSULTANT's staff, which the DISTRICT, at its sole discretion, may deem unqualified.
10. CONSULTANT shall observe and comply with all applicable DISTRICT policies and regulations while on the grounds of the DISTRICT or providing services pursuant to this Agreement.
11. CONSULTANT shall provide all services pursuant to this Agreement in a competent, professional and timely manner.
12. CONSULTANT will work cooperatively with the Committee on Special Education (CSE), the Committee on Pre-School Special Education (CPSE), and the DISTRICT's administrative staff and medical staff. The CONSULTANT shall make relevant personnel available to participate in meetings of the DISTRICT's CSE or CPSE when appropriate, upon reasonable prior notice to the CONSULTANT of such meetings.
13. CONSULTANT shall maintain records, logs and/or reports in accordance with all applicable laws, regulations, requirements of the New York State Education Department or Health Department and DISTRICT policies and procedures in force during the term of this Agreement. The DISTRICT shall have the right to examine any or all records or accounts maintained and/or created by the CONSULTANT in connection with this Agreement, and upon request shall be entitled to copies of same.
14. CONSULTANT understands that they may receive and/or come into contact with protected health information as defined by the Health Insurance Portability and

Accountability Act of 1996 (HIPAA). CONSULTANT hereby acknowledges their responsibilities pursuant to HIPAA and shall comply with said Regulations, if applicable.

15. CONSULTANT, their employees, and/or agents agree that all information obtained in connection with the services performed pursuant to this Agreement is deemed confidential information. CONSULTANT, their employees, and/or agents shall not use, publish, discuss, disclose or communicate the contents of such information, directly or indirectly with third parties, except as provided for in this Agreement. CONSULTANT further agrees that any information received by CONSULTANT's employees and/or agents in connection with this Agreement which concerns the personal, financial, or other affairs of the DISTRICT, their employees, agents, and/or students will be treated as confidential and will not be revealed to any other persons, firms, organizations, or third parties. In addition, CONSULTANT agrees that information concerning any student covered by the terms of this Agreement shall not be released except as provided for by applicable law, rule, or regulation, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and New York Education Law § 2-d. The Education Law Section 2-d Rider attached hereto is incorporated by reference and made a part of this Agreement.
16. CONSULTANT shall attempt to provide substitute coverage in the event of the absence of the regularly scheduled service provider. The services of the substitute provider shall be in accordance with all terms and conditions of this Agreement.
17. In the event that the parent or person in parental relation to a student(s) receiving services pursuant to this Agreement initiates litigation in connection with such services, CONSULTANT shall promptly give written notice of same to the DISTRICT.
18. Insurance:
 - a. At its own expense, CONSULTANT shall secure and maintain the insurance policies specified in **Exhibit B/C**, listing the Board of Education, its employees, and volunteers as additional insured.
 - b. Upon the execution of this Agreement by CONSULTANT, CONSULTANT will supply the DISTRICT with a Certificate of Insurance including the DISTRICT, Board of Education, Employees and Volunteers as Additional Insured, a copy of the Declaration pages of the policies, and a copy of the additional insured endorsement.
 - c. Proof of insurance confirming renewals of insurance required hereunder must be submitted to the DISTRICT prior to the expiration date of coverage.

- d. CONSULTANT shall provide the DISTRICT with a copy of any policy required under this Agreement upon the demand by the DISTRICT.
- e. Acceptance by the DISTRICT of a certificate or a policy does not excuse the CONSULTANT from maintaining the policies consistent with all provisions of this Agreement.

C. COMPENSATION:

- 1. The DISTRICT shall pay CONSULTANT in accordance with the following fee schedule, following the presentation of detailed invoices by CONSULTANT to the DISTRICT:
SEE FEE SCHEDULE
- 2. The CONSULTANT shall submit invoices for payment on a monthly basis. All invoices shall include the services provided, the total hours, the dates that the invoice covers, and the total amount due for the period specified. The DISTRICT shall pay CONSULTANT within thirty (30) days of the DISTRICT's receipt of such invoice.
- 3. In the event that a scheduled session is cancelled by the CONSULTANT, the DISTRICT shall not be billed for that session. If, however, a scheduled session is cancelled by the DISTRICT, the DISTRICT will be billed for that session unless the DISTRICT provides the CONSULTANT with reasonable notice of the cancellation.
- 4. The DISTRICT shall give the CONSULTANT notice of any invoice disputes within twenty (20) days of its receipt of the invoice and reserves the right to withhold payment pending the resolution of the dispute.
- 5. Neither CONSULTANT nor any of its personnel shall share or accept any fee or gratuity for services provided pursuant to this Agreement except as expressly set forth in this Agreement.

D. MISCELLANEOUS:

- 1. Termination:
 - a. The DISTRICT may terminate this Agreement upon thirty (30) days prior written notice to the CONSULTANT. Such notice shall be given in accordance with the requirements for all notices pursuant to this Agreement set forth below.
 - b. The parties agree that CONSULTANT's failure to comply with any terms or conditions of this Agreement will provide a basis for the DISTRICT to

immediately terminate this Agreement without any further liability to CONSULTANT.

- c. In the event the CONSULTANT or the DISTRICT terminates this Agreement with or without cause, such termination of the Agreement shall not discharge the parties' existing obligations to each other as of the effective date of termination.

2. Independent Contractor:

- a. CONSULTANT will be engaged as an Independent Contractor, and therefore be solely responsible for the payment of Federal and State income taxes applicable to this Agreement.
- b. Neither CONSULTANT nor any of its employees, agents, or assigns will be eligible for any employee benefits whatsoever relative to this contract including, but not limited to, Social Security, New York State Worker's Compensation, unemployment insurance, New York State Employee's Retirement System, health or dental insurance, or malpractice insurance, or the like.
- c. DISTRICT, if required by Federal or State requirements, will submit a Form 1099 and IT 2102.1 respectively at year-end to the Federal Government for all individuals having a gross income exceeding \$600, which thereupon will be reported for income tax purposes.

3. Defense / Indemnification:

- a. To the fullest extent permitted by law, the CONSULTANT shall defend, indemnify and hold harmless the DISTRICT, its officers, directors, agents, or employees, from and against any and all claims, losses, damages, causes of action, liens, encumbrances, penalties, fines, suits, proceedings, demands, costs (including attorneys' fees and disbursements) of whatsoever kind or nature, including claims for damages because of bodily injury, sickness, disease, or death, injury to, loss of use, or destruction of tangible property, in connection with CONSULTANT'S performance of services pursuant to this Agreement, or any of their agents, employees, officers, directors or partners, excluding only liability created by the DISTRICT's sole and exclusive negligence.

4. Notices: All notices which are required or permitted under this Agreement shall be in writing, and shall be deemed to have been given if delivered personally or sent by registered or certified mail, addressed as follows:

To District: Superintendent of Schools
Dr. Unal Karakas

Valley Stream Union Free School District No. 24
William L. Buck School
75 Horton Avenue, Valley Stream, New York 11581
To Consultant: Kids First Evaluation & Advocacy Center, Inc.
1014 Grand Blvd. Suite 5 , Deer Park, NY 11729

5. The DISTRICT condemns and prohibits all forms of sexual harassment in the workplace (*see* N.Y.S. Human Rights Law § 296-d). The DISTRICT's anti-sexual harassment policy is available on the DISTRICT's website under Policy #0110. Reports of sexual harassment shall be made to the District's Title IX coordinator. CONSULTANT agrees to provide a copy of the aforementioned policy and regulation to all of its employees performing services for the DISTRICT and to provide the name and contact information of the DISTRICT's Title IX coordinator. CONSULTANT also agrees to immediately report any allegations or knowledge of sexual harassment of its employees to the DISTRICT's Title IX coordinator immediately. The failure to abide by the terms of this paragraph constitutes a material breach of this Agreement.
6. Assignment: It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.
7. No Waiver: The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.
8. Severability: Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not effect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.
9. Governing Law: This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations.
10. Venue: Any dispute arising under this Agreement shall be litigated in the Courts of Nassau County, New York.
11. Entire Agreement: This Agreement, is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: agreements, proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the Agreement.
12. Amendment: This Agreement may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.

13. Execution: This Agreement, and any amendments to this Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both parties.

IN WITNESS THEREOF, the parties hereto have executed this Agreement the day and year first above written.

CONSULTANT

[DISTRICT]

*Dawn Plunitallo, PhD*_____
By: Executive Director

By: President, Board of Education

Exhibit A

Exhibit B/C

1. Notwithstanding any terms, conditions or provisions, in any other writing between the parties, CONSULTANT hereby agrees to effectuate the naming of the DISTRICT as an Additional Insured on the CONSULTANT's insurance policies, except for workers' compensation and N.Y. State Disability insurance.
2. The policy naming the DISTRICT as an Additional Insured shall:
 - a. Be an insurance policy from an A.M. Best A- rated or better insurer, admitted in and licensed to conduct business in New York State.
 - b. State that the organization's coverage shall be primary and non-contributory coverage for the DISTRICT, its Board, employees and volunteers with a waiver of subrogation in favor of the DISTRICT including Workers Compensation.
 - c. Additional insured status for General Liability coverage shall be provided by standard or other endorsements that extend coverage to the DISTRICT (CG 20 26) or equivalent. A completed copy of the endorsements must be attached to the Certificate of Insurance to include General Liability, Auto Liability (where applicable) and Umbrella/Excess coverages.
3.
 - a. The certificate of insurance must describe the services provided by the CONSULTANT that are covered by the liability policies.
 - b. At the DISTRICT's request, the CONSULTANT shall provide a copy of the declaration page of the liability and umbrella/excess policies with a list of endorsements and forms. If requested, the CONSULTANT will provide a copy of the policy endorsements and forms.
4. The CONSULTANT agrees to indemnify the DISTRICT for applicable deductibles and self-insured retentions.
5. Minimum Required Insurance:
 - a. **Commercial General Liability Insurance**
\$1,000,000 per Occurrence/ \$2,000,000 Aggregate
\$2,000,000 Products and Completed Operations
\$1,000,000 Personal and Advertising Injury
\$1,000,000 Sexual Misconduct and Assault
\$100,000 Fire Damage
\$10,000 Medical Expense

Coverage for sexual misconduct must be affirmed. Sub-limits below the policy limits for sexual misconduct coverage are acceptable solely at the discretion of the DISTRICT.

- b. **Automobile Liability**
\$1,000,000 combined single limit for owned, hired, borrowed and non-owned motor vehicles.
 - c. **Workers' Compensation and NYS Disability Insurance**
Statutory Workers' Compensation (C-105.2 or U-26.3); and NYS Disability Insurance (DB- 120.1) for all employees. Proof of coverage must be on the approved specific form, as required by the New York State Workers' Compensation Board. ACORD certificates are not acceptable. A person seeking an exemption must file a CE-200 Form with the state.
The form can be completed and submitted directly to the WC Board online.
 - d. **Professional Errors and Omissions Insurance**
\$2,000,000 per occurrence/ \$2,000,000 aggregate for the professional acts of the CONSULTANT performed under the contract for the DISTRICT. If written on a "claims-made" basis, the effective date must pre-date the inception of the contract or agreement. Coverage shall remain in effect for three years following the completion of work.
 - e. **Umbrella/Excess Insurance**
\$3,000,000 each Occurrence and Aggregate. Umbrella/Excess coverage shall be on a follow-form basis or provide broader coverage over the required Auto Liability (where applicable), General Liability and Professional Liability coverages.
6. The CONSULTANT acknowledges that failure to obtain such insurance on behalf of the DISTRICT constitutes a material breach of contract and subjects it to liability for damages, indemnification and all legal remedies available to the DISTRICT. The CONSULTANT is to provide the DISTRICT with a certificate of insurance, evidencing the above requirements have been met, prior to the provision of services. The failure of the DISTRICT to object to the contents of the certificate or the absence of same shall not be deemed a waiver of any rights held by the DISTRICT.

If the CONSULTANT utilizes independent contractors, then they must provide verification that coverages extend to the independent contractors. If Independent Contractors are required to provide Professional Errors and Omissions coverage of their own, then proof of this coverage must be provided.

EDUCATION LAW 2-d RIDER

New York State Education Law 2-d was enacted in 2014 to address concerns relative to securing certain personally identifiable information. In order to comply with the requirements of Education Law 2-d, educational agencies and certain third-party contractors who contract with educational agencies must take certain additional steps to secure such data. These steps include enacting and complying with a Parents' "Bill of Rights" relative to protected data, ensuring that each third-party contractor has a detailed data privacy plan in place to ensure the security of such data, and that each third-party contractor sign a copy of the educational agency's Parents' Bill of Rights, thereby signifying that the third-party contractor will comply with such Parents' Bill of Rights. This Agreement is subject to the requirements of Education Law 2-d and Kids First Evaluation & Advocacy Center, Inc (the "Contractor") is a covered third-party contractor.

In order to comply with the mandates of Education Law 2-d, and notwithstanding any provision of the Agreement between the Valley Stream Union Free School District 24 (the "District") and Contractor to the contrary, Contractor agrees as follows:

Contractor will treat "Protected Data" (as defined below) as confidential and shall protect the nature of the Protected Data by using the same degree of care, but not less than a reasonable degree of care, as the Contractor uses to protect its own confidential data, so as to prevent the unauthorized dissemination or publication of Protected Data to third parties. Contractor shall not disclose Protected Data other than to those of its employees or agents who have a need to know such Protected Data under this Agreement. Contractor shall not use Protected Data for any other purposes than those explicitly provided for in this Agreement. All Protected Data shall remain the property of the disclosing party. As more fully discussed below, Contractor shall have in place sufficient internal controls to ensure that the District's Protected Data is safeguarded in accordance with all applicable laws and regulations, including, but not limited to, the Children's Internet Protection Act ("CIPA"), the Family Educational Rights and Privacy Act ("FERPA"), and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and Part 121 of the Regulations of the Commissioner of Education, as it may be amended from time-to-time if applicable.

"Protected Data" includes any information rendered confidential by State or federal law, including, but not limited to student data, student demographics, scheduling, attendance, grades, health and discipline tracking, and all other data reasonably considered to be sensitive or confidential data by the District. Protected Data also includes any information protected under Education Law 2-d including, but not limited to:

"Personally identifiable information" from student records of the District as that term is defined in § 99.3 of FERPA,

-AND-

Personally identifiable information from the records of the District relating to the annual professional performance reviews of classroom teachers or principals that is confidential and not subject to release under the provisions of Education Law §§ 3012-c and 3012-d.

Contractor and/or any subcontractor, affiliate, or entity that may receive, collect, store, record or display any Protected Data shall comply with New York State Education Law § 2-d. As applicable, Contractor agrees to comply with District policy(ies) on data security and privacy. Contractor shall promptly reimburse the District for the full cost of notifying a parent, eligible student, teacher, or principal of an unauthorized release of Protected Data by Contractor, its subcontractors, and/or assignees. In the event this Agreement expires, is not renewed or is terminated, Contractor shall return all of the District's data unless otherwise provided, including any and all Protected Data, in its possession by secure transmission.

Data Security and Privacy Plan

Contractor and/or any subcontractor, affiliate, or entity that may receive, collect, store, record or display any of the District's Protected Data, shall maintain a Data Security and Privacy Plan which includes the following elements:

1. Specifies the administrative, operational and technical safeguards and practices in place to protect personally identifiable information that Contractor will receive under the contract;
2. Demonstrates Contractor's compliance with the requirements of Section 121.3 of Part 121;
3. Specifies how officers or employees of the Contractor and its assignees who have access to student data, or teacher or principal data receive or will receive training on the federal and state laws governing confidentiality of such data prior to receiving access;
4. Specifies how Contractor will utilize sub-contractors and how it will manage those relationships and contracts to ensure personally identifiable information is protected;
5. Specifies how Contractor will manage data security and privacy incidents that implicate personally identifiable information including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the educational agency;
6. Specifies whether Protected Data will be returned to the District, transitioned to a successor contractor, at the District's option and direction, deleted or destroyed by the Contractor when the contract is terminated or expires.

Pursuant to the Plan Contractor will:

1. Have adopted technologies, safeguards and practices that align with the NIST Cybersecurity Framework referred to in Part 121.5(a);
2. Comply with the data security and privacy policy of the District; Education Law § 2-d; and Part 121;
3. Have limited internal access to personally identifiable information to only those employees or sub-contractors that need access to provide the contracted services;

4. Have prohibited the use of personally identifiable information for any purpose not explicitly authorized in this contract;
5. Have prohibited the disclosure of personally identifiable information to any other party without the prior written consent of the parent or eligible student:
 - a. except for authorized representatives such as a subcontractor or assignee to the extent they are carrying out the contract and in compliance with state and federal law, regulations and its contract with the educational agency; or
 - b. unless required by statute or court order and Contractor has provided a notice of disclosure to the department, district board of education, or institution that provided the information no later than the time the information is disclosed, unless providing notice of disclosure is expressly prohibited by the statute or court order.
6. Maintain reasonable administrative, technical and physical safeguards to protect the security, confidentiality and integrity of personally identifiable information in our custody;
7. Use encryption to protect personally identifiable information in its custody while in motion or at rest; and
8. Not sell personally identifiable information nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.

In the event Contractor engages a subcontractor to perform its contractual obligations, the data protection obligations imposed on the third-party contractor by state and federal law and contract shall apply to the subcontractor.

Where a parent or eligible student requests a service or product from a third-party contractor and provides express consent to the use or disclosure of personally identifiable information by the third-party contractor for purposes of providing the requested product or service, such use by the third-party contractor shall not be deemed a marketing or commercial purpose prohibited by the Plan.

Contractor's signature below shall also constitute an acknowledgement, acceptance, and signature of the District's Parent Bill of Rights.

NAME OF PROVIDER: Kids First Evaluation & Advocacy Center, Inc_

BY: Dawn Plumitallo, PhD

DATED: 11/10/25

DATA PRIVACY AND SECURITY PLAN

CONTRACTOR'S DATA PRIVACY AND SECURITY PLAN IS ATTACHED HERETO AND INCORPORATED HEREIN.



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 1223
Office of School Governance, Policy and Religious & Independent Schools
Room 1075, Education Building Annex
Tel: (518) 474-6541
Email: transportation@nysed.gov

Transportation Contract (TC) and Transportation Contract Summer (TCS) Signature Page

Please Select the type of contract you are providing an electronic signature:

Transportation Contract: ☒ Transportation Contract Summer: ☐

Contract Type: Emergency First 31 Day Calendar EM1

DESCRIPTION

TYPE

Contract Identity: William L Buck School

Agreement Date: 10/17/2025

Contract Begin Date: 10/23/2025

Contract End Date: 11/22/2025

Specifications: District will supply contractor with fuel
Provision for attendants and/or monitors
Clause for increasing or decreasing service

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

TOTAL ANTICIPATED AMOUNT: \$4,500.00

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Signature or Trustee of President of the Board of Education
Melissa Herrera, Pres., BOE VS#24, 75 Horton Ave

Party of the First Part

Signature of Contractor
Brianna Heller, Pres., Sunbright Transportation, LLC

Party of the Second Part

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.

Approval Date: 11/19/2025

Filed By:

Signature of Superintendent or designee



Transportation Contract - Form TC

C

School District/BOCES	VALLEY STREAM 24 UFSD			
SED BEDS CODE:	280224			
Transportation Contact	First Name:	Valerie	Last Name:	McGovern
Contact Email:	vmcgovern@vs24.org			
Telephone Number:	516-434-2838			
Business Official	First Name:	Jack	Last Name:	Mitchell
Contact Email:	jmittchell@vs24.org			
Telephone Number:	516-434-2838			
Mailing Address:	75 Horton Avenue	Valley Stream	11581	
	Street Address	City	ZIP	
Contract Type:	Emergency First 31 Calendar Day Contract		EM1	
Contract Duration:	EMERGENCY One-month emergency contract (31 calendar days)			
Contract Identity	Emergency William L. Buck School			
Specifications:	District will supply contractor with fuel			
	Provision for attendants and/or monitors			
	Clause for increasing or decreasing service			
	YES			
	YES			

AGREEMENT made on	10/17/2025	by and between
VALLEY STREAM 24 UFSD		Nassau County, NY
Name of School District/BOCES		
party of the first part	SUNBRIGHT TRANSPORTATION LLC	party of the second part.
	Name of Contractor	

WITNESSETH. That whereas party of the first part is duly empowered (by the provisions of Section 1604, 1709, 2021, 2503, 4401 and 4402 of the Education Law) to enter into a contract for the purpose of providing transportation of said district for the period of

service to begin on	10/23/2025	w/ 1st date of school	10/23/2025
and service to end on	11/22/2025		
NOW, THEREFORE, the said party of the first part hereby agrees to pay the said party of the second part			
the sum of	4500.000	which is a	Lump Sum

for providing such transportation on a suitable conveyance.

TOTAL ANTICIPATED ANNUAL COST	4500
For a PIGGYBACKING CONTRACT list the contract number and the name of the originating school district.	

If awarded through a Request for Proposal please enter the date of RFP

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Melissa Herrera	VALLEY STREAM 24 UFSD	75 Horton Ave., VS, NY 11581
Type Name of Trustee or President of the Board of Education	Party of the First Part	Post Office Address
Brianna Heller, President	SUNBRIGHT TRANSPORTATION LLC	8024 Preston Ct., Brooklyn, NY 11236
Type Name of Contractor Representative	Party of the Second Part	Post Office Address
COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law, and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.		
Approval Date:	11/19/2025	
Filed By:	Unal Karakas	
	Type Name of Superintendent or Designee	



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 1223
Office of School Governance, Policy and Religious & Independent Schools
Room 1075, Education Building Annex
Tel: (518) 474-6541
Email: transportation@nysed.gov

Transportation Contract (TC) and Transportation Contract Summer (TCS) Signature Page

Please Select the type of contract you are providing an electronic signature:

Transportation Contract:



Transportation Contract Summer:



Contract Type: School Year 2025-2026

RSC

DESCRIPTION

TYPE

Contract Identity: William L. Buck School

Agreement Date: 11/12/2025

Contract Begin Date: 11/24/2025

Contract End Date: 06/30/2026

Specifications: District will supply contractor with fuel

YES



NO



Provision for attendants and/or monitors

YES



NO



Clause for increasing or decreasing service

YES



NO



TOTAL ANTICIPATED AMOUNT:

\$82,600.00

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Melissa Herrera, Pres., BOE VS#24, 75 Horton Ave

Signature or Trustee of President
of the Board of Education

Party of the First Part

Adam Jerozolim, STORK BUSSING, LLC, 85 Elder

Signature of Contractor

Party of the Second Part

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.

Approval Date: 11/19/2025

Filed By:

Signature of Superintendent or designee



Office of School Governance, Policy and Religious & Independent Schools

Room 1075, Education Building Annex

Tel: (518) 474-6541

Email: transportation@nysed.gov

Transportation Contract - Form TC

C

School District/BOCES

VALLEY STREAM 24 UFSD

SED BEDS CODE: 280224

Transportation Contact

First Name:

Valerie

Last Name:

McGovern

Contact Email:

vmcgovern@vs24.org

Telephone Number:

516-434-2838

Business Official

First Name:

Jack

Last Name:

Mitchell

Contact Email:

jmitchell@vs24.org

Telephone Number:

516-434-2838

Mailing Address:

75 Horton Avenue

Valley Stream

11581

Street Address

City

ZIP

Contract Type:

Regular & Special Education Pupils Combined

RSC

Contract Duration:

1 YEAR

If individual contract or aggregate contracts is > 20k then contract must be bid

Contract Identity

William L. Buck School

Specifications: District will supply contractor with fuel

Provision for attendants and/or monitors

Clause for increasing or decreasing service

YES

YES

AGREEMENT made on

11/12/2025

by and between

VALLEY STREAM 24 UFSD

, County of

Nassau County, NY

Name of School District/BOCES

party of the first part

STORK BUSSING LLC

, party of the second part.

Name of Contractor

WITNESSETH. That whereas party of the first part is duly empowered (by the provisions of Section 1604, 1709, 2021, 2503, 4401 and 4402 of the Education Law) to enter into a contract for the purpose of providing transportation of said district for the period of

service to begin on

11/24/2025

w/ 1st date of school

11/24/2025

and service to end on

6/30/2026

NOW, THEREFORE, the said party of the first part hereby agrees to pay the said party of the second part

the sum of

\$8,400.00/van + \$3,400.00 matron

which is a

Price per Van per Month

for providing such transportation on a suitable conveyance.

TOTAL ANTICIPATED ANNUAL COST

82600

For a PIGGYBACKING CONTRACT list the contract number and the name of the originating school district.

If awarded through a Request for Proposal

please enter the date of RFP

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Melissa Herrera

VALLEY STREAM 24 UFSD

75 Horton Avenue, Valley Stream, NY

Type Name of Trustee or President of the

Board of Education

Party of the First Part

Post Office Address

Adam Jerozolim

STORK BUSSING LLC

85 Elder Lane, Suite 1, Cedarhurst, NY

Type Name of Contractor Representative

Party of the Second Part

Post Office Address

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law, and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.

Approval Date:

11/19/2025

Filed By:

Unal Karaka

Type Name of Superintendent or Designee

The party of the second part covenants with the party of the first part that in consideration of the payments hereinbefore stated and of the covenants and agreements set forth that said school children will be conveyed safely, that said duties and obligations in relation thereto pursuant to this contract will be faithfully performed, at all times exercising proper supervision over said children and that said party of the second part will abide by all reasonable rules and regulations and that the driver will be at least 21 years of age and duly licensed and that said driver will be currently approved by the chief school administrator.

It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be signed by the trustee or president of the board of education and the contractor. This contract or any right, title or interest therein may not be assigned by the party of the second part without the previous consent in writing of the party of the first part. This contract shall be void and of no effect unless the party of the second part shall comply with all applicable provisions of the Workman's Compensation Law in respect to employees engaged in the performance of this contract. The party of the second party will comply with the Labor Law.

"The contractor hereby consents to an audit of any and all financial records relating to this contract by the Department of Audit and Control."
"The contractor further agrees to provide to the board of education, trustee(s), or the Commissioner of Education, upon request, any information relating to this contract including financial data."

State aid will be computed on account of this contract in accordance with the total sum specified. Any expenditure in excess of this total sum will not be considered in computing State aid. For school districts eligible for transportation aid, no aid shall be allowed for a period greater than 120 days prior to the filing of the contract in accordance with Section 3625 of the State Education Law.

MINIMUM STATUTORY INSURANCE REQUIREMENTS as provided in Section 370 of New York State Vehicle and Traffic Law must be complied with.

If COMPETITIVELY BID , the date of the bid advertisement	<u>10/23/2025</u>
If COMPETITIVELY BID , the date of the bid opening	<u>11/12/2025</u>

Please complete BID TABULATION on the BID TABULATION FORM:

Was contract awarded to the lowest responsible bidder? YES

If not awarded to the lowest bidder, state reasons why. Give detailed and completed reasons below.

If no bids are received, it is necessary for the district to re-advertise.

Please submit with this contract the **Affidavits of Publication** which you can secure from the newspapers. Also, attach one **printed copy of each notice** to Bidder **which appeared in the papers**. If **bid specifications** were used, kindly **submit** a copy using the SharePoint.

MULTI-YEAR CONTRACT: A separate line item shall be included in the Annual Budget and Budget Brochures. Also, a footnote to that line item shall indicate: "first year (first, second, etc.) of a five- year (two, three, etc.) contract, the total cost of which is \$ _____" (total cost of multi-year contract).

REQUEST FOR PROPOSALS: If contract was awarded through a request for proposals (RFP), submit evidence of the date of the request, the forms and instructions used in making the request, the contract specifications, all proposals received, the criteria used in evaluating the proposals, the weights assigned to each criterion, and the scores used to assess each category of the criteria, in accordance with the provisions of Section 156.12 of Commissioner of Education Regulations.

EXTENSIONS AND ADDENDUMS: An Extension of Contract (Form CE) must be filed for all extensions. Please notify the Department by letter of any additions to a contract after it has been filed with the Department. Such additions can only be made where authorized by the contract specifications.

[illegible]



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 1223
Office of School Governance, Policy and Religious & Independent Schools
Room 1075, Education Building Annex
Tel: (518) 474-6541
Email: transportation@nysed.gov

Transportation Contract (TC) and Transportation Contract Summer (TCS) Signature Page

Please Select the type of contract you are providing an electronic signature:

Transportation Contract:



Transportation Contract Summer:



Contract Type: Mileage Reimbursement

PGC

DESCRIPTION

TYPE

Contract Identity: Crescent School

Agreement Date: 11/19/2025

Contract Begin Date: 11/20/2025

Contract End Date: 06/25/2026

Specifications: District will supply contractor with fuel

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>

Provision for attendants and/or monitors

Clause for increasing or decreasing service

TOTAL ANTICIPATED AMOUNT: \$2,399.04

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Melissa Herrera, Pres., BOE VS#24, 75 Horton Ave

Signature or Trustee of President
of the Board of Education

Party of the First Part

Signature of Contractor

Party of the Second Part

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.

Approval Date: 11/19/2025

Filed By:

Signature of Superintendent or designee



Transportation Contract - Form TC

C

School District/BOCES

VALLEY STREAM 24 UFSD

SED BEDS CODE: 280224

Transportation Contact

First Name:

Valerie

Last Name:

McGovern

Contact Email:

vmcgovern@vs24.org

Telephone Number:

516-434-2838

Business Official

First Name:

Jack

Last Name:

Mitchell

Contact Email:

jmitchell@vs24.org

Telephone Number:

516-434-2838

Mailing Address:

75 Horton Avenue

Valley Stream

11581

Street Address

City

ZIP

Contract Type:

Parent Guardian Contract (No bidding)

PGC

Contract Duration:

1 YEAR

If individual contract or aggregate contracts is > 20k then contract must be bid

Contract Identity

Mileage Reimbursement to and from Crescent School

Specifications: District will supply contractor with fuel

Provision for attendants and/or monitors

Clause for increasing or decreasing service

AGREEMENT made on

11/19/2025

by and between

VALLEY STREAM 24 UFSD

, County of

Nassau County, NY

Name of School District/BOCES

party of the first part

Name of Contractor

, party of the second part.

WITNESSETH. That whereas party of the first part is duly empowered (by the provisions of Section 1604, 1709, 2021, 2503, 4401 and 4402 of the Education Law) to enter into a contract for the purpose of providing transportation of said district for the period of

service to begin on

11/20/2025

w/ 1st date of school

11/20/2025

and service to end on

6/25/2026

NOW, THEREFORE, the said party of the first part hereby agrees to pay the said party of the second part

the sum of

 $5.70 \times 27.20 \text{ miles per day} =$
 $\$154.64 / \text{day} \times 126 \text{ days}$

which is a

Price Per Mile

for providing such transportation on a suitable conveyance.

TOTAL ANTICIPATED ANNUAL COST

2399

For a PIGGYBACKING CONTRACT list the contract number and the name of the originating school district.

If awarded through a Request for Proposal
please enter the date of RFP

IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

Melissa Herrera

VALLEY STREAM 24 UFSD

75 Horton Avenue, Valley Stream, NY

Type Name of Trustee or President of the
Board of Education

Party of the First Part

Post Office Address

#N/A

Type Name of Contractor Representative

Party of the Second Part

Post Office Address

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education Law, and Section 156.12 of the Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law, and has been approved by the Superintendent of Schools in accordance with Section 3635(1) of the Education Law.

Approval Date:

11/19/2025

Filed By:

Unal Karakas

Type Name of Superintendent or Designee

2025-26

Valley Stream School District 24

District-Wide School Safety Plan



This District-wide School Safety Plan template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. This guidance document was written to assist school districts in their compliance efforts to meet the requirements of the Safe Schools Against Violence in Education Act (SAVE) and related legislation. This Plan should be customized as necessary to reflect individual school district's specific endeavors to achieve a safe school environment. This is a general overarching document that can be shared with the public and should be posted on the school district website by October 1st of each school year, as required by law. Parts of the Plan which may include names, contacts and personal information can be redacted for posting purposes. This Plan can also serve as an educational tool to help in-district personnel and the public to understand the requirements of the SAVE legislation. This contrasts to the Building-level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law.

Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement	4
Compliance Checklist	4
Safety Plan Regulatory Requirements	5
Elements of the District-Wide School Safety Plan Checklist	5
Public Health Emergencies – Communicable Disease	7
Desha’s Law	8
Remote Instruction Due to Emergency Conditions	9
Alyssa’s Law	9
School District Chief Emergency Officer	9
District-Wide School Safety Team	10
Responsibilities of the District-Wide School Safety Team	10
Building-Level Emergency Response Planning Team	10
Prevention and Intervention Strategies/Risk Reduction	11
Training, Drills and Exercises	11
Implementation of School Security	13
Vital Educational Agency Information	13
Early Detection of Potentially Violent Behavior	14
Hazard Identification	14
Responses to Violence	15
Reporting	15
Investigation	15
Follow-up	15
Evaluation	16
Disciplinary Measures	16
Code of Conduct	16
Emergency Response Protocols Notification and Activation (Internal and External Communication)	16
Bomb Threats	17
Hostage Taking	17
Intrusions	17
Unidentified Visitor	17
Kidnapping	17
Responses to Acts of Violence (Implied or Direct Threats)	18
Responses to Acts of Violence (Actual)	18
Response Protocols	17
School Building Chain-of-Command Table	17
Emergency Assistance and Advice from Local Government	17

District Resources Use and Coordination	18
Protective Action Options	18
• School Cancellation	18
• Emergency Dismissal	18
• Evacuate/Evacuation	18
• Shelter/Shelter-In-Place	18
○ Shelter/Shelter-In-Place (Weather Related)	18
○ Generic (Non-Specific Bomb Threat)	18
○ Specific Bomb Threat	18
• Hold/Hold-In-Place	18
• Lockdown	18
• Secure Lockout	18
National Terrorism Advisory System (NTAS)	18
Recovery – School District Support for Buildings	19
Disaster Mental Health Services	19
Threat Assessment	19
Forms and Recordkeeping	21
Appendix A	22
• Parents/Students/Staff Annual Notification	23
Appendix B	25
• District-wide School Safety Team Meeting Minutes and Attendance	26
Appendix C	27
• Suicide and Mental Health Resources	27
Appendix D	29
• Communicable Disease – Pandemic Plan	30
○ Essential Position Type	30
○ Telecommuting Protocol: Technology	33
○ Work Shift Modifications	33
○ Personal Protective Equipment (PPE) Protocol	34
○ PPE Plan for Storage/Access	34
○ Employee Exposure Protocol	35
○ Disinfection Protocol	38
○ Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine	39
○ Hours and Work Location Protocol	40
○ Emergency Housing Protocol	40
○ Department of Health Requirements	41
○ School District (K-12) Pandemic Influenza Planning Checklist	43
Appendix E	46
• Remote Instruction Plan and Student Access Survey	47
Appendix F	48
• Threat Assessment Guidance	49
○ Creating a Comprehensive Targeted Violence Prevention Plan	49
○ Enhancing School Safety Using a Threat Assessment Model	51
○ Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry	53
○ New York State Police Threat Assessment Model	58
Appendix G	60
Cardiac Emergency Response Plan	60
Emergency Contact Numbers	61
AED Locations	61
CPR/AED Certified School Personnel	61
Resources	62
American Heart Association Sudden Cardiac Arrest vs Heart Attack Information	63

Valley Stream School District 24

District-wide School Safety Plan

Policy Statement

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

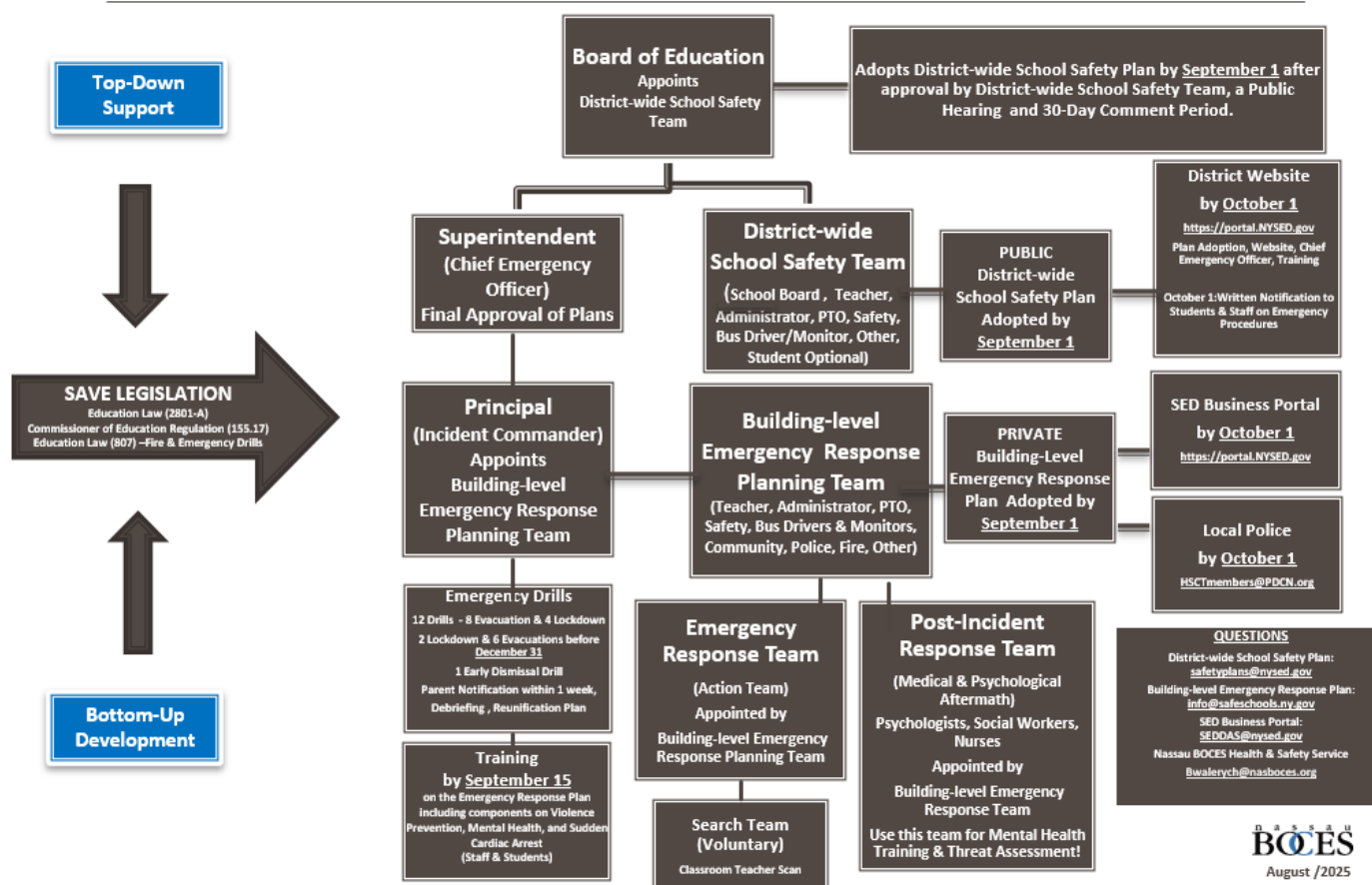
The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Planning Teams** appointed by the **Building Principals**. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building **Emergency Response Team**. Upon activation of the school building **Emergency Response Team** the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. If activation of the **Building-Level Emergency Response Plan** results in the closing of a school building the Superintendent or designee will notify the Commissioner of Education and the Nassau BOCES District Superintendent. The BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The **District-Wide School Safety Team** reviewed and approved the District-Wide School Safety Plan. The **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. By **September 1st of each school year**, the District-Wide and Building-Level Plans are formally **adopted by the School Board after at least one public hearing**. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 1st of each school year** and will be reviewed annually by the District-Wide School Safety Team **by September 1st of each school year**. **Building-Level Emergency Response Plans will be updated by September 1st of each school year** by the **Building-level Emergency Response Planning Team** and **filed with both State and Local Police by October 1st of each school year**.

Compliance Checklist	Date Achieved
Board of Education Appoints District-Wide School Safety Team	7/1/25
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	10/1/25
Brooklyn Avenue Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	6/25/25 / 10/1/25
R. W. Carbonaro Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	6/24/25 / 10/1/25
W. L. Buck Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	6/25/25 / 10/1/25
School Board has at least one public hearing on District-Wide School Safety Plan	7/1/25
School Board establishes 30-day public comment period	7/1/25-7/31/25
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	TBD
District-Wide School Safety Plan posted on website. The URL is www.valleystreamschooldistrict24.org/district-safety-plans	10/1/25
All Building-Level Emergency Response Plans filed with local police	10/1/25
Written information on emergency procedures provided to all staff and students by October 1 st	10/1/25
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	9/15/25

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against. A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will ensure safety at the building-level and reduce potential for planned sabotage.

Safety Plans - Regulatory Requirements



Elements of the District-wide School Safety Plan: Compliance Checklist

Policies and procedures for:

- ☐ responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves (including suicide) CR155.17(c)(1)(i)
- ☐ responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence CR155.17(c)(1)(ii)
- ☐ contacting appropriate law enforcement officials in the event of a violent incident CR155.17(c)(1)(iv)
- ☐ contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal CR155.17(c)(1)(ix)
- ☐ contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves (including suicide) CR155.17(c)(1)(x)
- ☐ the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information CR155.17(c)(1)(xii)

- ☐ Policies and procedures relating to sudden cardiac arrest. The district-wide school safety team shall develop and implement a cardiac emergency response plan that addresses the use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs. Such plan shall be a written document and shall include specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific. Each plan shall integrate nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association. School officials shall consider how to best integrate their cardiac emergency response plan into community EMS responder protocols. The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams, provided that such training shall be voluntary. Amd §§ 917 & 2801-a

Prevention and intervention strategies, such as:

- ☐ collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited CR155.17(c)(1)(iii)
- ☐ nonviolent conflict resolution training programs CR155.17(c)(1)(iii)
- ☐ peer mediation programs and youth courts CR155.17(c)(1)(iii)
- ☐ extended day and other school safety programs CR155.17(c)(1)(iii)

Arrangements and/or Procedures during emergencies for:

- ☐ description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies* CR155.17(c)(1)(v)
- ☐ the 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* CR155.17(c)(1)(vi)
- ☐ the identification of district resources which may be available for use during an emergency* CR155.17(c)(1)(vii)
- ☐ description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies* CR155.17(c)(1)(viii)
- ☐ a system for informing all educational agencies within such school district of a disaster* CR155.17(c)(1)(xviii)
- ☐ The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings CR155.17(c)(1)(xv)

Policies and Procedures relating to school building security, including, where appropriate:

The use of school safety or security officers and/or school resource officers:

- ☐ Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
- ☐ security devices or procedures CR155.17(c)(1)(xi)(b)
- ☐ **Procedures for review and the conduct of drills and other exercises** to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)
- ☐ **Strategies for improving communication** among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or

designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)

- ☐ A **description of the duties of hall monitors** and any other school safety personnel CR155.17(c)(1)(xvii)
- ☐ A **description of the training** required of all personnel acting in a school security capacity CR155.17(c)(1)(xviii)
- ☐ A **description of the hiring and screening process** for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- ☐ Protocols for **responding to state disaster emergencies involving public health**; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021
- ☐ The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)** ensure staff understanding of the district-wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

Policies and procedures for annual multi-hazard school safety training for staff and students providing that the district must:

- ☐ certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention, mental health, and sudden cardiac arrest provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

The district-wide safety plan must be available for public comment at least 30 days prior to its adoption. CR155.17(3)(i)

- ☐ Such district-wide plans 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. CR155.17(3)(i)
- ☐ Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix D (Communicable Disease - Pandemic Plan).

Desha's Law-Cardiac Emergency Response Plan

Effective January 20, 2026, amendments to Education Law §§ 917 and 2801-a (2) regarding AED equipment, AED maintenance and signage, and school safety training regarding cardiac emergency response plans are to be included in district-wide school safety plans.

The new requirements for the development of a cardiac emergency response plan essentially formalize and embed within district-wide school safety plans and building-level emergency response plans, preexisting emergency protocols to respond to sudden cardiac arrest and other life-threatening emergencies. The requirements, as now set forth in the amendments to Education Law § 2801a(2)(n), are:

- The use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs.
- Specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific.
- Integration of nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association.
- Consideration of how to best integrate cardiac emergency response plans into community Emergency Medical Services (EMS) responder protocols.

Effective January 20, 2026, amendments to Education Law § 2801-a(2)(h) require that the school safety training for students and staff required in the district-wide school safety plan must now include training in sudden cardiac arrest. Additionally, effective January 20, 2026, Education Law § 2801a(2)(n), provides that district-wide school safety teams may provide voluntary first aid, CPR, and AED training to school staff, including members of the building level emergency response teams provided that Education Law and Commissioner's regulations require such training to be in accordance with PHL §3000-b.

Building-level emergency response plans:

Effective September 1, 2025, amendments to Education Law §2801-a(3)(a) require that policies and procedures for response to sudden cardiac arrest be included in building level emergency response plans. The new requirements for building-level emergency response plans include building and venue specific requirements and procedures that address medical needs, transportation, and emergency notification of parents/guardians in the event of a sudden cardiac arrest incident.

A Cardiac Emergency Response Plan is included in Appendix G. (Building-specific details are included in the building-level emergency response plans).

Remote Instruction Due to Emergency Conditions

Effective July 27, 2022, Commissioner of Education Regulations 100.1, 155.17, and 175.5 have been amended to address remote instruction and its delivery under emergency conditions. If a school district would otherwise close due to an emergency, 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, the school district may remain in session and provide remote instruction. Commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure to include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
3. 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.
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5.

Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

Our Remote Instruction Plan and Student Access Survey can be found in Appendix E.

Alyssa's Law

Effective June 23, 2022, Education Law 2801-a is amended to require schools to consider installation of Silent Panic Alarms in any school when reviewing and amending school safety plans. A Panic Alarm system is a silent security signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on October 19, 2022. It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

The **Superintendent of Schools is the Chief Emergency Officer** and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

Superintendent of Schools:

Address: Dr. Unal Karakas

Contact # (516) 434-2830

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum (**Specific information not included for posting purposes**). The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2025-26 school year on **(10/1/25)**. **Minutes will be kept for each meeting and attendance documented (see Appendix B).**

- School Board Member- Armando Hernandez
- Superintendent- Dr. Unal Karakas
- Assistant Superintendent for Business- Dr. Jack R. Mitchell
- Director of Facilities and Operations- Mr. Charles Brocher
- Brooklyn Avenue Principal- Dr. Scott J. Comis
- R.W. Carbonaro Principal- Mr. Rosario Iacono
- W. L. Buck Principal- Mr. Michael DeBlasio
- Head Nurse- Ms. Estelle Dempsey
- BOCES Health & Safety- Joseph Capobianco
- POP Officers- 5th precinct available officers
- Principal Account Clerk- Saundra Hernandez
- Security- Ms. Corliss Danas
- PTA Presidents- WLB: Lucy Perez, Ana Ramirez
 - BAS: Robin Davson, Annette Matthew
 - RWC: Merlina Fernandez-Bisono, Shelly Ann Berment
- Others including Bus Drivers and Monitors- Transportation Typist Clerk – Valerie McGovern

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will be responsible to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) **Annual multi-hazard school safety training will be completed by September 15th** including training programs for students and staff in **violence prevention and mental health** which may be included in existing professional development. New employees will receive training **within 30 days of hire**. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to **students and staff and providing written information** about emergency procedures by **October 1st** of each school year. **See Appendix A**
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.

- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Planning Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Planning Team

The Building-Level Emergency Response Planning Team is **appointed by the School Building Principal**. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Bus Drivers and Bus Monitors
- Community Members
- Law Enforcement
- Fire Officials
- Others

The **Building-Level Emergency Response Planning Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Planning Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel
 - Medical Personnel
 - Mental Health Counselors
 - School Health Professionals
 - Others (Psychologists, Social Workers, etc.)

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives in the School District include:

1. 1 Emotional Intelligence/ K-6 Character Education:

The activities are geared to promote the concepts of anti-violence: anger management, understanding conflict, managing conflict, and practicing mediation. Students demonstrate learning by choosing, organizing, creating and carrying out a hands-on project that reflects cooperative and collaborative learning.

Emotional Literacy:

The focus in The Anchors of Emotional Intelligence is on helping educators and their students to develop their five key RULER skills:

- Recognize emotions
- Understanding the causes and consequences of emotions to predict behavior
- Labeling emotions to describe feelings precisely

- Expressing emotions to communicate effectively
- Regulating emotions to promote learning and personal growth

Character Education

Students learn skills for understanding feelings and opinions, thinking of the consequences before they act, making good decisions, problem solving, understanding anger management, accepting diversity, substance abuse, violence, anti-bullying strategies and resolving conflicts.

2. The Peaceful Peers and Gender Equity/Raising a Beautiful Child through the Hance Foundation:

This program was developed in District and is supported by the Long Island Fund for Women and Girls as a model for gender equity.

While the concepts of conflict resolution, harassment, anti-bullying, and substance abuse prevention are reviewed in varied contexts for grades 4, 5, & 6, the emphasis within this program is on the importance of gender equity. This program is presented by a consultant and the district social worker. Some of the sessions require boys and girls groups. The topics of role models, friendship, decision making, problem solving, peer pressure and bullying are addressed. A culminating community service group project is then presented.

3. Peer Mediation for Students:

The district Social Workers work with the district consultant in facilitating conflict resolution concepts and counseling students. Students are trained by the Social Workers, and are referred by the school Principals in grades 4, 5, & 6 to be peer mediators.

4. Intervention/ Response Lessons:

Throughout the year, the Psychologists and Social Workers present lessons and/or individual intervention response lessons for crisis and related immediate response situations.

5. Safety Lessons:

The professional staff present safety communication sessions to students by grade level K-6. Staying safe, sharing information that is dangerous with appropriate adults, understanding consequences and the required legal procedures involved in response to threats and/or acts of violence are some of the topics which are covered.

6. Parent Workshops:

As parent involvement is recommended and necessary for safe school programs to be effective, District 24 presents Conflict Resolution Program Awareness workshops to each school's parent community. The district Conflict Resolution Consultant and PTAs have supported these programs that include: anti-bullying, diversity exclusion, character education and anger management. Parent workshops include: Childhood Stress, Effective Discipline Strategies, and Raising a Responsible Child.

7. Student Recognition Programs:

Each school recognizes students who demonstrate high level citizenship, character development and motivation for achievement. "Citizen of the Month", "School Stars", and "Principal Awards" are among the district's student recognition programs.

Valley Stream UFSD # 24 is committed to assuring the safety and wellbeing of all students. The restructuring of curriculum required to promote the state standards is founded on a safe school and child centered responsible environment. The programs and strategies, which are interconnected, will continue to evolve as they are assessed and planned to promote our goals for our children.

8. Cyber Safety/Bullying: Programs provided by guest speakers as well as internal programs/speakers.

9. DASA Workshop: dignity for all students workshop and training for staff.

10. CARE: a District-wide wellness initiative in conjunction with the Nassau County Department of Human Services that promotes wellness for students, staff and parents.

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Planning Team, at a minimum, the following methods may be used:

- Trauma-informed Emergency Dismissal Drill (at a time not to occur more than 15 minutes earlier than normal dismissal time) to test communication and transportation. **Parents to be notified at least one-week prior to drill.**
- Trauma-informed live drills including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout. **Parents to be notified within one-week preceding any such drill.**
- Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
- Trauma-informed Situational Drills
- Tabletop exercises may be used as a training resource for staff
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. Each school district shall practice emergency response procedures (**evacuation, lockdown, and emergency dismissal drills**) under its District-wide School Safety Plan and each of its Building-Level Emergency Response Plans. **Procedures and timeframes for notification of parents** or persons in parental relation regarding drills and other emergency response training(s) that include students will be developed. Drills conducted during the school day with students present shall be conducted in a **trauma-informed, developmentally, and age-appropriate manner** and shall not include props, actors, or simulations or other tactics to mimic a school shooting or other act of violence or emergency. **At the time drills are conducted, students and staff shall be informed that the activities being conducted are a drill.** Full-scale exercises shall not be conducted on a regular school day and such exercises will not include students without the written consent from parents or persons in parental relation. Drills shall be completed on **different days of the week** and during **different times of the school day**. Drills shall occur **after annual training in emergency procedures** has been **provided to students and staff**.

Education Law Section 807 requires **eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. (6) evacuation drills and (2) lockdown drills** shall be completed **between September 1st and December 31st**. De-briefings will occur after every drill or actual event.

*** Persons in charge of after school events and programs will inform all attendees of building emergency procedures, including evacuation routes, prior to the beginning of the event.**

Emergency Drills (Minimum Every School Year):

EDUCATION LAW SECTION 807

- **12 Drills Total Required for School Year**
 - **8 Evacuations and 4 Lockdowns**
 - 6 evacuation and 2 lockdown drills shall be held between September 1st and December 31st
 - 2 evacuation and 2 lockdown drills during the remainder of the school year
 - 4 of the evacuation drills through secondary means of egress
 - For both evacuation and lockdown drills pupils shall be instructed in the procedure to be followed if a fire/emergency occurs during the lunch period or assembly, provided, however, that additional instruction may be waived where a drill is held during the regular school lunch or assembly.
 - Parents shall be given advance notice of each drill being conducted within one-week preceding any drill.
 - Drills shall be conducted after annual training in emergency procedures has been provided to students and staff.
- **2 Additional Evacuation Drills Required during Summer School (1 during first week)**
- **1 Early Dismissal Drill at a time not to occur more than 15 minutes earlier than normal dismissal time.**

Implementation of School Security

School safety personnel will help carry out the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation.

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Planning Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- Entrance and hall monitors.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted.
- Visitor badge/sign-in procedures – we utilize a visitor badge system. Upon entry into the building the visitor must show photo identification; then receives a badge with their name and identification on it as well as a picture of the individual. Anyone in the building without a badge would be immediately questioned by building staff.
- Security Monitoring Camera System.
- A designated School District Security Director
- On-going security review with the BOCES Health & Safety Coordinator and the District Security Company.
- We will employ any other methods deemed necessary and constantly review our current practices

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention, and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies (**See Appendix C**). Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. **Annual multi-hazard school safety training for staff and students on the Building-Level Emergency Response Plan will be completed by September 15th of each school year** and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention, mental health training including those found at the following websites:
<http://www.p12.nysed.gov/ssd/documents/MentalHealthResourcesforEducators.pdf>
<http://www.p12.nysed.gov/ssd/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- A description of the roles and responsibilities of the Building-Level Emergency Response Planning Team.
- The building level Incident Command System including the roles and responsibilities of designated staff.
- The Building-Level Emergency Response Plan procedures for implementing the following emergency response terms: shelter/shelter-in-place; hold/hold-in-place; evacuate/evacuation; secure lockout and lockdown.
- Procedures for conducting drills as noted in the section above on **Training, Drills, and Exercises**.
- District and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health also noted above.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- Cyber Bullying and Internet Safety
- Project Pride
- School social worker outreach
- School counselor involvement
- Second Step programs
- Anger Management programs
- Communication to parents on violence prevention and early recognition
- Conflict resolution programs

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

- Sunrise Highway and Merrick Road
- Long Island Railroad
- Close proximity to JFK Airport
- Flood zones and canals
- Peninsula Blvd
- Mill Road
- Green Acres Mall

Responses to Violence

(Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department – 911 will always be utilized as the first emergency contact method.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the appropriate Building-Level Emergency Response Team/Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy and procedures.

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided

with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The **Code of Conduct was updated on April 16th, 2024**, made available and posted on our website.

Emergency Response Protocols Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Planning Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team. The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

School	Phone	Fax	E-Mail
Brooklyn Avenue School	(516) 434-2851	256-0169	Scomis@vs24.org
R.W. Carbonaro School	(516) 434-2861	791-4573	Riacono@vs24.org
W.L. Buck School	(516) 434-2841	256-0157	mdeblasio@vs24.org

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system (**School Messenger**). However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the **Bomb Threat Standards outlined in the Building-Level Emergency Response Plan** so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan. The **FBI Bomb Threat Call Checklist** will be available at phone reception areas.

Hostage Taking:

The Building-Level Emergency Response Plan for **Missing/Abducted/Kidnapped Student** procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal 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 principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- **If the situation escalates, plain language** will be utilized to notify all building occupants to lockdown according to pre-defined procedures.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Unidentified Visitor:

- The first person becoming aware of an Unidentified Visitor to the school building will approach the Visitor to determine the nature of their presence and ask them for identification. This will also be reported to the principal's office.
- If no acceptable purpose can be ascertained, ask the individual(s) to leave. Ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law. And that if they do not leave Law Enforcement will be notified.
- If the situation escalates, an Automated Lockdown procedure will be put into effect.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services in a unified command manner.

Kidnapping or Missing Student:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- 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 principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, police will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).
- The student's means of transportation to school should be reviewed. If student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- The School Superintendent will be notified.
- The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- Parents will be notified immediately if the student is located.
- After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.
- Gather any information available on the student and their departure from school.
- Advise parent/guardian to contact friends.
- Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform building Principal.
- Determine level of threat with Superintendent (Activate Threat Assessment Team).
- Contact law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Brooklyn Avenue School	Dr. Scott J. Comis	Vincent Milano	Dan Scigliabaglio
R.W. Carbonaro School	Rosario Iacono	Deborah Adler	Matt Roth
W.L. Buck School	Michael DeBlasio	Joe Shumpf	Mark Onorato

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Emergency Dismissal Drill** (Conditions warrant returning students to their homes)
- **Evacuate/Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Shelter/Shelter-In-Place** (Conditions warrant movement to a safe place in the building)
 - **Shelter/Shelter-In-Place (weather related)**
 - **Shelter/Shelter-In-Place (Generic/Non-specific Bomb Threat)**
 - **Shelter/Shelter-In-Place (Specific Bomb Threat)**
- **Hold/Hold-In-Place** (Conditions warrant isolation of a specific area of the building – usually short-term)
- **Lockdown** (The most serious situation for a school – a threat is in or immediately around the building)
- **Secure Lockout** (A threat exists outside the school building or in the vicinity)

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals

should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The ***If You See Something, Say Something™*** campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

- Superintendent of Schools or Designee
- School Business Official
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Planning Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Nassau County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

Threat Assessment

Threat Assessment is a fact-based investigative and analytical approach that:

- Focuses on what a particular student is doing and saying; and
- Not on whether the student "looks like" those who have attacked schools in the past.
- Threat assessment emphasizes the importance of such behavior and communications for identifying, evaluating, and reducing the risk posed by a student who may be thinking about or planning for a school-based attack.

The Six Principles of Threat Assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.

2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

Please see the following documents and **Appendix F** for further Threat Assessment guidance:

Enhancing School Safety Using a Threat Assessment Model; United States Secret Service, 2018. [Enhancing School Safety Using a Threat Assessment Model \(cisa.gov\)](https://cisa.gov/enhancing-school-safety-using-a-threat-assessment-model)

Averting Targeted School Violence; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretservice.gov\)](https://secretservice.gov/USSS-Averting-Targeted-School-Violence.2021.03.pdf)

Please see Appendix F – Threat Assessment Guidance

Multi-Disciplinary Behavioral Assessment Team

Nassau County Threat Advisory Committee (NASTAC)

1. The Nassau County Threat Advisory Committee (NASTAC) is comprised of select representatives from Participating Member Agencies (PMA). The NASTAC acts as a central clearinghouse of information flow specific to situations, herein referred to as Threat Cases (TC), where the risk of violence is assessed to be imminent and/or a cluster of risk factors and warning behaviors commonly associated with elevated risks for targeted violence are present.
2. NASTAC assists PMA's with the development of balanced intervention and a case management strategy for TC's presented to the committee. The NASTAC acts solely as an advisory group. NASTAC cannot mandate PMA's implement or act on suggested intervention and case management strategies. NASTAC does not dictate policy or procedural change within PMA's other than requirements set forth in this PMA agreement.
3. Members of the NASTAC do not act in the capacity of traditional law enforcement taskforce members who have dual responsibilities to follow policies and procedures of the task force sponsoring agency and their own agency. The NASTAC member shall maintain the standard protocols and interests of its agency and follow all rules and regulations set forth by its agency. For example, members shall comply with matters of confidentiality and sharing of sensitive information in accordance with its agency policies and any applicable laws.
4. NASTAC serves as a resource for the community to improve targeted violence threat response protocols by providing multidisciplinary expert advice and seamless sharing of threat information across systems. NASTAC uses a multidisciplinary restorative approach to prevent acts of targeted violence that balances the safety needs of the public with the health and wellness needs of the person at-risk for committing an act of targeted violence.

***If a school district or building-level Behavioral Assessment Team exists it should be described here:**

Forms and Recordkeeping

The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose and can be obtained on the **Nassau Schools Emergency Planning Consortium Website** at:

www.nassauschoolemergency.org under the **Safety Plans** tab.

APPENDIX A

Parents/Students/Staff Annual Notification

Valley Stream School District 24

EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The **Valley Stream School District 24** has always been serious about being prepared for emergencies. Each year, the District-wide School Safety Plan and Building-level Emergency Response Plans are reviewed and updated to meet New York State regulations. Students and staff are trained on our emergency procedures annually by September 15th of each school year. The plans address an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

When an emergency occurs, the first and foremost concern of every staff member is the safety of the children in our care. This guide provides a brief description of how the school district will manage an emergency and how **Valley Stream School District 24** parents can support those vital efforts.

GENERAL INFORMATION:

The **Valley Stream School District 24** has established a **District-Wide School Safety Plan (which is posted on our website at www.valleystreamschooldistrict24.org)** and a **Building-Level Emergency Response Plan** for each School Building in the District. **The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public.** Each of these plans is coordinated with police, fire, and other officials in the county and state-wide agencies.

WHAT ARE THE SCHOOL SECURITY PROCEDURES?

All doors that lead to the outside are locked when school is in session. In order to enter the building, the parent/visitor may only enter through the main entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or designee. Unauthorized persons will be asked to leave. School personnel are required to wear photo ID badges for identification purposes. Children are instructed to look for these ID badges. Visitors are required to wear a temporary badge which indicates an individual is an authorized visitor.

HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

The Superintendent of Schools or Designee may implement one of the following emergency response procedures:

1. **Emergency Dismissal:** Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family/guardians, and identify students with special needs. **No student will be released to an empty home.**
2. **Shelter/Shelter-In-Place:** Keeps students and staff in their buildings in a secure location when it is safer to stay inside than go out. Generally, sheltering is for a short time until it is safe to either evacuate to another building, or to send students home. However, the District is prepared to shelter students as long as necessary. This option may even be utilized during a bomb threat if specific procedures are followed.
3. **Hold/Hold-In-Place:** This action is meant to restrict movement of students and staff within the building while responding to short-term emergencies. Some examples could be a medical emergency or deescalating a situation.
4. **Evacuate/Evacuation:** Requires all building occupants to leave the building and go to a pre-determined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. It could also mean going to the evacuation site with the intention to be **transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
5. **Secure Lockout:** A lockout is a procedure which allows the school to continue with a normal day inside the building, but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. **Students will not be released to parents/guardians when a lockout is in progress.**
6. **Lockdown:** A lockdown of the building requires all students and staff to remain in the room that they are in, lock all doors and stay out of sight. Students and staff that are in the hallway are to go to the nearest classroom. The presence of an intruder is one reason to invoke this type of response. The only way a lockdown can end is by emergency responders physically releasing all locations that are locked down. **Students will not be released to parents/guardians when a lockdown is in progress.**

WHAT KIND OF EMERGENCIES DOES THE SCHOOL DISTRICT'S EMERGENCY PLAN ADDRESS?

- Criminal offenses such as bomb threats, kidnapping or violent behavior.
- Natural hazards such as severe weather, earthquake, air quality.
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash.
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member.

ARE THERE EMERGENCY PLANNING DRILLS?

Yes, New York State regulations require school districts to test their emergency plans in each school building through exercises and drills. All exercises and drills are conducted in a **trauma-informed, developmentally and age-appropriate manner**. Parents will be informed of drills or emergency response training that involves students within one-week preceding any such drill. For an **emergency dismissal drill**, parents/guardians will be **informed of the drill at least one week in advance**, without specific details, to ensure safety. At the time of the drill **students and staff shall be informed that the activities being conducted are a drill**.

SHOULD I PICK UP MY CHILD AT SCHOOL DURING AN EMERGENCY?

Not unless directed to do so. While every parent's natural instinct in an emergency is to go to the school to protect his/her own child, it is important to realize that doing so may significantly affect the District's ability to respond to the situation. For example, cars driving up to the building will restrict access by emergency vehicles that are responding to the emergency, or school buses that are loading children to evacuate them or take them home. The building's staff will be actively working to ensure the safety of all students. It may seem logical that every student taken home by a parent reduces the responsibility of the staff, but in a fast-moving situation that requires a great deal of careful coordination and communication, it makes the critical task of keeping track of students more difficult.

HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?

In the event of an emergency, the school district has a specific Parent-Student Reunification Plan. An area will be designated for parents to pick up students. Photo identification must be shown in order for a student to be brought to the reunification area.

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

Every school building has a plan of action to evacuate any student with special needs.

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you through automated calling systems and our website. The schools have every child's emergency contact information that they have readily available for emergencies. Other sources of information include the PTA Presidents. School officials may utilize the parent organizations to activate their phone chains. TV News 12 and local media will also be utilized.

WHAT CAN I DO TO PLAN AHEAD?

The two most important things you can do are:

1. **Make sure your child's school has the most up-to-date emergency contact information.**
2. **Review with your child any alternative arrangements you have made in case an emergency prevents you from being home.**

PRINCIPAL CONTACTS:

School Building	Principal's Name	Telephone #
Brooklyn Avenue School	Dr. Scott J. Comis-Principal	(516) 434-2851
R.W. Carbonaro School	Mr. Rosario Iacono	(516) 434-2861
W.L. Buck School	Mr. Michael DeBlasio	(516) 434-2841

Valley Stream School District 24, 75 Horton Avenue, Valley Stream, NY 11581

Superintendent, Dr. Unal Karakas

APPENDIX B

District-wide School Safety Team Meeting Minutes and Attendance

Valley Stream School District 24
District-wide School Safety Team Meeting Attendance and Minutes
Date

Required Attendance

Representatives	Name	Absent/Present
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Organization		
School Safety Personnel		
Bus Drivers & Bus Monitors		
Student (Optional)		

Additional Attendance

Organization or School	Name	Title
High School		
Middle School		
Elementary		
Elementary		
Elementary		
Elementary		
Elementary		
Others:		

Agenda

1. District-wide Safety Plan Review
2. Incident Review
3. Principal Reports
4. Status of Exercises/Drills
5. Training

Minutes

APPENDIX C

Suicide Prevention & Mental Health Resources

What Every Teacher Needs to Know: Recognizing Suicide Risks in Students (see example on next page)
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SPCNY-Teachers-Brochure.pdf>)

A Guide to Suicide Prevention in New York Schools
(<https://www.preventsuicideny.org/wp-content/uploads/2019/08/SchoolsSuicidePreventionGuide.pdf>)

School Mental Health Resource Training Center
(<https://www.mentalhealthdnys.org/>)

Suicide Prevention: Classroom Talking Points
(<https://www.preventsuicideny.org/wp-content/uploads/2020/05/SP-in-the-Classrooms-Bleed-File.pdf>)

National Alliance on Mental Illness in New York State
(<https://www.naminys.org/>)

NYS Education Department and NYS Center for School Safety Training module to meet the requirements for annual safety plan training to be completed by September 15th as required by the SAVE legislation can be viewed at:

[Annual Safety Login | nyscfss.org](https://nyscfss.org)

IF YOU NOTICE ANY OF THESE WARNING SIGNS, TAKE ACTION!

Signs that a student may be at risk include the following F-A-C-T-S:

- **FEELINGS** like expressing hopelessness about the future, seeming sad and unhappy, being anxious and worried, or getting angry and aggressive.
- **ACTIONS** like withdrawing from activities or friendships, doing risky, dangerous things like drinking & driving, or researching ways to die online.
- **CHANGES** in the normal mood and behavior of your student. In some ways, this may be what is easiest for you to notice. If you observe changes that concern you, reach out to others in the student's life (i.e., parents, teachers, friends, religious leaders, etc.) to see if they've also noticed changes.
- **THREATS** are sometimes direct like "I'd rather be dead". They can also be vague like "I just don't care about anything anymore."
- **SITUATIONS** are events that can serve as triggers for the suicidal behavior. These can include things like getting into trouble at home or school or with the law, experiencing some type of loss or facing a life change that may be too overwhelming for the student to deal with on their own.

SUICIDE IS PREVENTABLE.

By taking time to notice and reach out to someone you feel is at risk, **you** can be the beginning of a positive solution.



Office of
Mental Health

WHAT EVERY TEACHER NEEDS TO KNOW:

Recognizing Suicide Risk in Students



CRISIS TEXT LINE |

Text "START" to 741-741



www.PreventSuicideNY.org

YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

Are there more requirements, more testing, and less time for you to think—let alone plan?

Are you expected to take more responsibilities for your students, even when they are more challenging and when some of them may be at-risk for suicide?

Did you know that according to national data:

Almost 30% of 9th through 12th grade students have felt so sad or helpless during the course of an academic year that they couldn't do the things they normally do?

Or that there has been a dramatic rise in the suicide attempt rate for 10 to 14 year olds?

Or that suicide is the 2nd leading cause of death for youth in New York State?



Who are these kids?

They're sitting in your classrooms every day.

Although your job is to teach them, not diagnose them, there are ways that can help you better identify these struggling students and get them to someone who is trained to make a more complete assessment of their needs. Students who are thinking about suicide are not concentrating on school work; they are often preoccupied with problems that seem overwhelming and unsolvable.

Your role in this process is critical but very limited and is often the first step in getting students the help they need.

So how do you accomplish this?

By doing what you do best—simply paying attention to your students and knowing where to send them in your school if you notice anything that concerns you.

The majority of those students who are thinking about suicide show direct or indirect warning signs. These are things that reflect a change in the student's behavior, attitude or feelings from as little as two weeks ago.

Some common warning signs are listed on the back panel of this brochure. If you see any of these, your responsibility is to get that student to the appropriate resources in your building.

Remember, your job isn't to figure out what the problem is— it's simply to get this student help.

Be sure to follow up with that resource person to ensure action is being taken and check in with the student to see how things are going. If you continue to be concerned, let that resource person know.

Suicide risk doesn't immediately disappear once an intervention is made, so keep your eyes open!

Noticing and referring potentially at-risk students are only the beginning of the suicide prevention equation. Equally important is your role in encouraging students to seek help if they have a problem and to turn to a trusted adult for support.

Help-seeking is called a protective factor, the kind of thing that can buffer us from life stressors.

The single most important protective factor for youth is a relationship with one trusted adult. As you know too well, many of your students may not have very supportive situations outside of school, so their trusted adult is often someone in their school community.

What does it take to be a trusted adult to a student?

Here's how students describe it:

- Making time to talk, even if your schedule is tight
- Taking my concerns seriously, no matter how trivial they seem
- Not telling me "it will be better tomorrow"
- LISTENING! Recognizing you probably can't fix what I'm worried about but just listening to me talk about it can help
- Being honest if you think you have to tell someone else about my problem
- Taking action when it's necessary
- Remembering what we talked about and asking me about it later

When you review this list, you'll probably find that these are the same things you look for in someone to whom you turn for help— it's no different! While simply listening to a student talk about suicide can be very difficult, remember, it's the first step in the process.

That critical next step is getting that student to the resources in your school that can offer more help!

APPENDIX D

Communicable Disease - Pandemic Plan

Valley Stream School District 24
2801-a (2)(m) District-wide Safety Plan:
Protocols for a State Disaster Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020, as amended by Chapter 30 of the Laws of 2021 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of [section 2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. As a result of this change, the Board of Regents adopted amendments to Commissioner’s Regulation §155.17 in April 2021, that were that were made permanent at the July 2021 meeting of the Board of Regents.¹

Pursuant to the amendments to New York Education Law §2801-a and Commissioner’s Regulation §155.17, the district-wide school safety team should incorporate required continuation of operations components in the District-wide School Safety Plan. Amendments to the District-wide School Safety Plan must be made available for public comment at least thirty (30) days prior to adoption and may be adopted by the school board (or governing body) only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

a.) A list and description of the types of positions considered essential in the event of a state-ordered reduction of in-person workforce as a result of a state disaster emergencies involving public health. Such designation may be changed at any time in the sole discretion of the employer.

Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes; check-ins with students and technology delivery systems; staff providing mental health or technology services; business staff for continued operations, and other staff providing services to students.

<u>Essential Position Type</u>
See below:

¹ See April 2021 Regents Meeting Agenda Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/421p12a1.pdf> and July 2021 Regents Meeting Item: Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to District-wide School Safety Plans at: <https://www.regents.nysed.gov/common/regents/files/721brca9.pdf>

Essential Employee Determination (Example – Fill-in your own)				
<i>Title</i>	<i>Description</i>	<i>Justification</i>	<i>Work Shift</i>	<i>Protocol</i>
Superintendent of Schools	District activities and Chief Emergency Officer	The Supt makes all major decisions affecting district activities, operations and staff.	As Needed	Building sign in sheets
Superintendent Secretary	District operations, personnel items, BOE secretary	Support Superintendent with ongoing district activities	As needed	Building sign in sheets
Central Office Administrators	Assistant Superintendents	The three Assistant Superintendents supervise district operations in Business, Personnel and Curriculum. They ensure ongoing activities continue and serve as back up to the Superintendent of Schools.	As needed	Building sign in sheets
Building Administration	Principals Assistant Principals Curriculum Coordinators	Supervise the staff and daily operations of the school buildings	As needed	Building sign in sheets
Main office/Guidance Clerical	Clerical support for building Admin	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Asst. Bus Administrator	In-depth business analysis/ invoicing/ purchasing agent	Performs in-depth analysis of business operations, oversees all purchasing activities, back up to Asst. Supt for Business	As needed	Building sign in sheets
Treasurer	Financial activities and funds transfers	Banking/ financial operations/ funds transfers/ reconciliation	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Typist Clerk - Business	Personnel Action For Civil Service/ Purchasing/ Budget Vote/ BOE Agenda	Printing and mailing, contracts and other updates after Board Meeting, employee changes, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Principal Account Clerk Benefits	Employee Benefits/ FLEX/ Workers Compensation	Enrollment/Mailing letters/documentation/c heck processing	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Account Clerks Payroll	Payroll processing	Ongoing payroll services	As needed - 8:00 am – 4:30 pm – staggered by day or morning.	Building sign in sheets
Account Clerks Business Office	Purchasing/ Accounting/ Accounts Payable	District-wide purchasing, accounting and record keeping, bill payments	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets

Principal and Senior Typist Clerk - Personnel	Personnel Action for instructional staff	Mail and communication with instructional personnel, leaves of absence, attendance	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Food Service Director	Oversees and supervises food operations	Provides ongoing and emergency meals to students	As needed	Building sign in sheets
Transportation Administration	Director, Asst. Director, Asst. Dispatcher, Clerical	Supervises and/or communicates with transportation staff. Utilizes all communication and tracking software. Parent inquiries	As needed	Building sign in sheets
Bus Drivers/Bus Attendants	Transportation services	Provides continuity of student transportation. Assist with meal distribution	As needed	Building sign in sheets
Facilities Director	Supervises all building and operations staff	Ensures safety, cleaning and function of all district buildings and grounds	As needed	Building sign in sheets
Maintenance/Grounds/Custodian/Cleaners	Ensures building and grounds cleaning and operations	Ensures buildings and grounds are operational and sanitized for students and staff	As needed - 5:30 am – 10:00 pm Staggered by day or morning afternoon shifts	Building sign in sheets
Technology Director and IT Manager	IT Management	Infrastructure support, instructional technology and supervises IT staff	As needed	Building sign in sheets
Technology Specialists	Technology Support	Support IT infrastructure, distribution and maintenance of personal devices	As needed	Building sign in sheets
IT Clerical	Clerical support for IT Office	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Pupil Personnel Director, Asst. Director	Supervises PPS staff and services	Ensure continuity of services for special education and other student support services	As needed	Building sign in sheets
Account Clerk - PPS	STAC, bill payment, purchasing	Ongoing business services	As needed - 8:00 am – 4:30 pm Staggered by day or morning afternoon shifts	Building sign in sheets
PPS Clerical	Clerical support for PPS	Mail processing, certain mailings, reporting and various office activities	As needed	Building sign in sheets
Nurses	Health office	Distribution of medication and other consultation	As needed	Building sign in sheets

b.) A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.

Telecommuting Protocol: Technology

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

c.) A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation systems and at worksites.

Work shift Modification(s)

See Work Shift – page 29.

Depending on the exact nature of the communicable disease and its impact, the district is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

d.) A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide personal protective equipment to each essential employee during any given work shift. Such description shall also include a plan for storage of such equipment, to prevent degradation and permit immediate access, in the event of an emergency declaration.

Personal Protective Equipment (PPE) Protocol

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Plan for Storage/Access

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students

Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

e.) A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine.

Consider disinfection protocols, substitute workers, testing and tracing.

Employee Exposure Protocol (This is an example – fill-in your own)

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at **(Superintendent's Office)** with the alternate at **(William L. Buck Library)** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
 - Superintendent** Dr. Unal Karakas
 - Assistant Superintendent of Curriculum** TBD
 - Assistant Superintendent of Finance/Operations** Dr. Jack R. Mitchell
 - Director of Instructional Technology** Mr. Mark Onorato
 - Director of Facilities** Mr. Charles Brocher
 - Principals** Dr. Scott J. Comis, Mr. Rosario Iacono, Mr. Michael DeBlasio
- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command), we will also make them aware of other useful trainings available from FEMA such as the: IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available on-line through the Nassau Schools Emergency Planning Consortium Website at www.nassauschoolemergency.org or FEMA website. *We are also recommending that key administrators, principals, and nurses take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.*
- The school district has designated the building principals as the Communicable Disease Safety Coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the communicable disease public health emergency and plans implemented by the school.

School/Program	Communicable Disease Safety Coordinator	Contact #
Brooklyn Avenue School	Dr. Scott J. Comis	434-2851
R. W. Carbonaro School	Mr. Rosario Iacono	434-2861
W. L. Buck School	Mr. Michael DeBlasio	434-2841
Administration	Dr. Jack R. Mitchell	434-2831

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. A school district Public Information Officer (PIO) (**Superintendent**) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district (**Superintendent, Assistant Superintendents, Director of Technology, or Director of Facilities**).

Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system, and the RAVE app.

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas (**HR, payroll, food services, accounts payable, transportation**). Recognizing the need for job cross-training, we have trained individuals with the following job titles (**Business Office Staff on Invision training**). We have also established the ability to maintain these essential functions off-site from remote locations as follows: (**online correspondence, requisitions, and payment set ups**). **Off-site function was tested in (Spring 2020).**
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee (Head Maintainer) will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. *At no time will products not approved by the school district be utilized.*
- Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director (**Assistant Superintendent for Business**) has provided cross-training of staff to ensure essential function (**Invision training, and Frontline for attendance**). **The Principals Account Clerk and the Account Clerk will have this function.** Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include remote teaching, learning and support. This may include providing devices to those children and staff who require them, as well as professional development and learning standards.
- On-line instruction; on-line resources; on-line textbooks, Google classroom, Seesaw.
- Communication modalities for assignment postings and follow-up: telephone; e-mail; automated notification systems; website postings

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person suspected or confirmed to be sick, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals can return to the area and resume school activities immediately after cleaning and disinfection.

Notifications:

To protect themselves and others and stop the spread of communicable disease in the household and community, schools should notify through either group or individual level contact tracing affected school staff, students, and their parents/guardians whenever an individual either:

1. Was in the same room as an infected individual and so was exposed or potentially exposed (i.e., in the same classroom as an infected individual for longer than 1 minutes), if schools are employing “group level contact tracing,” or
2. Was identified as being exposed because they were a close contact of an infected individual if schools are employing “individual level contact tracing.”

Note: Group contract tracing, (e.g., classroom, school bus), in #1 above, is expected to alleviate the need for most classic (“individual”) contact tracing in schools. Criterion #2 above should be used if the school is conducting individual-level contact tracing to reduce the number of students affected by masking/testing and in some situations where there might have been exposures outside the classroom setting, such as non-classroom-based extracurricular activities.

Disinfection Protocol

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- We will follow cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.

- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have communicable disease, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

Alternate Cleaning Methods:

- The effectiveness of such as ultrasonic waves, high intensity UV radiation, and LED blue light, against the virus that causes COVID-19 or other communicable disease has not been fully established.
- In most cases, fogging, fumigation, and wide-area or electrostatic spraying are not recommended as primary methods of surface disinfection and have several safety risks to consider, unless specified as a method of application on the product label.

Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Staff Absenteeism

- Instructional staff will call into the Absence Management System when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- Local health departments (LHD) will assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs and school districts and private schools may consult and collaborate on masking and testing decisions. Some school districts cross county boundaries. Schools should follow the guidance of the LHD for the county in which the school building is located.

f.) A protocol for documenting hours and work locations, including off-site visits, for essential employees. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees, to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

Consider daily symptom checks, absences, and supervisor notification.

Hours and Work Locations Protocol

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

See Work Shift and Protocols – page 29.

g.) A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

Emergency Housing Protocol (These are examples – Fill-in your own)

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. 1. Holiday Inn Express Lynbrook - 516.596.3000
2. Best Western Mill River - 516.678.1300
3. Holiday Inn JFK - 718.712.0100

Nassau County School Districts have also established school building shelter sites across the County in cooperation with the Nassau County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with Office of Emergency Management to determine housing options.

h.) Other requirements determined by the department of health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

Department of Health Requirements

We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:

○ Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.

- Public Health Consultation and Immediate Reporting: 516-227-9639
- Fax: 516-227-9669
- Weekend/After-hours Consultation and Reporting: 516-742-6154

• The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.

• The **Superintendent** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Assistant Superintendent of Human Resources, Business Official,

Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on (Fill-in Date) for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Date draft was presented to employee representative(s): 5/21/25

Date finalized: 6/25/25

Location of publication: www.valleystreamschoolsdistrict24.org

Definitions included in the legislation are provided below.

Essential worker: *is required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Non-essential worker: *is not required to be physically present at a work site to perform his or her job. **Such designation may be changed at any time in the sole discretion of the employer.***

Personal protective equipment: *all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.*

Communicable disease: *an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual [or via an animal, vector or the inanimate environment to a susceptible animal or human host].*

Retaliatory action: *the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.*

- We will utilize the Centers for Disease Control (CDC) *School District (K-12) Pandemic Influenza Planning Checklist* below as a guide and basic information for planning and responding to any potential Pandemic.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



APPENDIX E

Remote Instruction Plan & Student Access Survey

VALLEY STREAM DISTRICT 24 REMOTE LEARNING PLAN

Valley Stream District 24 will provide equitable instruction for all students with continuity of learning ensured with all of the instructional models inclusive of Remote Instruction Model if necessary.

Instruction will focus on the New York State Learning Standards. Daily interaction will take place between the students and teachers to ensure that students may interact and seek feedback and support from them.

Attendance data will remain consistent with past practice unless modified by law, regulation, or executive order. The classroom teacher will be the point of contact for their cohorts of students. Daily attendance will be taken by the teacher in all models. If it is a hybrid and/or remote day, then the teacher will utilize Google Meets with a virtual entry to gather the students' attendance data. This data will then be administered into the eSchool Program daily by the teacher. Attendance data will be reported to the student information system or SIRS. Chronic absenteeism will be addressed immediately with parents. If a student does not engage in distance learning, immediate outreach will take place with teachers, social workers or psychologists reaching out to the students and family.

The Remote Instruction Models outlined below will include synchronous instruction (**Google Meets**) and asynchronous instruction (**Google Classroom**). The synchronous instruction will include daily live meets as defined in the learning plans below and asynchronous instruction with activities provided through Google Classroom. In addition, project based learning activities and project guides will be utilized.

Class Link (<https://launchpad.classlink.com/vs24>) will be utilized as the Learning Management System for access to the following online curriculum resources: (In compliance with the New York State Learning Standards.)

English Language Arts: Superkids Program (K-Grade2) Think Central Program: (Grades 3-6)

Math: Think Central Program (K-Grade 6)

Science: Inspire Science Program (K-6)

Social Studies: PNW BOCES Program (K-6)

Independent activities will be provided through:

- Pre-recorded videos
- EdPuzzle videos
- Pear Deck
- Use of Google Suite
- Use of District Curriculum Subscriptions and Resources
- The following will be provided through Google Classroom:
 - Google Docs.
 - Google Slides
 - Pear Deck
 - Google Forms
 - Google Drawings
 - Jamboard
 - SMART Learning Suite

In addition, the following resources will be utilized and linked to Google Classroom:

- Trueflix
- Bookflix

- PBS Learning Media
- Readworks - reading comprehension activities
- EdPuzzle
- Flip Grid
- Pear Deck
- I3 LearnHub
- Khan Academy
- Learn Zillion
- NWEA Mappers
- Library eBooks
- JLG Digital (audio/digital books)
- Light Box
- Additional resources include:
- Brain Pop and Brain Pop Jr.
- Pebble Go
- Discovery Education
- Culture Grams
- Dictionary.com
- Worldbook Online
- Learning.com
- Camp Wonderopolis
- Classics for Kids
- Hour of Code
- ABCYA
- Starfall

Wellness activities will be provided daily and include some of the following yoga exercises, breathing, fitness, brain breaks, scavenger hunt activities, etc.

Alternate Remote Day Learning Plan:

Remote learning will take place on required days.

The following will be included:

- Every student and staff member will be provided with a device if needed and access to wi-fi will be accessible to those who need it through hotspots procured by the district. The teachers will poll the parents to find out if they need access to devices or internet access.
- Technology guides and videos will be made available to parents to support their students if needed. Guides will be shared explaining how to access the digital curriculum programs and apps that are utilized. Parent technology support guides and videos will be made accessible on the district website. Parents will have access to technology team support by contacting the building principal if needed.
- Staff have been provided with ongoing professional development and support in the area of remote learning which will continue in the future.
- Multiple ways for student participation to demonstrate their mastery of the learning standards will be provided.
- Students will have their devices home with them to allow for remote days and bring them back to school on their in-person days unless they are remote home instruction.
- Students will be provided with assignments for remote learning days. The assignments will focus on pre-teaching, re-teaching, project-based, or enrichment lessons.
- Teachers will follow the curriculum schedule listed below.

- An office hour for a Google Meet with remote students will be provided by a teacher to support students with their assigned work if needed or answer questions. A schedule will be provided to parents.
- Parents and students will be notified of the established daily schedule by the classroom teacher.
- Attendance will be taken daily by the teacher.
- Students will be provided access to continuous learning in all curriculum areas using technology and curriculum materials.
- Teachers will assess progress and use data to plan instruction to meet every student's needs.
- Challenge, Instrumental Music, and General Music programs will be scheduled on remote days and will be provided live through Google Meets. A schedule will be developed and provided to parents and students.
- Students will be provided mental health and emotional support services and daily wellness activities through teachers, psychologists and social workers.
- Consistent daily cohort instructional schedules will be created:

ELA Block - 60 minutes daily with in person instruction adhering to social distancing or remote learning at home.

Math Block - 60 minutes daily with in person instruction adhering to social distancing or remote learning at home.

Science - 2 lessons per week

Social Studies - 2 lessons per week

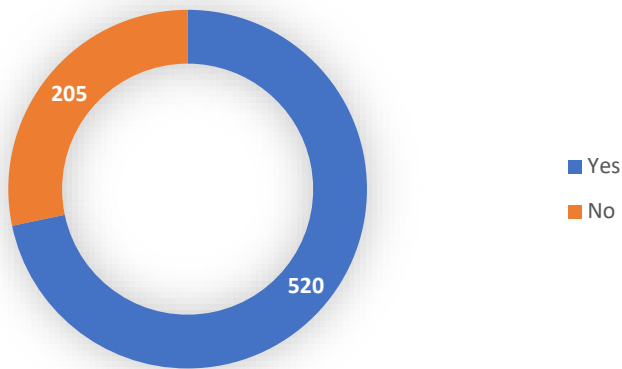
Wellness - Daily

Physical Education, Art, Library - push-in classroom model or class/whole grade live stream. No full chorus, band, or orchestra rehearsal done live in person at this time.

- Academic support services will be provided to close learning gaps and will generally follow a push-in classroom model when services are delivered in school. They may also be offered on remote days with live instruction through Google Meets.
- All teachers will be responsible for providing instruction in their certified areas.
- No assemblies, large gatherings or meetings.
- Access to continuous learning in all curriculum areas will be supported through the use of technology.
- The NWEA will be administered in the fall, winter, and spring to assess learning gaps and use data to plan instruction to meet every student's needs.

VALLEY STREAM DISTRICT 24 DIGITAL ACCESS SURVEY 24-25

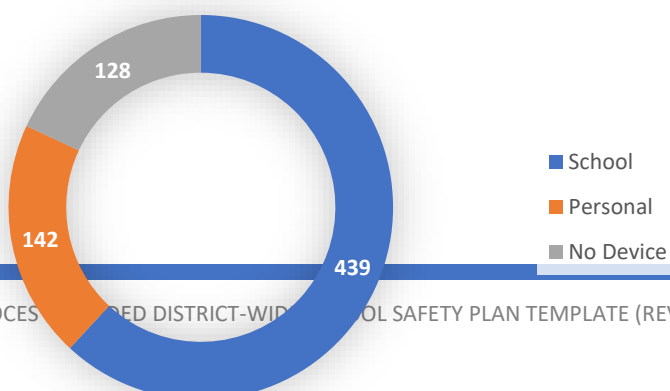
Question 1: Did the school district issue your child a dedicated school or district-owned device for their use during the school year?



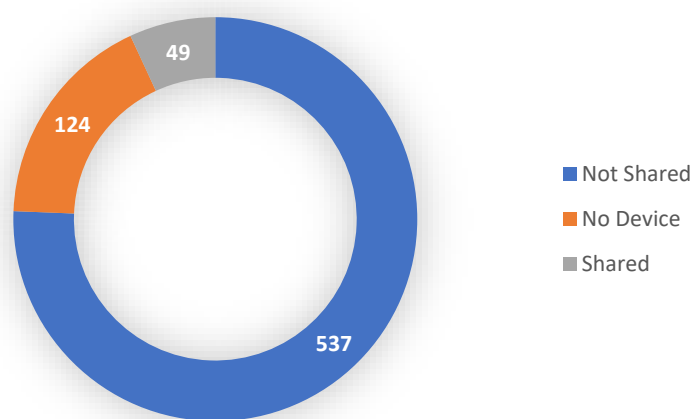
Question 2: What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Primary Learning Device Type Code	Count of Primary Learning Device Type Code
Chromebook	267
Tablet	165
Laptop	138
No Device	116
Smartphone	12
Desktop	10
Grand Total	708

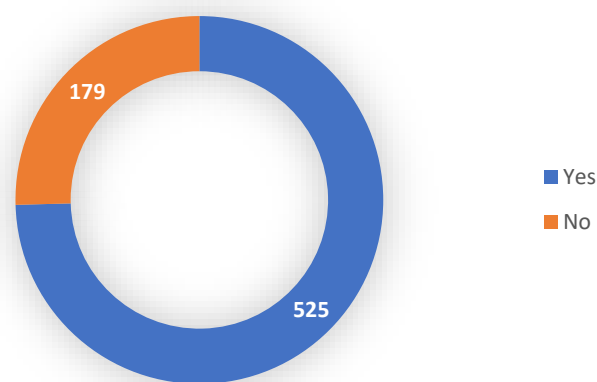
Question 3: Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)



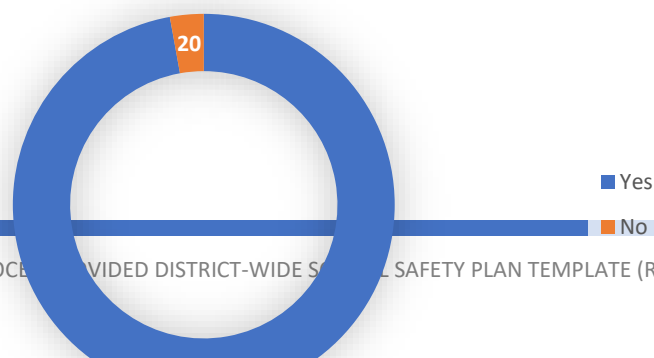
Question 4: Is the primary learning device (identified in question 2) shared with anyone else in the household?



Question 5: Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?



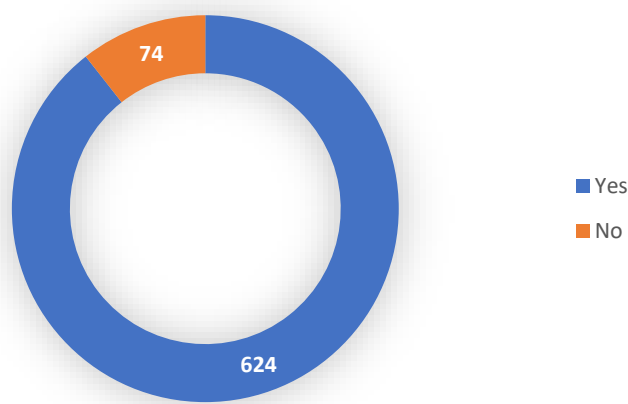
Question 6: Is your child able to access the internet in their primary place of residence?



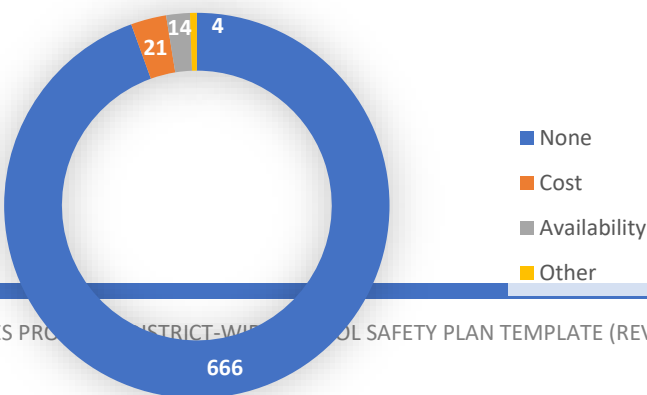
Question 7: What is the primary type of internet service used in your child's primary place of residence?

Internet Access Type Code	Count of Internet Access Type Code
Residential Broadband	530
Other	64
Cellular	32
None	22
Community WIFI	22
DSL	11
Mobile Hotspot	11
Satellite	9
Dialup	4
Grand Total	705

Question 8: In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?



Question 9: What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?



APPENDIX F

Threat Assessment Guidance

**U.S. Department of Homeland Security
United States Secret Service
Creating a Comprehensive Targeted Violence Prevention Plan**

The July 2018 report from the United States Secret Service highlights the many factors necessary for creating a school violence prevention plan including physical security, emergency management and violence prevention through a threat assessment process. The basis of this document focuses on violence prevention by the creation of a Comprehensive Targeted Violence Prevention Plan. Components of the Plan include the following:

1. Forming a Multidisciplinary Threat Assessment Team
2. Identifying Behaviors of Concern
3. Establishing Central Reporting Mechanisms
4. Defining the Threshold for Law Enforcement Intervention
5. Establish Threat Assessment Procedures
6. Develop Risk Management Options
7. Promoting Safe School Climates
8. Providing Training to Stakeholders

New York State has been a leader and National model for violence prevention in schools through the creation of the SAVE (Safe Schools Against Violence in Education) legislation in 2000 along with more recent revisions and guidance on the law reflecting lessons learned from violent incidents across the Country. The following information compares the recommendations from the U.S. Secret Service with existing requirements and guidelines in New York State.

U. S. Secret Service Recommendations	NYS Requirements & Guidelines
Step 1: Threat Assessment Team <ol style="list-style-type: none"> a. District-wide or School Building Team b. Variety of Disciplines c. Specific Designated Leader d. Protocols and Procedures e. Meet on a Regular Basis 	<p>The SAVE legislation requires school districts to have a District-wide School Safety Team; Building-level Emergency Response Planning Team; Emergency Response Team and Post-Incident Response Team.</p> <p>There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.</p>
Step 2: Define Prohibited & Concerning Behaviors <ol style="list-style-type: none"> a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms. c. Threshold for Intervention Should be Low. d. Identify Other Concerning Statements or Actions. 	<p>The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through School Safety and the Educational Climate (SSEC) provisions. This consists of the Dignity for all Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR) which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated Code of Conduct sets the Standard.</p>
Step 3: Create a Central Reporting Mechanism <ol style="list-style-type: none"> a. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.) b. Promote and Provide Training on Reporting System. Make sure everyone knows their roles. c. Establish monitoring and response protocols. d. Establish anonymous reporting procedures. e. Act quickly, appropriately and maintain confidentiality. 	<p>Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept “If You See Something, Say Something.” There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.</p>
Step 4: Threshold for Law Enforcement <ol style="list-style-type: none"> a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team. 	<p>The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Planning Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.</p>

<p>Step 5: Establish Threat Assessment Procedures</p> <ul style="list-style-type: none"> a. Standardized Incident Form. b. Consider different sources of information. c. Examine online social media, desks, lockers. d. Examine academic, disciplinary, law enforcement and other formal records. e. Establish rapport with student and guardian. f. Evaluate the behavior in the context of age and social/emotional development. g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors. 	<p>School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each school year.</p>
<p>Step 6: Develop Risk Management Options</p> <ul style="list-style-type: none"> a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student's motive. i. Reduce the effect of stressors. 	<p>Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.</p>
<p>Step 7: Create/Promote Safe School Climate</p> <ul style="list-style-type: none"> a. Build culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down "codes of silence." d. Help students feel connected to the school community and classmates. e. Identify clubs or teams at school. f. Support Positive Behavioral Interventions and Supports (PBIS) programs. g. Encourage student involvement. 	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>
<p>Step 8: Conduct Training for all Stakeholders</p> <ul style="list-style-type: none"> a. School safety is everyone's responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process. e. Law enforcement can provide training and should also be aware of the threat assessment process. 	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts works closely with law enforcement to provide training and establish procedures.</p>



UNITED STATES SECRET SERVICE ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service National Threat Assessment Center (NTAC) has conducted research, training, and consultation on threat assessment and the prevention of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Secret Service partnered with the Department of Education on two studies related to school safety. Published in 2002, the *Safe School Initiative (SSI)* examined 37 incidents of targeted violence that occurred at elementary and secondary schools to analyze the thinking and behavior of students who commit these attacks. The report, and accompanying guide, served as the impetus for establishing threat assessment programs in schools. In 2008, the agencies released the Bystander Study, a report that explored a key SSI finding that prior to most attacks, other students knew of the attackers' plans, yet most did not report it to an adult. The report highlighted the importance of creating safe school climates in which students are empowered to share their concerns. Since then, NTAC has continued to provide and update training to schools, law enforcement, and others on threat assessment and prevention practices.

U.S. SECRET SERVICE'S LATEST INITIATIVE REGARDING SCHOOL SAFETY

The tragic events of the February 14, 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, and the May 18, 2018 shooting at Santa Fe High School in Santa Fe, Texas, demonstrated the ongoing need to provide leadership in preventing future school attacks. As such, the U.S. Secret Service, along with many of our partners, have redoubled our efforts and are poised to continue enhancing school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans for conducting threat assessments in schools. The guide, titled *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, is available on the U.S. Secret Service website. A condensed overview is outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component to ensuring the safety and security of our nation's schools.
- Threat assessment procedures recognize that students engage in a continuum of concerning behaviors, the vast majority of which will be non-threatening and non-violent, but may still require intervention.
- The threshold for intervention should be relatively low so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.
- Everyone has a role to play in preventing school violence and creating safe school climates. Students should feel empowered to come forward without fear of reprisal. Faculty and staff should take all incoming reports seriously, and assess any information regarding concerning behavior or statements.

Additional Resources: The full guide provides information and links to additional resources that can help schools create threat assessment teams, establish reporting mechanisms, train stakeholders, and promote safe school climates.

CREATING A TARGETED VIOLENCE PREVENTION PLAN

The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

Step 1: Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.

Step 3: Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.

Step 4: Determine the threshold for law enforcement intervention, especially if there is a safety risk.

Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
- **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
- **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
- **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
- **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
- **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
- **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
- **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
- **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
- **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
- **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
- **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?

Step 6: Develop risk management options to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.

Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.

Step 8: Provide training for all stakeholders, including school personnel, students, parents, and law enforcement.

UNITED STATES SECRET SERVICE

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

<i>Star areas of concern</i>	<i>Eleven Key Areas</i>
1.	What are the student's motive(s) and goals?
	<ul style="list-style-type: none"> What motivated the student to make the statement or take the actions that caused him/her to come to attention?
	<ul style="list-style-type: none"> Does the situation or circumstance that led to these statements or actions still exist?
	<ul style="list-style-type: none"> Does the student have a major grievance or grudge? Against whom?
	<ul style="list-style-type: none"> What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2.	Has the student shown inappropriate interest in any of the following?
	<ul style="list-style-type: none"> School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

Diana Browning-Wright, Discipline/Behavior Trainings, 2003

2-3

3.	Have there been any communications suggesting ideas or intent to attack?
	<ul style="list-style-type: none"> What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	<ul style="list-style-type: none"> Have friends been alerted or "warned away"?
4.	Has the student engaged in attack-related behaviors? These behaviors might include:
	<ul style="list-style-type: none"> Developing an attack idea or plan
	<ul style="list-style-type: none"> Making efforts to acquire or practice with weapons
	<ul style="list-style-type: none"> Casing or checking out, possible sites and areas for an attack
	<ul style="list-style-type: none"> Rehearsing attacks or ambushes
5.	Is the student's conversation and "story" consistent with his or her actions?
	<ul style="list-style-type: none"> Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

6.	Does the student have the capacity to carry out an act of targeted violence?
	<ul style="list-style-type: none"> How organized is the student's thinking and behavior?
	<ul style="list-style-type: none"> Does the student have the means; e.g., access to a weapon, to carry out an attack?
7.	Is the student experiencing hopelessness, desperation and/or despair?
	<ul style="list-style-type: none"> Is there information to suggest that the student is experiencing desperation and/or despair?
	<ul style="list-style-type: none"> Has the student experienced a recent failure, loss and/or loss of status?
	<ul style="list-style-type: none"> Is the student known to be having difficulty coping with a stressful event?
	<ul style="list-style-type: none"> Is the student now, or has the student ever been, suicidal or "accident-prone"?
	<ul style="list-style-type: none"> Has the student engaged in behavior that suggests that he or she has considered ending their life?

8.	Does the student have a trusting relationship with at least one responsible adult?
	<ul style="list-style-type: none"> Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	<ul style="list-style-type: none"> Is the student emotionally connected to—or disconnected from—other students?
	<ul style="list-style-type: none"> Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9.	Are other people concerned about the student's potential for violence?
	<ul style="list-style-type: none"> Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	<ul style="list-style-type: none"> Are those who know the student concerned about a specific target?
	<ul style="list-style-type: none"> Have those who know the student witnessed recent changes or escalations in mood and behavior?

10.	What circumstances might affect the likelihood of an attack?
	<ul style="list-style-type: none"> What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
	<ul style="list-style-type: none"> What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
11.	Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?
	<ul style="list-style-type: none"> Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	<ul style="list-style-type: none"> Has the student been "dared" by others to engage in an act of violence?

New York State Police Threat Assessment Model, (2007)

Threat reported to principal

Assemble school threat assessment team

- Conduct threat assessment – assign a central point of contact
- Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
- Immediately ask “How much time do we have?”
- Decide how to handle a “student of concern” pending the outcome of the threat assessment (should allegations be unfounded)
- Revisit/revise threat assessment plan if necessary

Evaluate threat

- Utilize an “integrated systems approach” relying on information from all who have interaction with the student
- Consider facts that drew your attention to the student, situation, and target - obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat - document/photograph/record all
- Establish/maintain contact with the student
- Obtain/consider information about the student – identifiers, background information, current life situation and circumstances
- Consider the circumstances in which the threat was made, student’s intentions, motives, and target selection

Decide whether threat is clearly *transient* or *substantive*

- Is there information to suggest that this student is on the path to an attack?
- Has any pre-attack behavior been identified?
- Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
- Consider whether the student *poses* a threat, or simply *made* a threat
- Has the student broken a law? → Contact law enforcement

Threat is clearly transient

Respond to transient threat

- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

Decide whether substantive threat is **plausible** or **imminent**

Plausible

Respond to plausible threat

- Take immediate precautions to protect potential victims
- If threat involves a possible crime contact law enforcement
- Notify potential victim, and victim’s parents/guardians (if victim is a student)
- Notify “student of concern’s” parents/guardians
- Connect student to services and support systems
- Discipline student as appropriate

Imminent

Respond to imminent threat

- Immediately contact law enforcement
- Take immediate precautions to protect potential victims
- Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
- Notify “student of concern’s” parents/guardians
- Initiate mental health evaluation procedures
- Discipline student as appropriate
- Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

A2

APPENDIX G

Appendix G describes the procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific. These procedures will address medical needs, transportation, and emergency notification of parents/guardians in the event of a sudden cardiac arrest incident. Building specific procedures are detailed in the Building-Level Emergency Response Plans.

Cardiac Emergency Response Plan

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

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

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

3. CPR

- a. Begin **high-quality CPR immediately**
- b. Push hard and fast (100–120 compressions per minute, depth 2 inches for children).
- c. Give rescue breaths if trained and able (30 compressions : 2 breaths).
- d. If alone with a child and no phone, provide 2 minutes of CPR before leaving to call 911 and get AED.

4. Defibrillation by CPR/AED certified school personnel

- a. 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 flash drive to provide to EMS to give to the emergency department’s physician.

6. School administration or designee notifies • parent/guardian or staff member’s emergency contact in accordance with district policy.

7. **Document** • In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.

8. **Hold a post event debriefing**

***Emergency contact numbers for obtaining help:**

Number to call for help in school building (RWC: (516) 434-2863) (Brooklyn Ave: (516) 434-2853)

Number to call for help on school grounds (RWC: (516) 434-2863) (Brooklyn Ave: (516) 434-2853) (WLB; Brooklyn Ave: (516) 434-2853)

Number to call to notify if SCA occurs at offsite location 911

Secondary contact number if primary not available 911.

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
Mrs. Estelle Dempsey	Nurse	(516) 434-2863	Nurse RWC	<input type="checkbox"/> School Day <input type="checkbox"/> School Events
Marie Walsh	Nurse	(516) 434-2853	2 nd Fl Brooklyn Ave	<input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events
Scott Comis	Principal	(516) 434-2850	2 nd Fl Brooklyn Ave	<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> School Events
Mrs. Carole Meaney	Nurse	(516) 434-2843	WLB Nurse Office	<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> School Events

Automated External Defibrillator (AED) Locations

Note: All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Number of AEDs needed inside the building and at each athletic practice and event: AED² Locations:

Brooklyn Ave: 1st Fl – Hallway (by staircase leading downstairs)

² AED locations should be noted on building level emergency response plan required school building map in accordance with Commissioner's regulation 155.17(c)(2)(iii).

2nd Fl – Nurse’s Office (middle of hallway)

William L Buck: 1. AED mounted outside the Technology Department door in the main hallway, adjacent to the main lobby.

RWC: 1. AED mounted in the main hallway, adjacent to the main lobby

Training

AED on the Global Compliance Network (GCN)

Certified staff receives training

Resources

[AHA Cardiac Emergency Response Plan and Protocol](#)

[AED Fact Sheet - American Heart Association CPR & First Aid](#)

[AED Steps | Steps to Use an AED | Red Cross](#)

[American Heart Association Out of Hospital Chain of Survival](#)

[About Cardiac Arrest | Heart Disease | CDC](#)

[Eric Paredes Save a Life Foundation](#)

[Heart Safe Schools](#)

[New York State Department of Health Issues A Health Advisory On Proper Use of Automated External Defibrillators In Pediatric Emergency Care](#)

[New York State Department of Health Sudden Cardiac Arrest \(SCA\) in Youth](#)

[Parent Heart Watch Cardiac Emergency Response Plan](#)

[Project Adam Saves Lives](#)

[Sudden Cardiac Arrest - Heart Screen NY](#)

[What is SCA? | Dominic A. Murray 21 Memorial Foundation](#)



CARDIAC ARREST VS. HEART ATTACK

People often use these terms interchangeably, but they are not the same.

WHAT IS CARDIAC ARREST?

In a **CARDIAC ARREST** the heart suddenly stops **beating**. This is usually caused by an electrical problem that makes the heart beat irregularly.

When the heart stops pumping, it can't send blood to the brain, lungs and other vital organs.

WHAT HAPPENS

Someone having a cardiac arrest may become unresponsive. They may stop breathing or only gasp for air.

If they don't get help right away, they can die.

WHAT TO DO



If someone has cardiac arrest, doing CPR right away can double or triple their chances of survival.

1. **First, call 911** (or local emergency response number).
2. **Then start CPR**. If there's an automated external defibrillator (AED) nearby, use it as soon as you can.

If two people are helping, one should start CPR. The other should call 911 and find the AED.

Every minute counts. The odds for survival drop by 10% each minute without help. Emergency staff can also help revive someone whose heart has stopped.

For more information on American Heart Association CPR, including training classes in your area, go to [heart.org/ NATION](https://heart.org/NATION).

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WHAT IS A HEART ATTACK?

In a **HEART ATTACK**, blood can't get to part of the heart because a **key blood vessel is blocked**.

If this circulation problem isn't cleared quickly, the part of the heart that isn't getting enough blood can start to die.

WHAT HAPPENS

Heart attack symptoms can be sudden. They may include:

- Severe chest pain
- Discomfort in other parts of the upper body
- Shortness of breath
- Cold sweats
- Feeling sick to the stomach

Sometimes, symptoms start slowly and last for hours or days. Unlike cardiac arrest, the heart usually keeps beating during a heart attack.

The longer it takes to get help, the greater the risk to the heart.



Anyone can have a heart attack. **In women, people with diabetes and older adults, symptoms might not be obvious.** For example, they might not include chest pain.

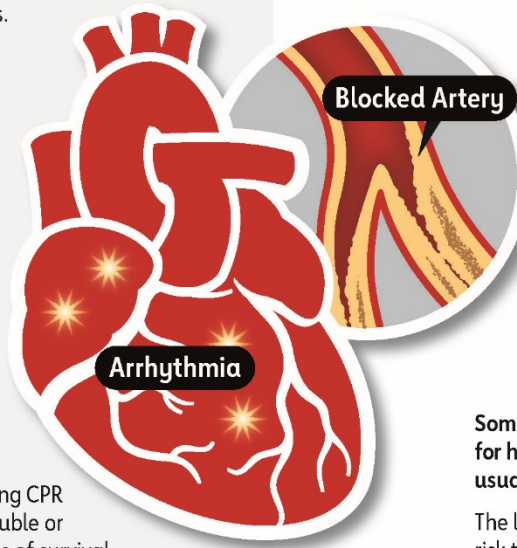
WHAT TO DO



Even if you're not sure it's a heart attack, call your local emergency number. Every minute matters!

It's best to call your local emergency number to get to the emergency room right away.

Emergency medical services (EMS) staff can begin treatment when they arrive. Patients with chest pain who arrive by ambulance usually receive faster treatment at the hospital, too.



WHAT IS THE LINK?

Most heart attacks don't lead to cardiac arrest. But a heart attack is a common cause when cardiac arrest does happen.

Other problems can also cause the heart to stop beating.