

WAGE & BENEFITS AGREEMENT

AGREEMENT made this 1st day of July, 2026, by and between the BOARD OF EDUCATION of the VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR (hereinafter “Board” or the “District”) with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11580 and ANGELA LIATTO, Senior Clerk Typist (hereinafter “Employee”) residing at [REDACTED]

WHEREAS, the Board has been advised that it is legally permissible for the Board to contractually obligate itself to provide the terms and conditions of employment herein more particularly described; and

WHEREAS, both parties acknowledge that the termination of employment of the Employee and her employment status as an employee by the District are subject solely to the procedures set forth at length in various provisions of the laws of the State of New York and nothing contained herein shall be deemed to have modified the foregoing in any respect.

NOW, THEREFORE, based upon the mutual covenants and understanding between the Employee and the Board, it is understood and agreed:

- I. GENERAL: The above “Whereas” clauses are expressly incorporated and made a substantive part hereof.
- II. SCOPE OF EMPLOYMENT: The Employee shall be employed as a Senior Clerk Typist in accordance with the terms and conditions of the within Agreement.
- III. SALARY:
 - a. Effective July 1, 2026, the annual salary for the Employee shall be \$84,100, which shall be paid in accordance with the District’s regular payroll practices and subject to applicable withholding amounts.
 - b. In addition, the Employee shall receive an annual confidential stipend in the amount of \$3,000.
 - c. The Employee shall receive an additional annual stipend in the amount of \$3,000 to provide additional support to the District Clerk. Should the stipend terminate early, the Employee shall receive a pro-rated stipend for the portion of the month in which additional support was provided.
 - d. The salary for any year commencing thereafter should this Agreement be extended, shall be determined as follows:
 - On or about June 15th of each year, the Board shall meet to discuss the Superintendent's recommendation, if any, as to what appropriate salary increase

(and/or other forms of compensation and/ or modification of benefits) shall be made to the salary, benefits and other compensation provided by this Agreement.

- The decision of the Board shall be communicated to the Superintendent of Schools (the “Superintendent”) and thereafter by the Superintendent to the Employee on or about each June 30th during the term of this Agreement.
- Any increase in the salary (and/or other forms of compensation or modification of benefits) of the Employee shall be in writing in the form of an amendment to this Agreement. Notwithstanding the above, any salary (or benefits) increase awarded to the Employee shall not be considered to be a new Agreement between the District and the Employee.
- It is understood that the salary paid (or benefits granted) to the Employee in any year pursuant to this Agreement shall not be reduced from the salary paid to her in any subsequent year, unless agreed to in writing by both the Employee and the Board.

IV. DUTIES AND RESPONSIBILITIES:

- Employee shall perform those duties as set forth in the job description contained in the Policies of the Board of Education relative to the position of Senior Clerk Typist and any other such tasks as assigned by the Superintendent.
- In consideration for the confidential stipend to provide additional support to the Superintendent, the Employee shall assist with the following, but not be limited to, personnel items, preparation for meetings with confidential information, creating personnel letters after Board approval, and all other confidential duties the Superintendent outlines.
- The Employee will have all of the entitlements and responsibilities commensurate with her position as defined by the New York State Civil Service Law. The Parties acknowledge that they are both subject to the laws of the State of New York and applicable rules and regulations of the Board of Regents and Commissioner of Education of New York and said laws, rules, and regulations govern their relationship and the determination of their respective powers and duties.

V. WORK YEAR: The Employee's work year shall be from July 1 to June 30.

VI. TERMINATION: Employee may terminate this Agreement by resignation, which shall be submitted in writing to the Superintendent and Board upon no less than thirty (30) days' notice. Termination by the District shall be governed by New York Civil Service Law.

VII. OTHER TERMS AND CONDITIONS OF EMPLOYMENT: Excepting terms and conditions specifically addressed within this document, the Employee's terms and conditions of employment with regard to Vacations, Jury Duty, Dental and Optical

Coverage, Salary Deductions, Leaves, Extended Leave, Leave of Absence with Pay Prior to Retirement, Health Insurance, Declination of Health Insurance, and Welfare Fund contributions will be in accordance with and on the same terms as presently exist and as may hereafter be set forth in the then current collective bargaining agreement between the District and its Secretarial Unit or between the District and a recognized bargaining agent for the Secretarial Unit.

- VIII. WRITTEN AGREEMENT: This Agreement at the election of the Board shall continue in full force and effect during the term of employment of the Employee.
- IX. SEVERABILITY: If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of the Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.
- X. EFFECTIVE DATE: This Agreement shall take effect upon its full execution through June 30, 2027.
- XI. 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.
- XII. 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.
- XIII. VENUE: Any dispute arising under this Agreement shall be litigated in the Courts of Nassau County, New York.
- XIV. ENTIRE AGREEMENT: This Agreement constitutes the full and complete agreement between the Board and the Employee and may not be altered, changed, added to, deleted from, or modified except through the mutual written consent of the Parties.
- XV. 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.
- XVI. NO GUARANTEE OF EMPLOYMENT: This Agreement shall in no way constitute a guarantee of employment to the Employee during or after the Term of this Agreement. Similarly, this Agreement shall not constitute any guarantee that the Board will continue to maintain the position of Employee.

Dated: _____

By: _____
President. Board of Education

Dated: _____

By: _____
Angela Liatto

WAGE & BENEFITS AGREEMENT

AGREEMENT made this 1st day of July, 2026, by and between the BOARD OF EDUCATION of the VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR, (hereinafter referred to as the “Board” or the “District”) with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11581 and CATHERINE CANCRO, Provisional Principal Account Clerk (hereinafter referred to as the “Employee”) residing at [REDACTED]

WHEREAS, the Board has been advised that it is legally permissible for the Board to contractually obligate itself to provide the terms and conditions of employment herein more particularly described; and

WHEREAS, both parties acknowledge that the termination of employment of the Employee and her employment status as an employee are subject solely to the procedures set forth at length in various provisions of the laws of the State of New York and nothing contained herein shall be deemed to have modified the foregoing in any respect.

NOW, THEREFORE, based upon the mutual covenants and understanding between the Employee and the Board, it is understood and agreed:

- I. GENERAL: The above “WHEREAS” clauses are expressly incorporated and made a substantive part hereof.
- II. SCOPE OF EMPLOYMENT: The Employee shall be employed as the Provisional Principal Account Clerk in accordance with the terms and conditions of the within Agreement.
- III. SALARY:
 - a. The annual salary for the employee effective July 1, 2026, shall be Eighty-Four Thousand and Eighty-Six Dollars (\$84,086), plus an additional Three Thousand Dollars (\$3,000), for serving as confidential Provisional Principal Account Clerk, for a total of Eighty-Seven Thousand and Eighty-Six Dollars (\$87,086). Such salary shall be paid in accordance with the District’s regular payroll practices and subject to applicable withholding amounts. The parties agree the annual salary may be increased by the District during the term of this Agreement, and that such salary increase may be made retroactive to the effective date of this Agreement.
 - b. The salary for any year commencing thereafter should this Agreement be extended, shall be at the rate of compensation set forth in the collective bargaining agreement with the Valley Stream Association of Educational Office Personnel.

- IV. DUTIES AND RESPONSIBILITIES: The Employee shall perform those duties as set forth in the job description as provided by New York State Civil Service Law. The Employee will have all of the entitlements and responsibilities commensurate with her position as defined by the New York State Civil Service Law.
- V. WORK YEAR: The Employee's work year shall be from July 1 to June 30.
- VI. OTHER TERMS AND CONDITIONS OF EMPLOYMENT: Excepting terms and conditions specifically addressed with this document, the Employee's terms and conditions of employment with regard to Salary Deductions, Leaves, Extended Leave, Leave of Absence with Pay Prior to Retirement, Health Insurance, and Welfare Fund contributions will be in accordance with an on the same terms as presently exist and as may hereafter be set forth in the then current collective bargaining agreement between the District and its Secretarial Unit.
- VII. WRITTEN AGREEMENT: This Agreement at the election of the Board shall continue in full force and effect during the term of employment of the Employee.
- VIII. SEVERABILITY: If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of the Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.
- IX. EFFECTIVE DATE: This Agreement shall be effective on the 1st day of July, 2026 through the 30th of June, 2027.
- X. ENTIRE AGREEMENT: This Agreement constitutes the full and complete agreement between the Board and the Employee and may not be altered, changed, added to, deleted from, or modified except through the mutual written consent of the parties.

Dated: _____

By: _____
Board President

Dated: _____

Catherine Cancro
Provisional Principal Account Clerk

INTERIM ASSISTANT SUPERINTENDENT FOR BUSINESS
EMPLOYMENT AGREEMENT

This AGREEMENT made the 1st day of July 2026, by and between the BOARD OF EDUCATION OF THE VALLEY STREAM UNION FREE SCHOOL DISTRICT 24 (hereinafter referred to as the “Board” or the “District”) and Victoria Galante (hereinafter referred to as “Interim Assistant Superintendent for Business” or the “Employee”) (collectively referred to as the “Parties”), is hereby constituted as follows:

WHEREAS, the Board desires to appoint Victoria Galante to serve as Interim Assistant Superintendent for Business unless his employment is terminated earlier as set forth herein; and

WHEREAS, the Employee is willing to accept such position under the terms and conditions set forth herein;

NOW THEREFORE, in consideration of the mutual promises, covenants, and agreements contained herein, the Parties mutually agree as follows:

1. Pursuant to a resolution of the Board, the Employee shall be employed by the District as Interim Assistant Superintendent for Business, on an interim basis for the period of time from July 1, 2026 through June 30, 2027. The Employee’s employment as Interim Assistant Superintendent for Business and this Agreement will be subject to termination upon thirty (30) days’ written notice from the Board to the Employee, or vice versa, at any time.
2. The Employee will be paid at the daily rate of [Eight Hundred Fifty Dollars] (\$850.00) dollars, less any applicable taxes and withholdings. The Employee shall work the number of days as determined by the Superintendent of Schools but no less than 205 days.
3. The Employee represents that he/she is duly licensed and certified under the laws of the State of New York and the Rules and Regulations of the State Department of Education to serve as Interim Assistant Superintendent for Business and is fully competent to perform the duties of such office throughout the length of this Agreement.
4. In his/her role as Interim Assistant Superintendent for Business, the Employee shall serve the District, and shall have the authority and obligation to perform all the duties and to accept all those responsibilities as are normally associated with the position of such Administrator, as well as those applicable provisions of the Education Law, other statutes of the State of New York and Rules and Regulations of the Commissioner of Education and those duties and/or responsibilities established by the Board pursuant to such statutes, laws, rules, and regulations. Furthermore, the Superintendent of Schools may require, from time to time, additional duties and responsibilities regarding such functions as are permitted by law. If additional duties and responsibilities are assigned, the same shall be in character and consistent with the position of Interim Assistant Superintendent for Business. The Employee agrees to maintain the confidentiality of

all confidential information received in the course of their duties including but not limited to student data, personnel, banking and financial data.

5. In exchange for and in consideration of the terms set forth in this Agreement, the Employee acknowledges that the temporary position which is the subject of the Agreement is not one to which a probationary appointment, tenure or seniority credit applies, and he/she knowingly and voluntarily, under no coercion or duress, waives his/her right to a probationary appointment, tenure or seniority for his/her service as Interim Assistant Superintendent for Business.
6. Nothing in this Agreement shall be deemed a guarantee of continued employment as Interim Assistant Superintendent for Business for any time period. The Employee shall serve "at will" and at the pleasure of the Board consistent with this Agreement. The Employee hereby knowingly and voluntarily, under no coercion or duress, waives any right to notice under the provisions of Section 3019-a and 3031 of the Education Law and any other provisions of law.
7. If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of this Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.
8. Any waiver of the enforcement of any provision in this Agreement shall not be deemed to be a waiver of the same or any other provision or of a subsequent breach and shall not be construed to be a modification of the terms of the Agreement.
9. The District, in addition to those rights provided by law, shall defend and indemnify the Interim Assistant Superintendent for Business against all uninsured financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other conduct resulting in bodily or other injury to any person, or damage to the property of any person, committed while the Interim Assistant Superintendent for Business is acting within the scope of his/her employment, or under the direction of the Superintendent of Schools and/or Board of Education. Nothing herein contained is intended to or shall have the effect of modifying, varying, or changing any rights of the Interim Assistant Superintendent for Business arising under the laws of the State of New York including, but not limited to, Education Law Sections 3023, 3028, 3811, 3813, and Article 18 of the Public Officers Law.
10. The Parties agree that this Agreement contains the entire understanding between the Parties and that there are no representations, conditions, understandings, promises, or consideration of any nature whatsoever, except as herein expressed.
11. This Agreement may not be amended or modified except by written agreement signed by the Parties.
12. This Agreement and all of its provisions shall be construed and interpreted in accordance with the laws of the State of New York.

13. The persons signing this Agreement hereby confirm that they are fully and appropriately authorized to sign and enter into this Agreement, and to bind their principals and/or the Parties they represent to its provision, terms and conditions.
14. This Agreement is subject to approval and execution by the Board of Education pursuant to a duly adopted resolution. Absent such approval, this Agreement shall be null and void.
15. The Interim Assistant Superintendent for Business shall possess during the term of this Agreement a valid and appropriate certification as defined in the Education Law to act as an Interim Assistant Superintendent for Business in the State of New York. Consistent with Education Law § 211-B(5)(a), the Employee shall fully cooperate with any distinguished educators appointed by the Commissioner of Education.

IN WITNESS WHEREOF, the Parties duly executed this Agreement the day and the year first above written.

Dated: _____

Board President
Valley Stream UFSD 24

Dated: _____

Dr. Unal Karakas
Superintendent of Schools
Valley Stream UFSD 24

Dated: 6/17/26

Victoria Salante
Employee

MINUTES

BOARD OF EDUCATION VALLEY STREAM SCHOOL DISTRICT 24

BUSINESS MEETING
June 10, 2026

WILLIAM L. BUCK SCHOOL
7:40 PM

Members Present: Vice President Wilson, Trustee Clark, Trustee Hernandez, Trustee Maier, and Trustee Matthew

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

Absent With Prior Notice: President Herrera

I. Call to Order

Having a quorum, the Business Meeting was called to order at 6:45 pm by Vice President Wilson at the William L. Buck School. Motion to enter Executive Session at 6:45 pm was made by Trustee Maier and seconded by Trustee Hernandez to discuss Personnel and Contractual Obligations. Motion unanimously carried.

Motion to exit Executive Session at 7:30 pm by Trustee Hernandez and seconded by Trustee Maier. Motion unanimously carried.

The Business Meeting was reconvened at 7:40 pm, at the William L. Buck School by Vice President Wilson. Motion unanimously carried.

II. SALUTE TO THE FLAG

III. APPROVAL OF MINUTES: May 13, 2026 and May 19, 2026.

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– DISTRICT CLERK

VI. SUPERINTENDENT REPORT – DR. UNAL KARAKAS

PRESENTATIONS:

Board Recognition

Tenure Recommendation Recognitions

Recognition of Retirees

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: Vice President Wilson, Trustee Maier and Trustee Hernandez.

Residency Hotlines:

Valley Stream School District 516-872-5677

Village of Valley Stream 516-592-5140

Town of Hempstead 516-584-5000

B. LEGISLATION REPORT – PRESIDENT HERRERA

VIII. LIST OF ITEMS FOR ACTION:

A. PERSONNEL – TRUSTEE CLARK

Trustee Clark 1st, to move item A1, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A2, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clerk 1st, to move item A3, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A4, as listed, Trustee Hernandez 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A5, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A6, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A7, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A8, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A9, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A10, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A11, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Clark 1st, to move item A12 through A17, as listed, Trustee Hernandez 2nd 5-0 motion unanimously carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby grants tenure to Janet Marrero as an Elementary Spanish Teacher, effective August 31, 2026.
2. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby grants tenure to Brooke Martins as an Elementary Classroom Teacher, effective August 31, 2026.
3. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby grants tenure to Joanna Milanese as an Elementary Music Teacher, effective September 18, 2026.

4. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby grants tenure to Vivian Ramirez as an Elementary ENL Teacher, effective September 1, 2026.

5. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Colby Nilsen, effective August 31, 2026, as a Probationary Classroom Teacher holding Certificates in Early Childhood Education (Birth – Grade 2) and Childhood Education (Grades 1-6), for a 4-year probationary period, pending documentation review. Their probation expiration will be August 30, 2030. Compensation will be at Step 1, MA in accordance with the current negotiated agreement between the Valley Stream Teachers' Association and the Board of Education.

6. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Vedi Ramdhanie, effective August 31, 2026, as a Probationary Classroom Teacher holding a Certificate in Childhood Education (Grades 1-6) for a 4-year probationary period, pending documentation review. Their probation expiration will be August 30, 2030. Compensation will be at Step 1, MA in accordance with the current negotiated agreement between the Valley Stream Teachers' Association and the Board of Education.

7. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Michael Thomas, effective August 31, 2026, as a Probationary Classroom Teacher holding a Certificate in Childhood Education (Grades 1-6), for a 4-year probationary period, pending documentation review. Their probation expiration will be August 30, 2030. Compensation will be at Step 1, MA in accordance with the current negotiated agreement between the Valley Stream Teachers' Association and the Board of Education.

8. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby appoints Paige Noonan, effective August 31, 2026, as a Probationary Classroom Teacher holding Certificates in Childhood Education (Grades 1-6) and English to Speakers of Other Languages, for a 4-year probationary period, pending documentation review. Their probation expiration will be August 30, 2030. Compensation will be at Step 1, MA in accordance with the current negotiated agreement between the Valley Stream Teachers' Association and the Board of Education.

9. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools,

the Board of Education hereby appoints Ashlie Rodriguez, effective August 31, 2026, as a Probationary Classroom Teacher holding a Certificate in Childhood Education (Grades 1-6), for a 4-year probationary period, pending documentation review. Their probation expiration will be August 30, 2030. Compensation will be at Step 1, MA in accordance with the current negotiated agreement between the Valley Stream Teachers' Association and the Board of Education.

10. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education accepts the irrevocable letter of resignation of Joseph Schumpf, AIS Math Teacher, dated June 4, 2026, with the resignation effective close of business June 30, 2026.

11. **BE IT RESOLVED**, the Board of Education accepts the irrevocable letter of resignation of Jennie Padilla, District Clerk, with the resignation effective close of business May 29, 2026.

12. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves the Employment Agreement between the District and Megan Breen, Occupational Therapist, for the 2026-2027 school year, and further authorizes the President of the Board of Education to execute the necessary documents to effectuate same subject to review by counsel.

13. **BE IT RESOLVED**, upon the recommendation of the Superintendent of School, the Board of Education approves the following, pending civil service and fingerprint clearance, to be assigned as custodial summer helpers for the 2026-2027 school year, at the appropriate rate/scale of pay according to salary set by Board of Education:

<u>Name</u>	<u>Effective Date</u>
Vincent Vermilye	June 22, 2026
Alemawi Assefa	June 29, 2026
Joseph Casey	June 29, 2026
Shayna Clarke	June 29, 2026
Clarence Darby	June 29, 2026
Brady Delvalle	June 29, 2026
Liam Gattis	June 29, 2026
John Healy	June 29, 2026
Michael Hernandez	June 29, 2026
Aaron Leal	June 29, 2026
John Mignott	June 29, 2026

Jake Mylan	June 29, 2026
Amani Ocasio	June 29, 2026
Michael Quinones	June 29, 2026
Alexander Rodriguez	June 29, 2026
Jeremy Zawitosky	June 29, 2026

14. **BE IT RESOLVED**, upon the recommendation of the Superintendent of School, the Board of Education approves the following to work as a Teacher Aide/Door Monitor Summer Program (security desk) at the appropriate rate of pay, as per the agreement between the Valley Stream School District 24 and the United Public Service Employees Union (UPSEU):

- Corliss Danas
- Margaret Sommella

15. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves the following individuals to create parent training and counseling virtual learning modules throughout the months of July and August, not to exceed 10 hours each, at the appropriate rate of pay, as per the agreement between the Valley Stream School District 24 and Valley Stream Teachers Association (VSTA) or their individual contract.

- Shira Greenblatt – School Psychologist
- Antonious Hanien – School Psychologist
- Kerriane Pieper – School Psychologist
- Raina Lewis – School Psychologist/CSE Chairperson
- Megan Breen – Occupational Therapist

16. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves Raina Lewis to chair CSE meetings, finalize IEPs, and to perform evaluations throughout the months of July and August, not to exceed 30 hours, at the appropriate rate of pay, as per the agreement between the Valley Stream School District 24 and Valley Stream Teachers Association (VSTA).

17. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves Traci Ritterband to chair CPSE meetings, finalize IEPs, and to perform evaluations throughout the months of July and August, not to exceed 30 hours, at the appropriate rate of pay, as per the agreement between

the Valley Stream School District 24 and Valley Stream Teachers Association (VSTA).

B. EDUCATION – TRUSTEE MAIER

Trustee Hernandez 1st, to move item B1 and B2, as listed, Trustee Maier 2nd 5-0 motion unanimously 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 5/4/26 for the 2026/2027 School Year, 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.

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 3/26/26, 3/27/26, 3/30/26, 3/31/26, 4/13/26, 4/14/26, 4/15/26, 4/22/26, 4/24/26, 4/27/26, 4/28/26, 4/29/26, 4/30/26, 5/1/26, 5/4/26, 5/5/26, 5/6/26, 5/11/26, 5/13/26, 5/14/26, 5/15/26, 5/18/26, 5/20/26, 5/21/26, 5/26/26 for the 2026/2027 School Year, 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.

C. FINANCE – TRUSTEE MATTHEW

Trustee Matthew 1st, to move item C1, as listed, Trustee Hernandez 2nd 5-0 motion unanimously carried.

1. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board hereby accepts the Treasurer’s Report, Collateral Report, Claims

Auditor's Report, Appropriation Status Report, Revenue Status Report, Trial Balance for April 2026 and the Claims Auditor's Report for May 2026.

D. POLICY - TRUSTEE CLARK

IX. UNFINISHED BUSINESS, IF ANY:

X. NEW BUSINESS:

Trustee Hernandez 1st, to move items 1-25, as listed, Trustee Maier 2nd 5-0 motion unanimously carried.

Trustee Matthew motion to provide the Superintendent with a 5-year extension of the Superintendent's employment agreement with the Board of Education and the Council preparing the necessary contract to reflect the negotiated terms approved by the Board. Trustee Matthew, 1st, no 2nd. Motion does not carry.

1. **BE IT RESOLVED**, pursuant to Section 1707(2) of the Education Law, and Board Policy 9400, and upon the recommendation of the Superintendent of Schools, the annual organizational meeting will be held on July 2, 2026 at 8:00 PM.

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 Zycron Industries for Medicaid reimbursement services for the 2026-2027 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 Tiegerman School for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

4. **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 Variety Child Learning Center for Special Education related services for the 2026-

2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

5. **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 Variety Child Learning Center for Special Education services and tuition for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

6. **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 East Rockaway UFSD for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

7. **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 East Rockaway UFSD for Extended School Year Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

8. **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 North Merrick UFSD for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

9. **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 Mill Neck Interpreter Services for Sign language interpretation services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

10. **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 Herricks UFSD for Extended School Year Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

11. **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 Access 7 for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

12. **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 Malverne UFSD for Valley Stream 24 to provide special education services for one student for the remainder of the 2025-2026 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

13. **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 Kidz Educational Services for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

14. **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 Cerebral Palsy Association of Nassau County for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

15. **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 Developmental Disabilities Institute for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

16. **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 Carle Place Union Free School District for Special Education services for the 2026-2027 school year and further authorizes the President of the Board of Education to execute the necessary documents to effectuate said Agreement.

17. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves the Agreement between the District and Lynbrook UFSD for student health and welfare services for the 2025-2026 school year and further authorizes the Board President and the Superintendent of Schools to

execute the necessary documents to effectuate said Agreement.

18. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Board of Education approves the Master Service Agreement for the 2026-2027 school year with Arrow Security.

19. **BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, that the Board of Education approves the Agreements between the District and Successful Practices Network for consultant services for the 2026-2027 School Year, and further authorizes the President of the Board of Education to execute the necessary documents to effectuate same on behalf of the Board of Education.

20. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education renews the contract for the provision of school food services to Whitson's Culinary Group at a price per meal of \$2.55 for Breakfast and \$3.90 per meal for Lunch for the 2026-2027 School Year, in accordance with the terms and conditions of Bid # FS-23/24-A-01.

21. **BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the use of the EBALR 2025- 2026 accumulated sick leave payout in the estimated amount of \$83,975.00.

22. **BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the allocation of up to \$1,000,000 to the Capital Reserve for the 2026-2027 school year.

23. **BE IT RESOLVED**, the Board of Education hereby suspends the insurance requirements for the use of facilities in Policy 1108 and waives such requirements for Pelicans Snowballs and Jump and Slide Party Rentals, Inc. the vendors for the RWC PTA Barbecue retroactive to June 5, 2026.

24. **BE IT RESOLVED**, upon the recommendation of the Superintendent of Schools, the Board of Education hereby awards the Transportation Contracts beginning on July 1, 2026, through August 14, 2026, as set forth in the Schedule below:

BUS COMPANY	SCHOOL	# OF STUDENTS	COST PER PUPIL/VAN PER DAY	MATRON COST PER DAY	TOTAL SUMMER COST

FIRST STUDENT	Hagedorn Little Village	0	\$282.50 + CPI	\$193.20 + CPI	\$1.00
	Variety Children's Learning Center	2	\$215.12 + CPI x 2 x 30 days	\$199.76 + CPI x 2 x 30 days	
	Cherry Lane School	0	\$155.67 + CPI	\$194.59 + CPI	\$1.00
	Clearstream Avenue School	0	\$239.07 + CPI	\$194.59 + CPI	\$1.00
	Martin Avenue School	0	\$155.67 + CPI	\$194.59 + CPI	\$1.00
	John H. West School	0	\$155.67 + CPI	\$194.59 + CPI	\$1.00
	Carle Place Middle School	1	\$180.95 + CPI x 30 days	\$206.80 + CPI x 30 days	
	Martin de Porres School	0	\$194.39 + CPI	\$206.80 + CPI	\$1.00
INDEPENDENT	Waverly Park	0	\$214.87 + CPI	\$118.18 + CPI	\$1.00
New Bid June 3, 2026	Rhame Avenue Elementary	1	\$229.00 + CPI x 30 days	\$175.00 x CPI x 30 days	
STORK BUSSING					
New Bid June 3, 2026	Lexington School for the Deaf	1	\$365.00 van + CPI x 30 days	\$170.00 +CPI x 30 days	
New Bid June 3, 2026	Just Kids Millburn School	0	\$365.00 van + CPI x 30 days	\$175.00 + CPI x 30 days	\$1.00
New Bid June 3, 2026	Searingtown Elementary School Herricks	1	\$365.00 van + CPI x 30 days	\$175.00 + CPI x 30 days	
New Bid June 3, 2026	Tiegerman School	1	\$365.00 van + CPI x 30 days	\$175.00 + CPI x 30 days	

New Bid June 3, 2026	William L. Buck School	TBD	\$365.00 van + CPI x 29 days	\$175.00 + CPI x 29 days	
New Bid June 3, 2026	William L McKinney Vento	TBD	\$385 van + CPI x 19 days	\$190.00 + CPI x 19 days	
SUBURBAN BUS COMPANY	Children's Learning Center UCPA	2	\$268.30 + CPI x 2 x 30 days	\$189.12 + CPI x 30 days	
	Harold D. Fayette	2	\$392.92 + CPI x 2 x 29 days	\$174.75 + CPI x 28 days	
WE TRANSPORT	Henry Viscardi	0	\$267.03 + CPI	\$200.93 + CPI	\$1.00
	Mill Neck Manor for the Deaf	0	\$424.36 + CPI	\$214.87 + CPI	\$1.00
BOCES	SCHOOL	# OF STUDENTS	SUMMER COST FOR PROGRAM/STUDENT	MATRON COST PER PROGRAM	TOTAL SUMMER COST
	The Bridge Learning Center Hicksville	3	3 x \$1,682.00 = \$5,046.00	2 x \$7,120.00 = \$14,240.00	\$19,286.00
	Carmen Road	3	3 x \$3,548.00 = \$10,644.00	1 x \$7,120.00	\$17,764.00
	Children's Readiness Center	6	6 x \$1,682.00 = \$10,092.00	2 x \$7,120.00 = \$14,240.00	\$24,332.00
	Children's Readiness Center (ENDO)	0	\$1,682.00	\$7,120.00	\$0.00
	The Rise School Massapequa	3	3 x \$1,682.00 = \$5,046.00	1 x \$7,120.00	\$12,166.00
	Robert Williams School	1	1 x 1,682.00	1 x \$7,120.00	\$8,802.00
	Rosemary Kennedy School	1	1 x \$1,682.00	1 x \$7,120.00	\$8,802.00

				TOTAL BOCES	\$91,152.00
PARENT MILEAGE REIMBURSEMENT CONTRACTS	SCHOOL	# OF STUDENTS	COST PER PUPIL/VAN PER DAY	N/A	TOTAL SUMMER COST
	Children's Readiness Center	1	\$.725 x 40.4 miles/day = \$29.29/day x 30 days		\$878.70
	Children's Readiness Center (ENDO)	1	\$.725 x 40 miles/day = \$29.00/day x 30 days		\$870.00
	The Bridge Learning Center Hicksville	1	\$.725 x 80 miles/day = \$58.00/day x 30 days		\$1,740.00
				TOTAL PARENT CONTRACTS	\$3,488.70

25. **BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby authorizes the following Budget Transfers for the 2025-2026 School Year:

BUDGET TRANSFER FOR BOARD APPROVAL			
DATE: June 10, 2026			
CODE	DESCRIPTION	FROM	TO
A9060.8	Hosp & Medical	\$209.30	
A1310.407-1	Office Machine Repairs		\$109.30
A2110.400-72	Copier Leases-WLB		\$100.00
	Canon Extra Color Copies- 909-5 & 909-1		
A1621.45	Material & Supplies	\$3,500.00	
A1621.450-1	Material & Supplies-BAS		\$1,250.00
A1621.450-2	Material & Supplies-RWC		\$1,000.00
A1621.450-3	Material & Supplies-WLB		\$1,250.00
	Grainer Invoices		

A9060.8	Hosp & Medical	\$26,000.00	
A1680.490-1	BOCES Data Warehousing		\$26,000.00
	Budget vs Actual		
A9060.8	Hosp & Medical	\$3,840.00	
A2110.473	Charter School Tuition		\$3,840.00
	Final Charter School Payment for 25-26		
TOTALS		\$ 33,549.30	\$ 33,549.30

XI. DISCUSSION

XII. AUDIENCE TO VISITORS

Comments by the public made by Thomas Dowling, Aisha Darby, Nadeen Kareen, Archen Watson, Liz Schneider, Immanuel Longo, Robin Davson, Daniella Aiello & Olivia, Jania Wright

XIII. ADJOURNMENT

Motion to go back into executive session at 9:12pm Trustee Maier 1st, Trustee Clark 2nd.

Motion to adjourn at 10:00PM.

WAGE & BENEFITS AGREEMENT

AGREEMENT made this 1st day of July, 2026, by and between the BOARD OF EDUCATION of the VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR (hereinafter “Board” or the “District”) with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11580 and KAROLYN CURRIE, Human Resources Secretary (hereinafter “Employee”) residing at [REDACTED]

WHEREAS, the Board has been advised that it is legally permissible for the Board to contractually obligate itself to provide the terms and conditions of employment herein more particularly described; and

WHEREAS, both parties acknowledge that the termination of employment of the Employee and her employment status as an employee by the District are subject solely to the procedures set forth at length in various provisions of the laws of the State of New York and nothing contained herein shall be deemed to have modified the foregoing in any respect.

NOW, THEREFORE, based upon the mutual covenants and understanding between the Employee and the Board, it is understood and agreed:

- I. GENERAL: The above “Whereas” clauses are expressly incorporated and made a substantive part hereof.
- II. SCOPE OF EMPLOYMENT: The Employee shall be employed as an Account Clerk, supporting Human Resources in accordance with the terms and conditions of the within Agreement.
- III. SALARY:
 - a. The annual salary for the Employee shall be Step 6 of the Valley Stream Association of Educational Office Personnel Collective Bargaining Agreement salary schedule (“CBA”), plus an annual stipend of \$2,500.00 for serving as a confidential secretary. Such salary shall be paid in accordance with the District’s regular payroll practices and subject to applicable withholding amounts.
 - b. The salary for any year commencing thereafter should this Agreement be extended, shall be at the rate of compensation set forth in the collective bargaining agreement with the Valley Stream Association of Educational Office Personnel.
 - c. Any increase in the salary (and/or other forms of compensation or modification of benefits) of the Employee shall be in writing in the form of an amendment to this Agreement. Notwithstanding the above, any salary (or benefits) increase awarded to the Employee shall not be considered to be a new Agreement between the District and the Employee.

- d. It is understood that the salary paid (or benefits granted) to the Employee in any year pursuant to this Agreement shall not be reduced from the salary paid to her in any subsequent year, unless agreed to in writing by both the Employee and the Board.
- IV. DUTIES AND RESPONSIBILITIES: Employee shall perform those duties as set forth in the job description contained in the Policies of the Board of Education relative to the position of Human Resources Secretary and any other such tasks as assigned by the Superintendent. In consideration of the confidential stipend, the Employee shall be responsible for managing all confidential human resources tasks, including but not limited to the handling of personnel documents, leave replacement documents and tracking, seniority lists, coordinating onboarding and certification reviews, drafting Board resolutions related to personnel matters and other confidential agenda items. The Employee will have all of the entitlements and responsibilities commensurate with her position as defined by the New York State Civil Service Law. The Parties acknowledge that they are both subject to the laws of the State of New York and applicable rules and regulations of the Board of Regents and Commissioner of Education of New York and said laws, rules, and regulations govern their relationship and the determination of their respective powers and duties.
- V. WORK YEAR: The Employee's work year shall be from July 1 to June 30.
- VI. TERMINATION: Employee may terminate this Agreement by resignation, which shall be submitted in writing to the Superintendent and Board upon no less than thirty (30) days' notice. Termination by the District shall be governed by New York Civil Service Law.
- VII. OTHER TERMS AND CONDITIONS OF EMPLOYMENT: Excepting terms and conditions specifically addressed within this document, the Employee's terms and conditions of employment with regard to Vacations, Jury Duty, Dental and Optical Coverage, Salary Deductions, Leaves, Extended Leave, Leave of Absence with Pay Prior to Retirement, Health Insurance, Declination of Health Insurance, and Welfare Fund contributions will be in accordance with and on the same terms as presently exist and as may hereafter be set forth in the then current collective bargaining agreement between the District and its Secretarial Unit or between the District and a recognized bargaining agent for the Secretarial Unit.
- VIII. WRITTEN AGREEMENT: This Agreement at the election of the Board shall continue in full force and effect during the term of employment of the Employee.
- IX. SEVERABILITY: If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of the Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.

- X. EFFECTIVE DATE: This Agreement shall take effect upon its full execution through June 30, 2027.
- XI. 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.
- XII. 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.
- XIII. VENUE: Any dispute arising under this Agreement shall be litigated in the Courts of Nassau County, New York.
- XIV. ENTIRE AGREEMENT: This Agreement constitutes the full and complete agreement between the Board and the Employee and may not be altered, changed, added to, deleted from, or modified except through the mutual written consent of the Parties.
- XV. 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.
- XVI. NO GUARANTEE OF EMPLOYMENT: This Agreement shall in no way constitute a guarantee of employment to the Employee during or after the Term of this Agreement. Similarly, this Agreement shall not constitute any guarantee that the Board will continue to maintain the position of Employee.

[Signatures to Follows]

Dated: _____

By: _____
President. Board of Education

Dated: _____

By: _____
Karolyn Currie

WAGE & BENEFITS AGREEMENT

AGREEMENT made this day of July 1, 2026, by and between the BOARD OF EDUCATION of the VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR (hereinafter referred to as the "Board" or the "District") with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11581 and Dr. Christopher Keogh, Assistant Superintendent for Curriculum and Instruction (hereinafter referred to as the "Employee") residing at [REDACTED]

WHEREAS, the Board has been advised that it is legally permissible for the Board to contractually obligate itself to provide the terms and conditions of employment herein more particularly described; and

WHEREAS, both parties acknowledge that the termination of employment of the Employee and his employment status as an employee are subject solely to the procedures set forth at length in various provisions of the laws of the State of New York and nothing contained herein shall be deemed to have modified the foregoing in any respect.

NOW, THEREFORE, based upon the mutual covenants and understanding between the Employee and the Board, it is understood and agreed:

I. GENERAL: The above "Whereas" clauses are expressly incorporated and made a substantive part hereof.

II. SCOPE OF EMPLOYMENT: The Employee shall be employed as the Assistant Superintendent for Curriculum and Instruction in accordance with the terms and conditions of the within Agreement. The terms and conditions set forth in this Agreement are contingent and premised upon the Employee's continuing employment with the District.

III. PROBATIONARY PERIOD: The Assistant Superintendent shall serve a probationary period of up to four (4) years at the discretion of the Board of Education.

IV. SALARY:

- a. The annual salary for the Employee effective July 1, 2026, shall be Two Hundred Three Thousand Eight-Hundred Forty Dollars (\$203,840.00). Such salary shall be paid in accordance with the District's regular payroll practices and subject to applicable withholding amounts.
- b. For the 2026-2027 school year, the Employee shall be paid a doctoral stipend in the amount of One Thousand Dollars (\$1,000.00), which shall be paid in accordance with the District's regular payroll practices and subject to applicable withholding amounts. The District makes no representation to Employee that the stipend referenced in this paragraph IV (b) will be credited by the New York State Teachers' Retirement System for the purpose of determining retirement benefits.

- c. The salary for any year commencing thereafter should this Agreement be extended, shall be determined as follows:

On or about June 15th of each year, the Board shall meet to discuss the Superintendent's recommendation, if any, as to what appropriate salary increase (and/or other forms of compensation and/or modification of benefits) shall be made to the salary, benefits and other compensation provided by this Agreement. The decision of the Board shall be communicated to the Superintendent of Schools (the "Superintendent") and thereafter by the Superintendent to the Employee on or about each June 30th during the term of this Agreement.

- i. Any increase in the salary (and/or other forms of compensation or modification of benefits) of the Employee shall be in writing in the form of an amendment to this Agreement. Notwithstanding the above, any salary (or benefits) increase awarded to the Employee shall not be considered to be a new Agreement between the District and the Employee.
- ii. It is understood that the salary paid (or benefits granted) to the Employee in any year pursuant to this Agreement shall not be reduced from the salary paid to him in any subsequent year, unless agreed to in writing by both the Employee and the Board.

V. DUTIES AND RESPONSIBILITIES: The Employee shall perform those duties as set forth in the job description relative to the position of Assistant Superintendent for Curriculum and Instruction, and other related duties as directed by the Board of Education and/or Superintendent of Schools. The Employee will have all of the entitlements and responsibilities commensurate with his position as defined by the New York State Education Law.

VI. BENEFITS:

- a. Sick Leave. Effective July 1 of each year, the Employee shall be granted eighteen (18) sick days per year, with the written approval of the Superintendent of Schools. Notwithstanding the foregoing, in the event the Employee resigns or is terminated from his position during the course of a fiscal year, he shall be deemed to have earned a pro-rated number of sick days from July 1 of that year to the date of termination/resignation. The Employee is permitted to carry over his accumulated unused sick leave from his previous position with the District.
- b. Vacation. Effective July 1 of each year, the Employee shall be credited with twenty (20) days of paid vacation, exclusive of legal and other school holidays established on the District calendar. Notwithstanding the foregoing, in the event the Employee resigns or is terminated from his position during the course of a fiscal year, he shall be deemed to have earned a pro-rated number of vacation days from July 1 of that year to the date of termination/resignation. Vacation days are to be taken at convenient times upon reasonable advance notice to the Superintendent of Schools and may only be taken with the Superintendent's express approval.

- c. Health Insurance in Retirement. Upon retirement from the District after ten (10) years of service, the Board shall provide the Employee with individual or family health insurance, as eligible, with the District to pay fifty (50) percent of the appropriate Individual premium, and thirty-five (35) percent of the appropriate Family premium; and, in either case, with the Employee to pay the remaining portion of the appropriate premium. The plan shall be the group policy offered to employees of the District.

VII. WORK YEAR: The Employee's work year is from July 1 to June 30. He shall be required to attend such Board of Education meetings and other evening meetings as directed by the Superintendent of Schools.

VIII. OTHER TERMS AND CONDITIONS OF EMPLOYMENT: Except as set forth in this Agreement, the Employee's terms and conditions of employment will be as set forth in the Principals' then current collective bargaining agreement, i.e., July 1, 2019-June 30, 2022, as amended from time to time, other than Articles 1, 2, 9, 10, and 12, and except to the extent that the provisions in the Principals' agreement are inconsistent with the provisions contained herein.

IX. WRITTEN AGREEMENT: This Agreement at the election of the Board shall continue in full force and effect during the term of employment of the Employee.

X. SEVERABILITY: If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of the Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.

XI. EFFECTIVE DATE: This Agreement shall be effective on the 1st day of July 2026 through the 30th of June, 2027.

XII. ENTIRE AGREEMENT: This Agreement constitutes the full and complete agreement between the Board and the Employee and may not be altered, changed, added to, deleted from, or modified except through the mutual written consent of the parties.

Board of Education,
Valley Stream Union Free School District
Twenty-Four

Dated: _____

President, Board of Education

Dated: _____

Dr. Christopher Keogh, Assistant
Superintendent for Curriculum and
Instruction

CONSULTANT SERVICES AGREEMENT

This Agreement is entered into this 4th day of June, 2026 by and between the Board of Education of the Valley Stream 24 School District (hereinafter the "DISTRICT"), having its principal place of business for the purpose of this Agreement at 75 Horton Ave Valley Stream NY 11581, and MLT Speech Services PLLC (hereinafter "CONSULTANT"), having its principal place of business for the purpose of this Agreement at 67 Avondale St. Valley Stream, NY 11581.

A. SERVICES AND RESPONSIBILITIES:

1. The services to be provided by the CONSULTANT to the DISTRICT shall include, but not be limited to the services described in **Exhibit A** attached to this Agreement.
2. 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.
3. 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.
4. 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.
5. CONSULTANT shall provide all services pursuant to this Agreement in a competent, professional and timely manner.
6. 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.
7. Insurance -

Not Applicable – Consultant has provided proof of liability insurance with minimal coverage of \$1,000,000 per occurrence subject to an annual aggregate of \$3,000,000.
8. 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.

B. COMPENSATION:

1. The DISTRICT shall pay CONSULTANT the amount set forth in **Exhibit B** attached.
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. 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.

C. MISCELLANEOUS:

1. Termination:
 - a. The DISTRICT may terminate this Agreement upon thirty (30) days prior written notice to the other party. 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 Agreement 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. The DISTRICT, if required by Federal or State requirements, will submit a Form 1099 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. The DISTRICT reserves the right to reject any of the CONSULTANT's staff, which the DISTRICT, at its sole discretion, may deem unqualified.
4. 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.
5. 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
Valley Stream 24 School District
75 Horton Ave Valley Stream NY 11581

To Consultant: MLT Speech Services PLLC
Michele Tritschler
67 Avondale ST
Valley Stream, NY 11581

6. 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.
7. Assignment: It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.
8. 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.
9. 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.
10. 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.
11. Venue: Any dispute arising under this Agreement shall be litigated in the Courts of Nassau County, New York.
12. 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.
13. Amendment: This Agreement may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.
14. 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.

Michele Tritschler

Valley Stream 24 School District

By:

Michele Tritschler

By:

President, Board of Education

Exhibit A

MLT Speech Services PLLC
Michele Tritschler MSCCC
Speech Language Pathologist
67 Avondale Street
Valley Stream, NY 11581
(516) 641-1487

SPEECH -LANGUAGE SERVICES FEE SCHEDULE
2026-2027 SCHOOL YEAR

EIN# 39-3665444

NPI #: 1144475815

NYS Teaching Certificate #: 114502263

NYS License #: 011-670

Speech Session Fee: \$47.50 for 15 minutes
 \$95.00 for 30 minutes
 \$142.50 for 45 minutes
 \$190.00 for 60 minutes

Speech Evaluation: \$360.00

CSE Meeting: \$125.00 per meeting

MEMORANDUM OF INSURANCE Date Issued 04/10/2026

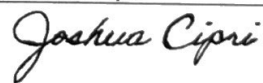
Producer AMBA In CA dba Assn Member Benefits & Insurance Agency P.O. Box 14554 Des Moines, IA 50306 1-800-375-2764	This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.
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Insured Michele Bruzga Tritschler 67 Avondale Street Valley Stream, NY 11581	Company Affording Coverage Liberty Insurance Underwriters, Inc.
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This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.
 The Memorandum of Insurance and verification of payment are your evidence of coverage. No coverage is afforded unless the premium is successfully paid in full.

Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability SpeechLangH SE Speech Language Pathologist	AHY-618158015	04/25/2026	04/25/2027	Per Incident/ Occurrence	\$ 1,000,000
				Annual Aggregate	\$ 3,000,000

PROOF OF INSURANCE

Memorandum Holder: The Valley Stream Union Free School District #24 75 Horton Avenue Valley Stream, NY 11581	Should the above describe Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.
	Authorized Representative Joshua Cipri
	

AGREEMENT, made this _____ day of _____ 2026 by and between the BOARD OF EDUCATION, VALLEY STREAM UNION FREE SCHOOL DISTRICT # 24 (hereinafter referred to as the "School District"), with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11581 and Our Kids Place Country Day, Inc. (hereinafter referred to as the "Contractor") with offices for the transaction of business located at 1346 Broadway, Hewlett, New York 11557.

WITNESSETH

WHEREAS, Chapter 436 of the Laws of 1997 and 3602-e of the Education Law of the State of New York established the New York State Universal Pre-Kindergarten Program, open to the application and participation of all School Districts, and

WHEREAS, the additional funding made available in support of aforesaid program provides school districts an opportunity to obtain State funding to establish a full day universal pre-kindergarten program for four-year-olds to participate in a pre-kindergarten program, as applicable ("universal pre-kindergarten"), and

WHEREAS, applications for funding that contain strong collaborative arrangements with local pre-kindergarten providers were given preference by the State, and

WHEREAS, the application of the School District was successful and included the placement of children in the universal pre-kindergarten programs operated by the Contractor, and,

WHEREAS, it is necessary for the School District and the Contractor to enter into this Agreement to effectuate the aforesaid placement,

NOW THEREFORE IT IS AGREED AS FOLLOWS:

1. AUTHORITY

This AGREEMENT is entered into and authorized by 3602-e and 3602-ee of the Education Law of the State of New York, as amended, and by Chapter 436 of the Laws of 1997. The purpose of this Agreement is to establish the terms and conditions of an agreement between the School District and the Contractor for the provision of universal pre-kindergarten services to students placed in said program by the School District.

2. COMPLIANCE WITH STATE LAW AND REGULATIONS

- a. The universal pre-kindergarten program operated by the Contractor shall, during the term of this Agreement, comply in all respects with the Regulations of the Commissioner of Education pertaining to universal pre-kindergarten programs contained in 8 N.Y.C.R.R. § 151-1.2 through and including §151-2.13. The Contractor acknowledges that it is familiar with the aforesaid regulations, has reviewed them and shall be responsible for

compliance with any amendments thereto. In the event that the School District shall determine that the universal pre-kindergarten program operated by the Contractor is not in compliance, or in the event that the School District is given notice thereof by the State of New York or any agency or department thereof, the School District shall immediately give the Contractor notice thereof. Thereupon, this Agreement shall be terminated.

- b. The universal pre-kindergarten program operated by the Contractor, shall during the term of this Agreement, comply in all respects with the guidance issued by the New York State Education Department, New York State Department of Health, and the Office of Children and Family Services as applicable, regarding reopening pre-kindergarten programs amid the COVID-19 pandemic including health and safety guidance aimed at preventing the spread of COVID-19. The Contractor acknowledges that it is familiar with the aforesaid guidance, has reviewed it, and shall be responsible for compliance with any amendments or modifications thereto. The Contractor understands that it shall provide a copy of its plan to the School District upon execution of this Agreement.

3. REGISTRATION; PROGRAM REQUIREMENTS AND EVALUATION

- a. The Contractor shall provide full day pre-kindergarten instructional services for a minimum of 48 students. There shall be an average of 18 students per class with a staff to student ratio of 1:8; notwithstanding, the parties understand that class size may be altered to ensure proper social distancing as required. The Contractor shall comply with staffing ratios as required by law and regulations. Services shall be rendered in accordance with applicable law and regulation and the School District's universal pre-kindergarten plan. Any services provided to or on behalf of School District universal pre-kindergarten students by or at the request of the Contractor that are not expressly provided for herein, including but not limited to nursing services, health and welfare services, special education services, etc., shall be approved by the School District in writing in advance of the Contractor offering same. In the absence of such advance written approval from the School District, the Contractor shall be solely responsible for the cost of such services, and hereby waives any right to seek repayment for same from the School District. Should the Contractor secure any such services without advance written approval from the School District, and should the School District be billed for same by a third party, the School District reserves the right to bill the services back to the Contractor, and the Contractor hereby agrees to remit payment promptly to the School District for same.
- b. The Contractor's universal pre-kindergarten program shall, at a minimum: (a) provide an age and developmentally appropriate curriculum and activities which are learner centered; (b) provide for an assessment of the development of language, cognitive and social skills; (c) provide and promote early literacy and mathematics instruction; (d) ensure continuity in the program with instruction in the early elementary grades; (e) encourage children to be self-assured and independent; (f) encourage the co-location and integration of children with special needs; (g) utilize staff who meet the qualifications set forth pursuant to the rules of the board of regents; (h) provide for strong parental partnership and involvement in the implementation of and participation in the plan (i) provide staff development and teacher training for staff in all settings in which prekindergarten services are provided; (j) contain a method for selection of eligible children on a random selection basis; (k)

provide timely and ongoing communication with district office personnel regarding the filling of vacant seats in the program as they arise; (l) communicate on an on-going basis with building principals regarding student issues such as social, emotional, medical and educational needs. In addition, the Contractor shall have a continuity of learning plan that addresses in-person, remote and hybrid models of instruction, as may be required by the New York State Department of Education. Such continuity of learning plan must demonstrate parity between universal pre-kindergarten students and other pre-kindergarten students and shall be submitted to the School District for its review. Contractor understands and agrees that its continuity plan shall be submitted to the School District by July 11, 2026.

- c. Programs must provide meals and snacks to ensure the nutritional needs of children are met as required by applicable law, rules, regulation and implementing guidance. If mealtime is included as part of the instructional day, mealtime should be a positive experience for each child and must include meaningful adult-child interactions and opportunities for learning. To count toward the instruction time requirement, mealtime should include, but not be limited to, teachers and paraprofessionals participating in mealtime by maintaining required staff to student ratios and qualifications; being seated among children at the meal tables; participating, facilitating, and guiding meaningful extended conversations; modeling appropriate mealtime behavior with supportive guidance; and facilitating problem solving and turn taking. Mealtime setting should allow for reciprocal conversations between adult/child as well as child/child in guided topics that are of interest to and relevant to children; comfortable and relaxing conversations that facilitate literacy development by encouraging new vocabulary; and accommodations for learning opportunities for students who finish mealtime before their peers. Daily mealtime instructional planning should give thoughtful consideration to the five domains of the New York State Pre-kindergarten Learning Standards.
- d. Budgets must be submitted periodically to the School District on or before November 14, 2026, March 20, 2027, and June 27, 2027.
- e. In the interest of keeping parents, legal guardians/custodians and students informed, the Contractor shall send regular newsletters and other correspondences aimed at provided information and updates concerning the universal pre-kindergarten program. Such newsletters shall be sent at least on a monthly basis.
- f. All students referred for placement with the Contractor's pre-kindergarten program through the School District Universal Pre-Kindergarten Program must have registered with the School District's central registration office.
- g. The Contractor's Program Director shall visit the universal pre-kindergarten program at least once per week to oversee and assess implementation and efficacy. The Contractor shall assign an on-site supervisor to be on location full-time. Such supervisor's duties shall include, but not be limited to, supervision, monitoring and evaluation of the universal pre-kindergarten program and its personnel.
- h. The School District's Universal Pre-Kindergarten Coordinator, or other designated School District administrator, will conduct at least one (1) formal annual evaluation of the staff and program. In addition, informal random visitations will take place throughout the school year. The School District's Universal Pre-Kindergarten Coordinator shall have access to all elements of the pre-kindergarten program including classroom visits, teacher observations, records and documents as deemed necessary by the School District or supervisor.

4. ATTENDANCE AND CALENDAR REQUIREMENTS

- a. The Contractor shall maintain a daily record of student attendance and forward attendance information to the School District each week.
- b. The Contractor must operate the program based on the same school calendar as the School District for a minimum of one hundred eighty (180) days per year. Students are to attend the full day universal pre-kindergarten program five days per week for at least five hours.
- c. Children who do not attend on a regular basis or are regularly late to the program shall be referred to the School District's Universal Pre-Kindergarten Coordinator or other administrator. Upon a determination by either the Contractor or the School District that attendance is deficient, a meeting with the parent shall be promptly held by the Contractor to determine the reasons for the attendance problem and to identify steps to resolve the attendance problem. Inability to resolve the problem after documented interventions should be referred in writing to the School District Universal Pre-Kindergarten Coordinator.
- d. Children who do not attend class or are late for two (2) consecutive weeks without an appropriate medical excuse or other reasonable explanation shall be removed from the roster by the Contractor, or at the direction of the School District Universal Pre-Kindergarten Coordinator. In the former event, the School District Universal Pre-Kindergarten Coordinator shall be promptly notified in writing that such action has been taken.

5. DISCIPLINE AND SUSPENSION OF STUDENTS

Pre-kindergarten students placed with the School District's universal pre-kindergarten program shall only be suspended from attendance following notice to the School District's Universal Pre-Kindergarten Coordinator, and following the application of appropriate due process procedures which shall include notice to the child's parent or person in parental relation, and an opportunity for the child and his/her parent or person in parental relation to be heard. A decision to seek suspension shall be premised upon the child's behavior (which shall have been documented) and shall be preceded by application of appropriate non-suspension interventions, parent input and involvement, and involvement of special needs personnel, if appropriate. No suspension shall be effectuated without the prior written approval of the School District's Universal Pre-Kindergarten Coordinator.

6. CUMULATIVE FOLDERS

The Contractor shall maintain cumulative folders with notification of parent-teacher conferences/contacts, student academic portfolio/artifacts, and other important information relative to the child. These cumulative folders shall be turned over to the School District at the end of the 2026-2027 school year.

7. CURRICULUM

The Contractor shall strictly follow the School District's Pre-Kindergarten Curriculum and Assessment, as approved by the Board of Education. Assessment records must be maintained for each child and a copy thereof shall remain on file in each student's cumulative folder.

8. ANNUAL ASSESSMENT

The Contractor shall screen each child as soon as possible following guidance from the New York State Department of Health and provide such results to the School District within twenty-one days (21) days of enrollment unless otherwise required or modified by the New York State Department of Education or the New York State Department of Health due to the COVID-19 pandemic. In addition, the Contractor shall provide the School District with academic assessments of its participation in the School District's universal pre-kindergarten program to determine the extent that goals and objectives have been met at the beginning, middle, and end of the year (i.e. October, January, and May). Said assessment shall be submitted on or before June 1, 2027, and each year thereafter in the event that this contract is renewed.

9. FACILITIES, SUPPLIES AND EQUIPMENT

The Contractor shall maintain appropriate equipment, supplies and materials for each pre-kindergarten child. (Nothing herein contained shall diminish the responsibility of the Contractor to comply with the facility requirements of 8 N.Y.C.R.R. § 151-1.2 through and including 151-1.13).

10. INSURANCE

- a. At its own expense, CONSULTANT shall secure and maintain the insurance policies specified in Exhibit A, 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.

11. INDEMNIFICATION

Notwithstanding the provisions of this Agreement regarding insurance, and without limitation as to the coverages specified, the Contractor hereby agrees to protect, defend, indemnify and save the Valley Stream Union Free School District #24 and its board members, Superintendent of Schools, officers, employees, and agents free and harmless from any and all claims, demands, actions, suits, liabilities, settlements, costs, losses, penalties, and expenses, including attorneys' fees, court costs and other expenses of litigation or administrative proceeding, or incurred by or imposed on School District in connection with the investigation or defense relating to such claim or litigation or administrative proceeding of any nature, resulting directly or indirectly from or pertaining to arising out of or in connection with, this Agreement or the Contractor's business and operations, however caused, or arising out of any act, happening, or other event occurring on or at the Contractor's Premises which is not the act of the Valley Stream Union Free School District #24, its agents or representatives. This paragraph shall survive termination of this Agreement.

12. FIRE SAFETY REQUIREMENTS

Buildings and classrooms operated by the Contractor on behalf of the School District shall meet the New York State Uniform Fire Prevention and Building Code (9 N.Y.C.R.R Parts 600 through 1250), 8 N.Y.C.R.R. 151-2.7 and 155.7 or its equivalent (notwithstanding the exemption for schools in cities with populations over 125,000 persons) and Part 418 of the Regulations of the Department of Social Services (18 N.Y.C.R.R. Part 418).

13. METHOD OF PAYMENT

The School District has allotted to pay a per pupil amount of Ten Thousand Dollars (\$10,000.00) for sixty-four (64) students for full day sessions for placement in the universal pre-kindergarten program operated by the Contractor for the 2026-2027 school year; however, the final amount paid will be calculated based upon current and actual student enrollment and the grant allocation amount as determined by NYSED for the universal pre-kindergarten services provided by the Contractor. In the event that additional universal pre-kindergarten seats become available and are assigned to the Contractor by the School District, the Contractor shall be paid at the applicable per pupil rate, subject to available grant funding and approval by the School District.

The School District will make payment to the Contractor at the end of each month based on current and actual student enrollment. The Contractor shall submit invoices for the universal pre-kindergarten services rendered in accordance with the School District's Purchasing Policy and in such form as required by the School District's Business Office. The School District reserves the right, based upon non-attendance, to fill slots if they should become available throughout the school year.

It is expressly understood and acknowledged by the Contractor that the funds for the universal pre-kindergarten placements contemplated hereunder are appropriated by grant through the State of New York. In the event of diminution or cessation of then-current

appropriations by the State, the School District reserves the right to cancel any then-existing placements with the Contractor, or to terminate this Agreement in all respects with no recourse by the Contractor. In the event of a closure related to COVID-19 during which the Contractor does not provide universal pre-kindergarten services, Contractor understands and agrees that no payment will be made for the period during which Contractor does not provide services in accordance with the Contractor's continuity of learning plan. Payment of any invoice shall not preclude the School District from making a claim for adjustment for any services found not to have been in accordance with the Contract.

14. STAFFING AND STAFF DEVELOPMENT

- a. The Contractor shall provide all professional development as required or requested by the School District to both the universal pre-kindergarten staff and the School District's kindergarten staff to ensure continuity of instruction and best instruction. The Contractor agrees to plan, organize, and implement appropriate professional development activities in consultation with the School District.
- b. The Contractor shall provide the School District with information relative to staff members who are responsible for the instructional program of universal pre-kindergarten students. The Contractor shall include in such information: a description of staff qualifications, stability of staff in relation to average duration of employment, rate of turnover and ability to fill vacancies in a timely manner. Further, this information shall include: Certification documents, educational background and training of all teachers and paraprofessional support staff who are directly involved with providing services to universal pre-kindergarten students.
- c. Within two (2) days of receipt of a written notice that the School District objects to the continued use of a certain employee of the Contractor to provide pre-kindergarten services to students placed by the School District, the Contractor shall remove said employee from any and all contact with School District students.
- d. In accordance with its proposal, the Contractor affirms that all teachers employed by the Contractor and assigned to provide services to School District students hereunder shall be New York State certified teachers.
- e. Pursuant to New York State Regulations regarding staff qualifications (8N.Y.C.R.R. § 1511.5 c, d), a pre-kindergarten teaching assistant providing support in a pre-kindergarten classroom shall have a high school diploma and six (6) hours of college credit in a related field pursuant to 8 N.Y.C.R.R. § 80, and those assistants in programs for limited English proficient (LEP) children, shall have bilingual proficiency in the children's native language.
- f. A pre-kindergarten teacher aide providing support in a pre-kindergarten classroom must meet the requirements prescribed in 8 N.Y.C.R.R. § 80, and those aides in programs for LEP children shall have bilingual proficiency in the children's native language.
- g. Teachers will participate in bi-monthly meetings with School District personnel after school hours to discuss program issues or attend School District initiated staff development activities.

- h. All staff hired for this program are subject to Part 87 of the Commissioner's Regulations (8 N.Y.C.R.R. Part 87), concerning criminal history record checks, including fingerprint clearance. It shall be the responsibility of the School District to ensure that all Contractor program personnel have received clearance by the New York State Education Department to be employed in accordance with Part 87. The School District shall provide written notice to Contractor of such approval upon receipt of such information from the State Education Department as well as any notice of criminal activity during the course of employment.
- i. The Contractor shall make all necessary personnel available to participate in committee on special education (CSE) meetings, committee on preschool special education (CPSE) meetings and child study team (CST) meetings, at no additional cost.
- j. The Contractor shall provide the School District with a copy of any progress reports and/or observation reports which are prepared in connection with the services rendered under this Agreement. In addition, the Contractor shall meet with the District's Coordinator as required for purposes of collaboration and facilitation of program implementation.
- k. The Contractor may not engage subcontractors, hire others to perform all or part of his Contract, nor otherwise delegate its obligations to perform under the contract without the prior written approval of the School District. Any consent so given shall apply to the specific assignment subletting or subcontracting referred to therein and shall not constitute a general waiver of the prohibition contained herein. Each assignment subletting or subcontracting shall require a specific written consent.

15. TERMINATION

The School District may, without prejudice to any other rights or remedies contained in this Agreement or provided by law or equity, terminate this Agreement. Such termination shall be effective two (2) days after written notice (or such other notice as may be required by applicable state law) is given by the School District to the Contractor of any material breach of this Agreement. The School District may unilaterally terminate this Agreement in the event it is determined that the School District will not receive the universal pre-kindergarten allocation from New York State in whole or in part.

16. INDEPENDENT CONTRACTOR

- a. The Contractor will be retained by the School District only for the purposes and to the extent set forth in this Agreement, and its relation to the School District shall be solely that of an independent contractor. As such, the compensation being paid pursuant to this Agreement shall not be subject to withholding taxes or other employment taxes required with respect to compensation paid by the School District to an employee. All employees of Contractor shall be deemed employees of Contractor for all purposes and Contractor alone shall be responsible for their work, personal conduct, direction, and compensation. Contractor acknowledges that it will not hold itself, its officers, employees and/or agents

out as employees of School District. Contractor 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. Contractor shall not be considered as having employee status and shall not be entitled to participate in any of School District's workers' compensation, retirement, fringe benefits, unemployment insurance, liability insurance, disability insurance, or other similar employee benefit programs. Similarly, Contractor, its officers, its employees and/or agents shall not be considered as having employee status for the

purposes of any other rights, privileges or benefits derived from employment by the School District. Contractor agrees that this Agreement does not confer benefits of any nature whatsoever upon it other than payment for services provided herein. Contractor shall not assert any claim for additional benefits of any nature, including, but not limited to, unemployment compensation benefits, by reason of the services to be performed pursuant to this Agreement. Contractor shall not be entitled to assert any claim to entitlements pursuant to any collective bargaining agreement now or hereafter in effect between the School District and its employees.

- b. The Contractor shall observe all requirements imposed by any laws upon corporations. The School District shall submit a Form 1099 and IT 2102.1 at year end to the Federal government, which the Contractor will report for income tax purposes. Neither the Contractor nor any of its employees, agents or assigns will be eligible for any employee benefits whatsoever relative to this Agreement including, but not limited to, Social Security, New York State Worker's Compensation, unemployment insurance, New York State Retirement System benefits, health or dental insurance, or malpractice insurance.
- c. The Contractor will pay all expenses incurred in connection with the performance of duties hereunder, including but not limited to automobile and/or travel expenses. With regard to employees of the Contractor, the Contractor alone shall be responsible for their work, personal conduct, direction, compensation, and for payment of all employment and other taxes in relation thereto.

17. ASSIGNMENT: CONDITIONS AND LIMITATIONS

- a. The Contractor shall not sell, assign, transfer or encumber this Agreement or any other interest hereunder, or suffer or permit any such assignment, transfer, or encumbrance to occur by operation of law or otherwise, without the prior written consent of the School District.
- b. If the Contractor is a corporation, partnership, unincorporated association or similar entity, the terms of this subparagraph (a) above shall be deemed to apply to any sale, resale, pledge, assignment, transfer, or encumbrance of the voting stock of, or other ownership interest in, the Contractor.

18. NOTICES

All notices hereunder shall be in writing and shall be duly given if hand delivered or sent by registered or certified mail, postage prepaid and addressed:

- a. If to the Valley Stream Union Free School District #24 at:

Dr. Jack R. Mitchell
Assistant Superintendent for Business
Valley Stream Union Free School District #24
75 Horton Avenue
Valley Stream, New York 11581

b. If to the Contractor, at:

Our Kids Place Country Day, Inc.
1346 Broadway
Hewlett, New York 11557

or at such other address as the School District or the Contractor shall have specified by notice to the other party, provided by this Agreement.

19. GOVERNING LAW

This Agreement has been made and entered into in the State of New York and all rights and obligations of the parties hereto shall be governed by and construed in accordance with the laws of the State of New York.

20. REMEDIES CUMULATIVE; WAIVER; CONSENT

- a. All rights and remedies of the School District and of the Contractor enumerated in this Agreement shall be cumulative and, except as specifically contemplated otherwise by this Agreement, none shall exclude any other right or remedy allowed at law or in equity and said rights or remedies may be exercised and enforced concurrently. No waiver by the School District or by the Contractor of any covenant or condition or the breach of any covenant or condition of this Agreement to be kept or performed by the other party shall constitute a waiver of any subsequent breach of such covenant or condition or authorize the breach or nonobservance on any other occasion of the same or any other covenant or condition of this Agreement. Subsequent acceptance by the School District of any payments due to it hereunder shall not be deemed to be a waiver by the School District of any preceding breach by the Contractor of any terms, covenants, or conditions of this Agreement.
- b. Whenever this Agreement requires the School District's prior approval or consent, the Contractor shall make a timely written request to the School District therefor, and such approval shall be obtained in writing. The School District makes no warranties or guarantees upon which the Contractor may rely, and assumes no liability or obligation to the Contractor, by providing any waiver, approval, consent, or suggestion to the Contractor in connection with this Agreement, or by reason of any neglect, delay or denial of any request therefor. Any waiver granted by the School District shall be subject to the School District's continuing review, may subsequently be revoked for any reason effective upon the Contractor's receipt of ten (10) days prior written notice, and shall be without prejudice to any other rights the School District may have.

21. SEVERABILITY

If any provision of this Agreement or the application of any provision to any person or to any circumstances shall be determined to be invalid or unenforceable, then such determination

shall not affect any other provision, or the application of any provision to any other person or circumstance, all of which other provisions shall remain in full force and effect, and it is the intention of the School District and the Contractor that, if any provision of this Agreement is susceptible of two or more constructions, one of which would render the provision enforceable and the other or others of which would render the provision unenforceable, then the provision shall have the meaning that renders it enforceable.

22. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the School District and the Contractor in respect of the subject matter hereof, and this Agreement supersedes all prior and contemporaneous agreements between the School District and the Contractor in connection with the subject matter of this Agreement. No officer, employee or other servant or agent of the School District or the Contractor is authorized to make any representation, warranty or other promise not contained in this Agreement. No change, termination, or attempted waiver of any of the provisions of this Agreement shall be binding upon the School District or the Contractor unless in writing and signed by the School District and the Contractor.

23. COUNTERPART; PARAGRAPH HEADINGS; PRONOUNS

This Agreement may be executed in any number of counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. The paragraph headings in this Agreement are for convenience of reference only and shall not be deemed to alter or affect any provision thereof. Each pronoun used herein shall be deemed to include the other number and genders.

24. EQUAL OPPORTUNITY EMPLOYER

The Contractor will not discriminate against any individual because of his/her age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics or marital status and will take affirmative action to ensure that each individual is afforded equal opportunities without discrimination because of his/her age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics or marital status.

25. COMPLIANCE WITH OTHER LAWS

The Contractor shall comply with all other requirements of the State of New York required to operate a pre-kindergarten/childcare agency, including licensure by the New York State Department of Social Services.

26. TERM

The term of this Agreement shall be for the entirety of the 2026-2027 academic year. The School District shall have the option to renew this Agreement for additional one-year terms for up to four additional years.

In witness thereof, the parties hereto have executed this Agreement the day and year first written above.

VALLEY STREAM UNION FREE SCHOOL DISTRICT #24

By: _____
Printed Name:
Title: President, Board of Education

Dated: _____

OUR KIDS PLACE COUNTRY DAY, INC.

By: _____
Printed Name: Lorraine Peters McMilan
Title: Director
Dated: 06.05.2026

EXHIBIT A

1. Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the Contractor hereby agrees to effectuate the naming of the School District as an Additional Insured on the Contractor's insurance policies, except for workers' compensation and N.Y. State Disability insurance.
2. The policy naming the School 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 School District, its Board, employees and volunteers with a waiver of subrogation in favor of the School 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 School 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 Contractor that are covered by the liability policies.
 - b. At the School District's request, the Contractor 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 Contractor agrees to indemnify the School 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
 - 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 Contractor performed under the contract for the School 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 Contractor acknowledges that failure to obtain such insurance on behalf of the School District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all legal remedies available to the School District. The Contractor is to provide the School District with a certificate of insurance, evidencing the above requirements have been met, prior to the provision of services. The failure of the School 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 School District.

If the Contractor utilizes independent contractors, then they must provide verification that coverage extends 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.

WAGE & BENEFIT AGREEMENT

AGREEMENT made this 1st day of July, 2026, by and between the BOARD OF EDUCATION of the VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR, (hereinafter referred to as the “Board” or the “District”) with offices for the transaction of business located at 75 Horton Avenue, Valley Stream, New York 11581 and SAUNDRA HERNANDEZ, Principal Account Clerk (hereinafter referred to as the “Employee”) residing at [REDACTED]

WHEREAS, the Board has been advised that it is legally permissible for the Board to contractually obligate itself to provide the terms and conditions of employment herein more particularly described; and

WHEREAS, both parties acknowledge that the termination of employment of the Employee and her employment status as an employee are subject solely to the procedures set forth at length in various provisions of the laws of the State of New York and nothing contained herein shall be deemed to have modified the foregoing in any respect.

NOW, THEREFORE, based upon the mutual covenants and understanding between the Employee and the Board, it is understood and agreed:

- I. GENERAL: The above “WHEREAS” clauses are expressly incorporated and made a substantive part hereof.
- II. SCOPE OF EMPLOYMENT: The Employee shall be employed as the Principal Account Clerk in accordance with the terms and conditions of the within Agreement.
- III. SALARY:
 - a. The annual salary for the employee effective July 1, 2026, shall be Eighty-Four Thousand and Eighty-Six Dollars (\$84,086), plus an additional Three Thousand Dollars (\$3,000), for serving as confidential Principal Account Clerk, for a total of Eighty-Seven Thousand and Eighty-Six Dollars (\$87,086). Such salary shall be paid in accordance with the District’s regular payroll practices and subject to applicable withholding amounts. The parties agree the annual salary may be increased by the District during the term of this Agreement, and that such salary increase may be made retroactive to the effective date of this Agreement.
 - b. The salary for any year commencing thereafter should this Agreement be extended, shall be at the rate of compensation set forth in the collective bargaining agreement with the Valley Stream Association of Educational Office Personnel.

- IV. DUTIES AND RESPONSIBILITIES: The Employee shall perform those duties as set forth in the job description as provided by New York State Civil Service Law. The Employee will have all of the entitlements and responsibilities commensurate with her position as defined by the New York State Civil Service Law.
- V. WORK YEAR: The Employee's work year shall be from July 1 to June 30.
- VI. OTHER TERMS AND CONDITIONS OF EMPLOYMENT: Excepting terms and conditions specifically addressed with this document, the Employee's terms and conditions of employment with regard to Salary Deductions, Leaves, Extended Leave, Leave of Absence with Pay Prior to Retirement, Health Insurance, and Welfare Fund contributions will be in accordance with an on the same terms as presently exist and as may hereafter be set forth in the then current collective bargaining agreement between the District and its Secretarial Unit.
- VII. WRITTEN AGREEMENT: This Agreement at the election of the Board shall continue in full force and effect during the term of employment of the Employee.
- VIII. SEVERABILITY: If any provision of this Agreement is determined to be contrary to law, it is understood and agreed that such provision shall be deemed deleted and the balance of the Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.
- IX. EFFECTIVE DATE: This Agreement shall be effective on the 1st day of July, 2026 through the 30th of June 2027.
- X. ENTIRE AGREEMENT: This Agreement constitutes the full and complete agreement between the Board and the Employee and may not be altered, changed, added to, deleted from, or modified except through the mutual written consent of the parties.

Dated: _____

By: _____
Board President

Dated: _____

Saundra Hernandez
Principal Account Clerk



*Quality Programs for
Educators and Families*
Supporting Long Island
Education Since 1964

Operations Center
100 Lawrence Avenue
Smithtown, New York 11787

George L. Duffy
Executive Director/CEO

631-360-0800 Phone
631-360-0356 Fax
www.scopeonline.us

April 24, 2026

Dr. Unal Karakas
Superintendent
Valley Stream UFSD #24
75 Horton Avenue
Valley Stream, NY 11582

Dear Dr. Karakas,

As SCOPE celebrates over 60 years of providing services to school districts on Long Island, I want to thank you for your continued membership and for being part of a not-for-profit organization whose primary purpose is to assist public schools on Long Island in their efforts to improve education for children.

Your membership assists us with our efforts to provide valuable services to the children attending public schools on Long Island. **SCOPE will continue to provide each member district with a \$500 scholarship** for a graduating senior to be awarded in June 2027. The Superintendent of the member district will select, utilizing their own criteria, a deserving graduate. Additionally, SCOPE will utilize membership dues to support programs for students such as the Robotics Program offered through the School/Business Partnership of Long Island (S/BPLI). At the same time, your district will continue to receive the many benefits currently offered to members, including reduced fees for attendance at SCOPE sponsored programs, free publications and many programs for school district staff, parents, children and communities.

Your dues for the 2026-2027 school year are \$1,360. I am sending this notice for budgetary purposes, as you will receive an invoice in June.

SCOPE offers a wide array of services, many of which are paid for by parents, faculty and individuals participating in our programs; while other services are provided free to our members, making it easier for school districts to provide needed quality services for their schools, staff, and communities.

As a former Long Island school superintendent, I am available to provide you with additional information about the many excellent programs and services that SCOPE offers. You are welcome to contact my office at 631-360-0834 at any time to discuss your district's needs. I look forward to your continued membership.

Sincerely,

George L. Duffy
George L. Duffy
Executive Director/CEO

2026-2027

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. This Plan includes proposed amendments to Section 155.17 and 136.4 of the Commissioner of Education Regulations. If adopted at the May 2026 Regents meeting, the proposed amendments to section 155.17 and 136.4(e) and (f) of the Commissioner's regulations will become effective on June 3, 2026, and the proposed amendments to section 136.4(a), (b), (c), (d), and (g) of the Commissioner's regulations will become effective on July 1, 2026. If the proposals change or are removed, this Plan, which is a living document, will be revised at that time. This update is being provided now to assist school districts in meeting the September 1st deadline for school board approval.

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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.

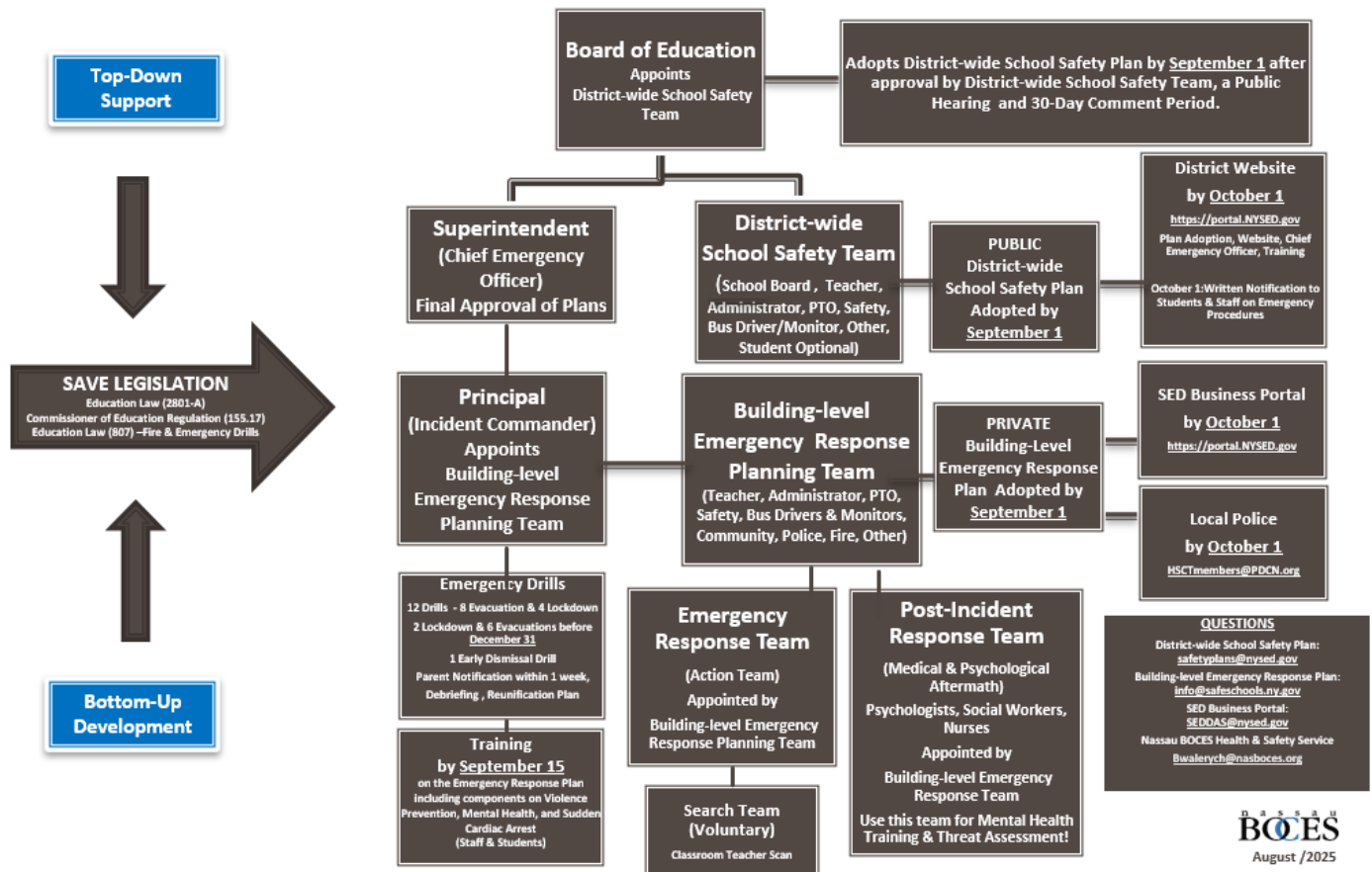
The District-Wide School Safety Team reviewed and approved the District-Wide School Safety Plan. The **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. By **September 1st of each school 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	7/2/26
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	5/20/26
Brooklyn Avenue Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Date/ 10/1/26
R. W. Carbonaro Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Date/ 10/1/26
W. L. Buck Elementary School Building-Level ERPT approves Building-Level ERP/Enters in Portal	Date/ 10/1/26
School Board has at least one public hearing on District-Wide School Safety Plan	7/2/26
School Board establishes 30-day public comment period	7/2/26 to 8/2/26
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	
District-Wide School Safety Plan posted on website. The URL is (SampleURL.org)	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, and Sudden Cardiac Arrest.	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.

Regulatory Requirements Overview

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)

- Beginning with the 2025-26 school year and every school year thereafter, 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 all athletic events. School officials shall collaborate with local community emergency medical services (EMS) to integrate their cardiac emergency response plan with community EMS responder protocols. The district-wide school safety team may voluntarily provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams. CR155.17(c)(1)(xii)

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)(xvii)
- 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. **The required training shall also include how to recognize sudden cardiac arrest or similar life-threatening health emergencies and the specific procedures outlined in the cardiac-emergency response plan 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 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 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).

Cardiac-emergency response plan means a school or district written plan developed in collaboration with the Director of School Health Services or a duly licensed physician, nurse practitioner, physician assistant, or registered professional nurse that outlines specific actions and procedures for recognizing and responding to a sudden cardiac arrest or similar life threatening health emergency at any school site owned or operated by a school or at a location of a school sponsored event, including venue-specific, but not limited to athletic programs. Each plan shall integrate nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association. Pursuant to sections 101, 207, 305, and 2801-a of the Education Law, CR155.17 (a).

Amendments to Section CR136.4(a)(b)(c)(d)(e)(f)(g)

- **Instructional school facility** includes buildings or facilities maintained by a school district, board of cooperative educational services (BOCES), county vocational education and extension board, charter school, or nonpublic school where instruction is provided pursuant to its curriculum.
- **School-sponsored or school-approved curricular or extracurricular events or activities** include events or activities of a school district, BOCES, county vocational education and extension board, charter school, or nonpublic school that are associated with its instructional curriculum or otherwise offered to its students.

AED Requirement in Facilities:

- Each school district, BOCES, county vocational education and extension board, charter school, and nonpublic school must provide and maintain on-site functional automated external defibrillator (AED) equipment in each instructional school facility for emergency use.
- Each facility must have sufficient AEDs to ensure ready and appropriate access during emergencies.
- Quantity and placement of AEDs must be determined with appropriate consideration (as required by the regulation).

Trained Staff at School Events:

- Whenever an instructional school facility is used for a school-sponsored or school-approved curricular or extracurricular event or activity, school officials and administrators responsible for the facility must ensure the presence of at least one staff person trained in AED operation and use pursuant to Public Health Law §3000-b(3)(a).

Athletic Events:

- During any school-sponsored athletic contest or competitive athletic event held at any location, school officials and administrators responsible must:
 - Ensure AED equipment is provided on-site; and
 - Ensure at least one staff person trained in AED use (pursuant to Public Health Law §3000-b(3)(a)) is present during the event.

AED Standards and Maintenance:

- Each AED must be FDA-approved for adult and/or pediatric use, as appropriate for the anticipated population.
- AEDs must be used according to manufacturer instructions, with attention to operating procedures, maintenance, and expiration dates.
- Each school district, BOCES, county vocational education and extension board, and charter school must ensure AEDs are:
 - Clearly marked,
 - Accessible, and
 - Maintained in accordance with American Heart Association or other nationally recognized emergency cardiovascular care guidelines.

Reporting AED Use:

- Pursuant to Public Health Law §3000-b(3)(d), any use of an AED must be:
 - Immediately reported to the appropriate local emergency medical services system, emergency communications center, or emergency vehicle dispatch center; and
 - Promptly reported to the emergency health care provider.

Signage Requirements:

- Each school district, BOCES, county vocational education and extension board, charter school, and nonpublic school must post a sign or notice at the main entrance of the facility or building where the AED is stored.
- The sign must indicate the AED's location within the building or facility.
- Each AED must be clearly marked.

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 **2026-27** school year on (**fill in dates**). **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-** TBD
- **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-** Sandra 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, mental health, and sudden cardiac arrest** 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 lockdown. **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 District Security Director.
- 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 \(cisa.gov\)](#)

Averting Targeted School Violence; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretsservice.gov\)](#)

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 polices 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 24 School District

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
September 10, 2026

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
Brooklyn Avenue School		
R.W. Carbonaro School		
W.L. Buck School		
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.mentalhealthednys.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.



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?

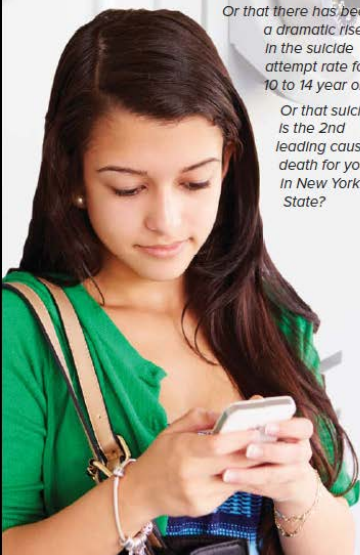
Are you expected to take more responsibilities for your students, even when they are more challenging and when some of them may be at-risk for suicide?

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)				
Title	Description	Justification	Work Shift	Protocol
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

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 The Administration Building with the alternate at St. Paul's 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** **Dr. Christopher Keogh**
 - **Assistant Superintendent of Finance/Operations** **TBD**
 - **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.

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

- 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) (Fill-in Name) 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:
- Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails;

phones and cell phones, texting and the public media. (Fill-in Name) has been designated to coordinate this effort and act as the central point for all communication. Available in the district are email, telephone, radio, twitter and mass parent and staff communications. We have test/exercise our communication systems throughout the school year.

- 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: Purchasing, accounts payable, payroll, benefits, and Treasurer. The district maintains employee redundancy as it pertains to these essential business office functions. We have also established the ability to maintain these essential functions off-site from remote locations. The district houses a main server for our financial functions, and a redundant back-up server offsite. In addition, employees serving essential business functions were issued a district laptop to facilitate remote access to their primary job functions.
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee 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. 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. 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 (Fill-in your own)** 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): _____

Date finalized: _____

Location of publication: www.valleystreamschooldistrict24.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 Dlgital (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.

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 	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. 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.
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. 	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.
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. 	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.
Step 4: Threshold for Law Enforcement	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Planning Team. School districts are

<ul style="list-style-type: none"> a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team. 	<p>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. 	<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>

e. Law enforcement can provide training and should also be aware of the threat assessment process.	
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Nassau BOCES Health & Safety Training and Information Service (2025)



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.

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 specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency. The *Cardiac-emergency response plan* is a school or district written plan developed in collaboration with the Director of School Health Services or a duly licensed physician, nurse practitioner, physician assistant, or registered professional nurse that outlines specific actions and procedures for recognizing and responding to a sudden cardiac arrest or similar life threatening health emergency at any school site owned or operated by a school or at a location of a school sponsored event, including venue-specific, but not limited to athletic programs. Each plan shall integrate nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association. School officials shall collaborate with local community emergency medical services (EMS) to integrate their cardiac emergency response plan with community EMS responder protocols. The district-wide school safety team may voluntarily provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams. **Building specific procedures are detailed in the Building-Level Emergency Response Plans.**

Valley Stream 24 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 by CPR/AED certified school personnel

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

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: AED Locations:

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

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/SCA on the Global Compliance Network (GCN) for Staff

Training for Students done by PE/Health Dept.

Resources

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

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

[AED Steps | Stes 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.

Follow us: @American_Heart



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.

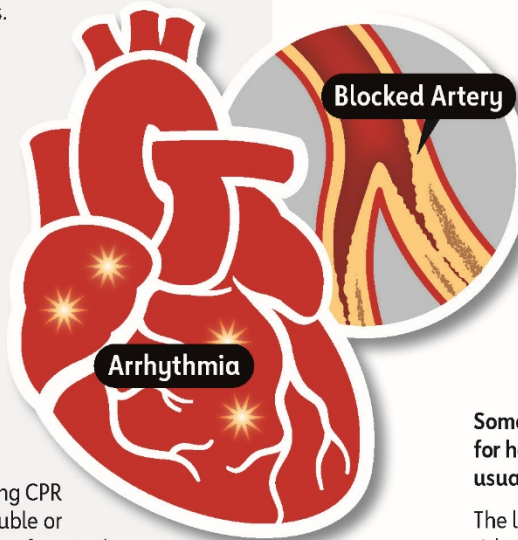
WHAT TO DO



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.