ROSLYN UNION FREE SCHOOL DISTRICT
Meeting of the Board of Education

Thursday, December 11, 2025

6:00 P.M.

Administration Building – Boardroom

6:00 p.m. - Board of Education Meeting

Preliminary Announcements
Emergency Procedures
Cell Phones

Pledge of Allegiance

Recognition: Varsity Boys Volleyball – County Champs

Recommendation to accept the Treasurer's Report for October 2025 **(Attachment T)**

Recommendation to accept the Claims Auditor's Quarterly Reports for 4th Quarter 2025 April, May and June and 1st Quarter 2026 July, August and September. **(Attachment CA1)**

Recommendation to accept the Claims Auditor's Report for October 2025

Recommendation to accept the minutes from the following meeting:
November 20, 2025

Board President's Comments

Superintendent's Comments

Student Delegate's Comments

Discussion Item(s): Portrait of a Graduate

PUBLIC COMMENT Limited to Agenda Items ONLY

(Will be limited to ½ hour, no more than 2 minutes per speaker. One speaker per topic).
Though not required by law, the Roslyn Board of Education invites public comment during its meetings. Please fill out an index card with your name, address and comment topic. Citizens will be recognized by the presiding officer. Please direct all comments to the Board. This is not a time for citizen-to-citizen exchanges. We ask that comments not include the names of students or staff members, and comments are not permitted with respect to confidential matters. Please also be reminded that Board meetings are designed by law to facilitate the school district's business and provide for public Board deliberations. Thank you

ACTION ITEMS

Action may be taken for each individual resolution or by the titled subgroups. Bracketed information following resolutions is not part of the Board's official action and does not become part of the official record.

PERSONNEL:

ALL PERSONNEL APPOINTMENTS LISTED ARE FUNDED IN THE CURRENT BUDGET UNLESS OTHERWISE NOTED

P.1. It is the recommendation of the Superintendent of Schools that the following resolution be adopted:
RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.1 Professional)**

P.2. It is the recommendation of the Superintendent of Schools that the following resolution be adopted:
RESOLVED, that the Roslyn Board of Education approves the appointments, resignations, terminations, elimination of positions, transfers, and leaves of absence as detailed in the Personnel Action Reports attached as **(Attachment P.2 Classified)**

P.3. Recommendation to approve the Adult Education Instructor Salaries attached as (**Attachment P.3)**

P.4. Recommendation to increase the minimum hourly rate of pay to $17.00 effective January 1, 2026 to meet NYS minimum wage standards for Nassau County.

BUSINESS/FINANCE:

ALL ITEMS ON THE BUSINESS/FINANCE PORTION OF THE AGENDA ARE WITHIN THE BUDGET UNLESS OTHERWISE SPECIFIED

B.1. Recommendation to approve the following contracts and to authorize the Board of Education President to execute (those contracts marked with an asterisk have been prepared pursuant to a previous award of an RFP or bid):

(i) Contractor: North Shore School District
Services: District of Location Special Education Services for IEP service requirements for 3 students residing in Roslyn attending private school in North Shore for the 2025-26 school year
Fees: Total estimated to be $50,000.00

Recommendation to **amend** the following contract (ii) which was approved by the Board of Education on May 20, 2025 (item B.1. (xv)) and previously amended on August 14, 2025 (item B.1. (ii)):

(ii) *Contractor: PBS Consulting & Psychological Services
Services: Special Ed ABA Services for the summer and school year 2025-26 as specified in the agreement
Fees: Total estimated to be ~~$671,700.00~~ *$719,700.00* ($60,000.00 for summer program; ~~$611,700.00~~ *$659,700.00* for school year, *with $611,700.00 of that being* paid via 611 grant)

B.2. Recommendation to approve Capital Budget Appropriation Transfers as per attached. **(Attachment B.2.)**

B.3. Recommendation to approve a payment in the amount of $15,695.06, to Ingerman Smith, L.L.P. for legal services rendered to the district for the period ending 10/31/2025.

B.4. Recommendation to approve the following payment(s) to BBS Architects for professional services rendered to the district and reimbursable expenses pertaining to capital improvements at the locations indicated in the table below. [Funds will be deducted from the Capital Budget Codes indicated in the table below.]

Payment	Location/Project	Budget	PO #S	Inv #
$5,282.80	HH Prof. Srvcs.	2110-245-07-24OT	H24-00071	P12
$24.63	HS Reimbursables	2110-245-08-24HS	H24-00132	R19
$5,584.46	EH Prof. Srvcs.	2110-245-04-25OT	H25-00011	P11
$10,046.56	HS Prof. Srvcs.	2110-245-08-25OT	H25-00042	P11
$195.61	MS Reimbursables	2110-245-09-26OT	H26-00055	R04
$15.60	Hts. Reimbursables	2110-245-06-26OT	H26-00056	R04

B.5. Recommendation to approve the following payment(s) to Park East Construction Corporation for construction management services and reimbursements rendered to the district pertaining to various projects at the locations indicated in the table below. [Funds will be deducted from the Capital Budget Codes indicated in the table below.]

Payment	Location/Project	Budget	PO #	Inv #
$9,605.00	HS Prof. Srvcs.	1620-293-08-24HS	H25-00068	7 RHS PH2

B.6. Recommendation to approve a pending change order as indicated below. It is understood that: 1) the work of the change orders is required in order to continue the projects and meet the projected completion date; 2) a formal change order

prepared by the architect and executed by the architect and the construction manager and the contractor will be subsequently presented for formal approval by the board of education and executed by the board president at a future meeting; and 3) the amount estimated for these change orders will be the maximum allowed unless specifically approved by the BOE when the formal change order is presented.

Site Reconstruction Phase II at Roslyn High School General Construction #15, PCO #15: Laser Industries, Inc. Proposed Change Order #15 in order to allow for the exchange of a 40' flagpole for the design-specified 50' version. The total cost will be $3,433.50, which will be deducted as a credit from the project architects on their existing purchase order.

B.7. Recommendation to approve a credit change order as indicated below. This change order will decrease the contract with WHM Plumbing & Heating Contractors, Inc. in the amount of $6,351.27 and therefore decrease purchase order H25-00066 in account code H-1620-293-08-24HS.

WHM Plumbing & Heating Contractors, Inc. (HS PC-001) represents a credit in the amount of $6,351.27. This change order allows for the return of the balance of our Plumbing Construction Allowance not used during project completion as well as a credit for the cost of a water valve omitted from the original job scope. The bid award was presented to the Board of Education for approval as item B.15 on the agenda addendum of 12/12/24.

B.8. Extraclassroom Activity Treasurer Reports **(Attachment B.8.)**
High School, October 2025
Middle School, October 2025

B.9. Recommendation by Thomas Szajkowski, Assistant to the Superintendent for Administration and Special Projects, to declare the attached vehicle surplus. It is beyond its useful life and cannot be repaired. This vehicle will either be put up for auction or sold as scrap. **(Attachment B.9.)**

B.10. Recommendation by Thomas Szajkowski, Assistant to the Superintendent for Administration and Special Projects, to declare as surplus the attached item which is broken beyond repair and no longer of use in the district. It is recommended that the item be discarded. **(Attachment B.10.)**

B.11. Recommendation by Jason Lopez, Assistant to the Superintendent for Technology & Security Infrastructure (Information Technology Specialist III), to declare as surplus the attached items which are no longer operational or upgradable and/or have outlived their useful life and the district will follow the procedures to properly dispose of these surplus items. **(Attachment B.11.)**

B.12. Recommendation by Dawn Piteo, School Lunch Manager, to declare as obsolete the attached items which are no longer of use in the district. They are no functioning and cannot be repaired. They may be sold as scrap, put up for auction, or discarded as is deemed appropriate. **(Attachment B.12.)**

CURRICULUM AND INSTRUCTION:

C&I.1 Recommendation to accept the confidential stipulations of the CPSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on October 30, 2025, November 13, 17, and 19, 2025.

C&I.2 Recommendation to accept the confidential stipulations of the CSE for the dates listed below as well as the implementation plans for the corresponding special education programs, services and parent notification as previously approved by the Committee on October 22, 23, 24, 27, 28, 29, 31, 2025, November 5, 7, 12, 13, 14, 17, 18, 19, 20, 21 and 24, 2025.

C&I.3 Recommendation to approve 2 coaches and 4 students from the Boys Varsity Wrestling team to attend the Eastern States Wrestling Classic 2026 in Half Moon, New York from January 8, 2026 through January 10, 2026 at an estimated cost to the district not to exceed $2,733.34.

BOARD OF EDUCATION:

BOE.1 BE IT RESOLVED, that the Board of Education of the Roslyn Union Free School District hereby approves the Memorandum of Agreement between the District and Nassau County Board of Elections; and,

BE IT FURTHER RESOLVED that the Board of Education hereby authorizes the President of the Board of Education to execute the necessary documents to effectuate said Memorandum of Agreement on behalf of the Board of Education.

BOE.2 WHEREAS, Education Law 2801-a and the Commissioner's Regulation 155.17 require that districts develop and implement a District-Wide School Safety Plan and Building-Level Emergency Response Plan; and

WHEREAS, The Board of Education is required to adopt a District-Wide School Safety Plan and Building-Level Emergency Response Plan,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby adopts the amended Roslyn Union Free School District District-Wide School Safety for the 2025-2026 school year. **(Attachment BOE.2)** and Building-Level Emergency Response Plan.

BOE.3 WHEREAS the Board of Education received a Management Letter from our independent auditor, PKF O'Connor Davis and

WHEREAS the recommendations in that Management Letter have been

studied by administration and a “Corrective Action Plan” shared with the Audit Committee, upon the recommendation of the Chairman of the Citizens’ Audit Advisory Committee, the committee having reviewed and recommended Management’s draft response,

NOW THEREFORE BE IT RESOLVED, that the Board of Education approves and authorizes the submission of the said draft letter reviewed as its official response and

BE IT FURTHER RESOLVED that the President of the Board of Education be authorized to sign the letter on behalf of the district.

Public Comments #2

EXECUTIVE SESSION (if needed)

Adjournment

ROSLYN PUBLIC SCHOOLS

TREASURER'S REPORT FOR THE MONTH OF OCTOBER 2025

	General Fund Checking Webster Bank Acct#9970 A200.08	General Fund Money Market Webster Bank Acct#9989 A201.07	General Fund Investment NYCLASS Acct # 001 A450.00	Sch Lunch Checking Webster Bank Acct#9972 C200.01	Special Aid Checking Webster Bank Acct # 5674 F200.02	Capital Checking Webster Bank Acct # 9976 H200.02	Capital Investment NYCLASS Acct #0002 H450.00	Capital MM Webster Bank Acct #9993 H201.07	Net Payroll Checking Webster Bank Acct #9979 A200.09	Debt Svc Fund Money Market Webster Bank Acct #9991 V201.01	T&A Payroll Checking WEBSTER BANK Acct #9981 A200.13
Book Balance Beginning of Month	1,874,503.60	4,103,822.00	19,250,997.85	122,376.29	21,447.54	250,227.83	9,788,586.88	2,817,456.01	810,245.15	996,314.44	1,533,314.59
Receipts/Deposits	2,879,273.89	25,542,949.01	47,552.83	52,854.63	76,887.29	1,986,171.18	29,099.51	6,740,935.78	5,335,045.11	2,914.50	8,285,201.24
Total	4,753,777.49	29,646,771.01	19,298,550.68	175,230.92	98,334.83	2,236,399.01	9,817,686.39	9,558,391.79	6,145,290.26	999,228.94	9,818,515.83
Disbursements	3,066,011.65	25,839,438.71	5,000,000.00	157,330.42	84,347.01	1,969,323.07	6,700,000.00	8,719,323.07	5,344,345.88		8,691,604.84
Book Balance - End of Month	**1,687,765.84**	**3,807,332.30**	**14,298,550.68**	**17,900.50**	**13,987.82**	**267,075.94**	**3,117,686.39**	**839,068.72**	**800,944.38**	**999,228.94**	**1,126,910.99**
BANK RECONCILATION SUMMARY											
Ending balance per bank	1,873,512.69	3,807,332.20	14,298,550.68	13,920.44	15,383.68	291,360.45	3,117,686.39	839,068.72	920,402.64	999,228.94	1,283,265.43
Less : Outstanding checks	(185,746.85)			(6,839.19)	(1,395.86)	(24,284.51)			(119,458.26)		(156,354.44)
Deposits in Transit				10,819.25							
Reconciling item(Stale dated checks)											
Reconciling items-Adjustments											
Bank's Net Balance	**1,687,765.84**	**3,807,332.20**	**14,298,550.68**	**17,900.50**	**13,987.82**	**267,075.94**	**3,117,686.39**	**839,068.72**	**800,944.38**	**999,228.94**	**1,126,910.99**

ROSLYN PUBLIC SCHOOLS

TREASURER'S REPORT FOR THE MONTH OF OCTOBER 2025

	CM Fund Checking Webster Bank Acct#9985 A200.02
Book Balance Beginning of Month	147,021.56
Receipts/Deposits	94.73
Total	147,116.29
Disbursements	0.00
Book Balance- End of Month	**147,116.29**
BANK RECONCILATION SUMMARY	
Ending Bank Balance	147,441.08
Less : Outstanding checks	(324.79)
Deposits in Transit	
Reconciling item	
Bank's Net Balance	
	147,116.29

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ROSLYN PUBLIC SCHOOLS
STATEMENT OF GENERAL FUND RECEIPTS
OCTOBER 2025

Revenue Account		Estimated Revenue	Revenue Adjustment	Current Estimated Revenue	Current Month Revenue	Y-T-D Revenue	Y-T-D Receipt to Estimated Revenue %	Anticipated Revenue	Excess Revenue
1001.000	Real Property Taxes	108,028,676.00		108,028,676.00		2,738,733.00	2.54%	105,289,943.00	
1081.000	Other Pmts in Lieu of Tax	4,805,000.00		4,805,000.00		1,712,205.63	35.63%	3,092,794.37	
1081.001	LIPA Pmts in Lieu of Tax	1,425,000.00		1,425,000.00				1,425,000.00	
1085.000	STAR Reimbursement	1,700,000.00		1,700,000.00				1,700,000.00	
1090.000	Interest and Earnings on Taxes					5,172.35			5,172.35
1310.001	Day School Tuit- Boundary								
1315.000	Continuing Ed Tuition	200,000.00		200,000.00		45,837.96	22.92%	154,162.04	
1315.001	Continuing Ed Services - Herricks					7,480.62			7,480.62
1315.002	Continuing Ed Services - East Williston								
1325.000	AP Exams Fee/Charges								
1330.000	Textbook Charges								
1335.000	Oth Student - Fee/Charges					2,760.05			2,760.05
1410.000	Admissions(From Individuals)								
1489.000	Other Charges - Services								
1489.001	Shared Prof. Development								
2228.000	Data Process Other Dist								
2230.000	Day School Tuit-Oth Dist. NYS*	2,848,870.00		2,848,870.00		369,367.35	12.97%	2,479,502.65	
2230.001	Day School Tuit-Oth Dist. Shared								
2232.000	Summer Sch. Tuit-Oth Dist. NYS*								
2232.001	Summer Sch. Tuit-Oth Dist. NYS*								
2304.000	Transportation for Other Districts	425,000.00		425,000.00		98,487.40	23.17%	326,512.60	
2308.000	Trans for BOCES-Shuttle Svs								
2401.000	Interest and Earnings	950,000.00		950,000.00		561,691.41	59.13%	388,308.59	
2410.000	Rental of Real Property-Individuals**	25,000.00		25,000.00		29,352.00	117.41%		4,352.00
2412.000	Rental of Real Property-Other**								
2440.000	Rental of Buses					3,735.20			3,735.20
2450.000	Commissions								
2620.000	Forfeit of Deposits								
2650.000	Sale Scrap & Excess Material								
2655.000	Minor Sales, Other								
2660.000	Sale of Real Property								
2665.000	Sale of Equipment								
2666.000	Sale of Transportation Equipment								
2680.000	Insurance Recoveries - Trans								
2680.001	Insurance Recoveries - Other					20,206.80			20,206.80
2683.000	Self Insurance Recoveries								
2690.000	Other Compensation for Loss								
2690.005	Recovery of Misappropriated Funds								
2700.000	Reimb of Medicare D Exp								
2701.000	Refund PY Exp-BOCES Aided								
2702.000	Refund PY Exp-Contracted								
2703.000	Refund PY Exp-Other -Not Transp					81,246.41			81,246.41
2704.000	Refund PY, Appv Priv								
2705.000	Gifts and Donations								
2705.003	Gifts and Donations Increase Approp								
2730.000	MTA Payroll Tax Reimbursement								
2770.000	Other Unclassified Rev					35,639.91			35,639.91
3060.000	Records Management								
3101 to 4960	State and Federal Aid	11,171,177.00		11,171,177.00		4,246,648.08	38.01%	7,383,563.70	459,034.78
5031.000	Interfund transfer Not Debt								
5050.000	Interfund Transfer for Debt	332,600.00		332,600.00				332,600.00	
5060.000	Retirement System Credits								
	TOTAL	131,911,323.00		131,911,323.00		9,958,564.17		122,572,386.95	619,628.12
5997.000	Applied Reserves	4,200,000.00		4,200,000.00				4,200,000.00	
5050.00	Interfund Transfer Fdebit Service							1,866,250.00	
5997.816	Applied Reserves - EBLAR								
5999.917	Applied Reserves - Repairs								
5999.000	Appropriated Fund Balance	700,000.00		700,000.00				700,000.00	
5999.917	Unassigned Fund Balance								
5999.99	Est. for Carryover Encumberance		1,258,607.02	1,258,607.02				1,258,607.02	
TOTAL		$ 136,811,323.00	1,258,607.02	138,069,930.02				$ 130,597,243.97	$ 619,628.12

*Day School Tuition is recorded as revenue when originally invoiced but adjusted when received.
**Rental of Real Property-Individuals is recorded as revenue when original invoice is issued, not when collected.

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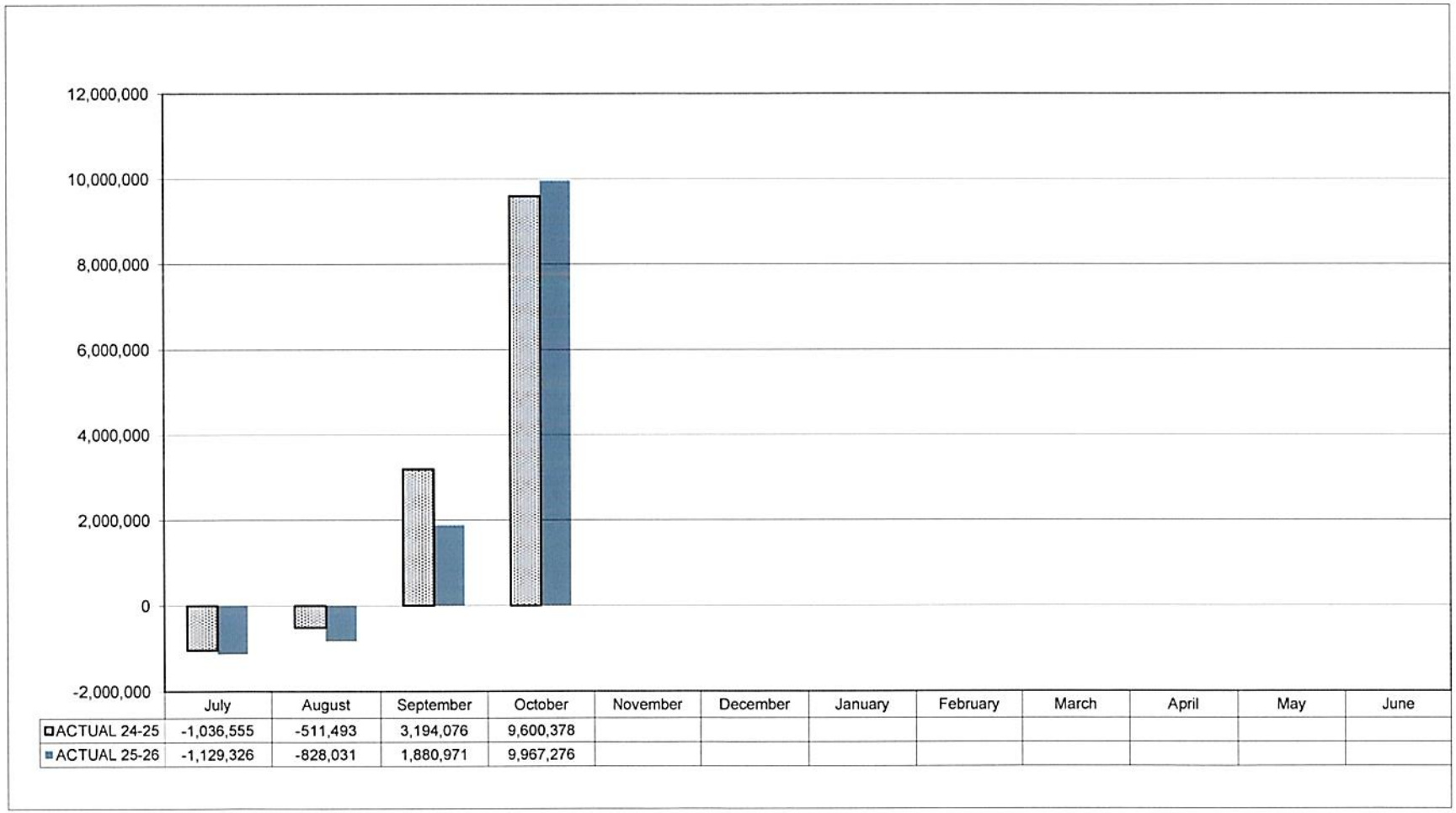
ROSLYN PUBLIC SCHOOLS
CUMULATIVE CASH RECEIPT BY MONTH - GENERAL FUND
STATEMENT OF GENERAL FUND RECEIPTS
OCTOBER 2025



	July	August	September	October	November	December	January	February	March	April	May	June
ACTUAL 24-25	-1,036,555	-511,493	3,194,076	9,600,378								
ACTUAL 25-26	-1,129,326	-828,031	1,880,971	9,967,276								

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ROSLYN PUBLIC SCHOOLS
SUMMARY STATEMENT OF GENERAL FUND ENCUMBRANCES AND DISBURSEMENTS
OCTOBER 2025

Description	Original Appropriations $	Appropriation Adjustment $	Current Appropriations $	Monthly Expenditures $	Y-T-D Expenditures $	Encumbrance Outstanding $	Y-T-D Totals to Current Appropriation %	Unencumbered Balance $
General Support Code 1000	18,469,207.00	272,948.82	18,742,155.82	1,626,185.85	6,086,983.94	7,990,910.58	75.11%	4,664,261.30
Instruction Code 2000	66,092,840.00	111,695.41	66,204,535.41	7,768,371.96	15,091,560.74	43,435,972.63	88.40%	7,677,002.04
Pupil Transportation Code 5000	6,886,842.00	0.20	6,886,842.20	659,285.52	1,837,216.01	3,315,120.00	74.81%	1,734,506.19
Recreation Code 7000 to 8000	25,509.00	0.00	25,509.00	1,803.16	2,278.92	0.00	8.93%	23,230.06
Undistributed Code 9000	45,336,925.00	3,386.20	45,340,311.20	3,349,009.42	14,706,341.96	20,193,600.95	76.97%	10,440,368.29
TOTAL	136,811,323.00	388,030.63	137,199,353.63	13,404,655.91	37,724,381.57	74,935,604.16	82.11%	24,539,367.88

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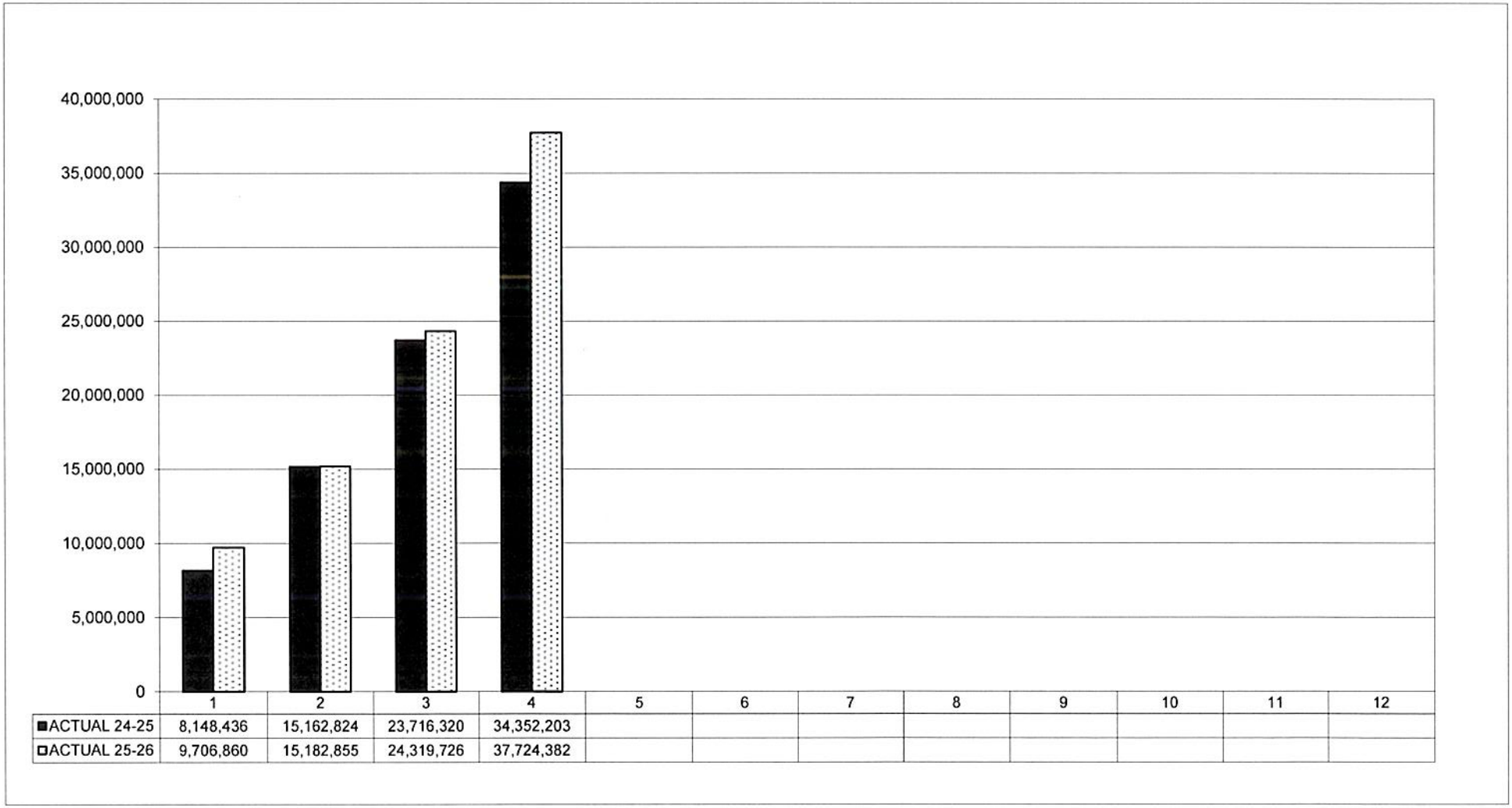
ROSLYN PUBLIC SCHOOLS
CUMULATIVE EXPENDITURE BY MONTH - GENERAL FUND
OCTOBER 2025



	1	2	3	4	5	6	7	8	9	10	11	12
■ACTUAL 24-25	8,148,436	15,162,824	23,716,320	34,352,203								
□ACTUAL 25-26	9,706,860	15,182,855	24,319,726	37,724,382								

Note:

MONTHLY COLLATERAL

	WEBSTER & NYCLASS
GENERAL FUND CHECKING ACCOUNT	1,873,512.69
GENERAL FUND MONEY MARKET	3,807,332.20
GENERAL FUND MERCHANT SERVICES	491,497.44
GENERAL FUND INVESTMENT	14,298,550.68
SCHOOL LUNCH CHECKING	17,900.50
SPECIAL AID CHECKING	13,987.82
CAPITAL CHECKING WEBSTER	267,075.94
CAPITAL INVESTMENT	3,117,686.39
CAPITAL MM WEBSTER	839,068.72
PAYROLL CHECKING WEBSTER	800,944.38
TRUST AND AGENCY CHECKING WEBSTI	1,126,910.99
SCHOLARSHIP CHECKING	147,116.29
CLUBS CHECKING WEBSTER	79,441.64
DEBT SERVICE MM WEBSTER	999,228.94
TOTAL CASH - END OF MONTH	$27,880,255
***LESS FDIC INSURANCE	250,000
AMOUNT TO BE COLLATERALIZED	$27,630,255
COLLATERAL PERCENTAGE	1.00
COLLATERAL NEEDED	$27,630,254.62
COLLATERAL HELD	$27,837,854
EXCESS COLLATERAL	$207,600

Budget Account	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance	Available Balance
1010 Board Of Education	$ 16,100	$ -	$ 16,100	$ 1,131	$ -	$ 14,969	$ 14,969
1040 District Clerk	$ 117,818	$ -	$ 117,818	$ 39,004	$ 71,157	$ 7,657	$ 7,657
1060 District Meeting	$ 54,900	$ -	$ 54,900	$ 10,129	$ 23,992	$ 20,779	$ 19,742
1240 Chief School Administrator	$ 364,080	$ -	$ 364,080	$ 132,220	$ 241,189	$ (9,329)	$ (9,329)
1310 Business Administration	$ 1,071,723	$ 16,325	$ 1,088,048	$ 402,223	$ 652,499	$ 33,326	$ 20,978
1320 Auditing	$ 143,500	$ -	$ 143,500	$ 50,125	$ 81,875	$ 11,500	$ 11,500
1325 Treasurer	$ 108,774	$ -	$ 108,774	$ 37,469	$ 70,774	$ 531	$ 531
1345 Purchasing	$ 115,280	$ -	$ 115,280	$ 8,555	$ 26,867	$ 79,857	$ 79,318
1420 Legal	$ 639,500	$ -	$ 639,500	$ 58,347	$ 392,203	$ 188,950	$ 188,950
1430 Personnel	$ 319,336	$ -	$ 319,336	$ 115,036	$ 180,662	$ 23,637	$ 21,837
1480 Public Information and Services	$ 189,601	$ 10,840	$ 200,441	$ 77,650	$ 101,912	$ 20,879	$ 20,879
1620 Operation of Plant	$ 7,685,926	$ 34,721	$ 7,720,647	$ 2,068,746	$ 3,574,764	$ 2,077,137	$ 2,026,273
1621 Maintenance of Plant	$ 3,095,627	$ 219,363	$ 3,314,990	$ 765,237	$ 1,164,770	$ 1,384,984	$ 1,384,984
1670 Central Printing & Mailing	$ 400,399	$ -	$ 400,399	$ 127,417	$ 103,284	$ 169,698	$ 169,698
1680 Central Data Processing	$ 2,305,553	$ (8,301)	$ 2,297,252	$ 901,688	$ 1,130,861	$ 264,704	$ 241,594
1910 Unallocated Insurance	$ 957,075	$ -	$ 957,075	$ 883,577	$ 7,431	$ 66,067	$ 66,067
1920 School Association Dues	$ 16,750	$ -	$ 16,750	$ 16,696	$ -	$ 54	$ 54
1930 Judgments and Claims	$ 308,861	$ -	$ 308,861	$ -	$ -	$ 308,861	$ 228,289
1981 BOCES Administrative Costs	$ 558,404	$ -	$ 558,404	$ 391,733	$ 166,671	$ -	$ -
2010 Curriculum Devel and Suprvsn	$ 663,733	$ -	$ 663,733	$ 227,165	$ 399,806	$ 36,762	$ 35,662
2020 Supervision-Regular School	$ 5,620,015	$ 2,484	$ 5,622,499	$ 1,659,664	$ 2,843,215	$ 1,119,620	$ 1,118,645
2060 Research, Planning & Evaluation	$ 102,600	$ -	$ 102,600	$ 15,975	$ 83,507	$ 3,118	$ 3,118
2070 Inservice Training-Instruction	$ 75,490	$ -	$ 75,490	$ 55,324	$ 24,346	$ (4,180)	$ (6,580)
2110 Teaching-Regular School	$ 34,073,995	$ 35,588	$ 34,109,583	$ 7,295,805	$ 23,842,025	$ 2,971,753	$ 2,962,875
2250 Prg For Sdnts w/Disabil-Med Elgble	$ 14,677,756	$ 1,003	$ 14,678,759	$ 2,912,361	$ 10,542,309	$ 1,224,090	$ 992,133
2280 Occupational Education(Grades 9-12)	$ 281,387	$ -	$ 281,387	$ 29,288	$ 252,099	$ -	$ -
2330 Teaching-Special Schools	$ 395,144	$ 942	$ 396,086	$ 187,607	$ 104,561	$ 103,917	$ 103,917
2610 School Library & AV	$ 841,920	$ 7,088	$ 849,008	$ 213,635	$ 551,229	$ 84,144	$ 84,144
2630 Computer Assisted Instruction	$ 2,147,038	$ 25,000	$ 2,172,038	$ 929,652	$ 984,790	$ 257,597	$ 257,597
2810 Guidance-Regular School	$ 2,077,980	$ -	$ 2,077,980	$ 463,110	$ 1,482,608	$ 132,262	$ 132,262
2815 Health Srvcs-Regular School	$ 786,326	$ -	$ 786,326	$ 141,570	$ 497,216	$ 147,540	$ 139,392
2820 Psychological Srvcs-Reg Schl	$ 1,081,186	$ -	$ 1,081,186	$ 247,986	$ 829,811	$ 3,389	$ 3,389
2825 Social Work Srvcs-Regular School	$ 631,292	$ -	$ 631,292	$ 134,678	$ 495,364	$ 1,250	$ 1,250
2850 Co-Curricular Activ-Reg Schl	$ 912,460	$ 4,944	$ 917,404	$ 104,543	$ 99,368	$ 713,492	$ 713,492
2855 Interscholastic Athletics-Reg Schl	$ 1,724,518	$ 34,647	$ 1,759,165	$ 473,197	$ 403,718	$ 882,249	$ 873,966
5510 District Transportation Services	$ 5,268,110	$ 0	$ 5,268,110	$ 1,473,443	$ 2,413,853	$ 1,380,814	$ 1,380,614
5530 Garage Building	$ 14,000	$ -	$ 14,000	$ -	$ 5,263	$ 8,737	$ 8,737
5540 Contract Transportation-Med Elgble	$ 1,604,532	$ -	$ 1,604,532	$ 363,773	$ 895,804	$ 344,955	$ 344,955
5550 Public Transportation	$ 200	$ -	$ 200	$ -	$ 200	$ -	$ -
7140 Recreation	$ 25,509	$ -	$ 25,509	$ 2,279	$ -	$ 23,230	$ 23,230
9010 State Retirement	$ 2,249,996	$ -	$ 2,249,996	$ 705,159	$ 1,239,199	$ 305,639	$ 305,639
9020 Teachers' Retirement	$ 5,522,977	$ -	$ 5,522,977	$ 1,168,978	$ 3,510,940	$ 843,059	$ 843,059
9030 Social Security	$ 5,148,301	$ -	$ 5,148,301	$ 1,255,695	$ 3,412,015	$ 480,590	$ 480,590
9040 Workers' Compensation	$ 602,453	$ -	$ 602,453	$ 526,081	$ 41,859	$ 34,513	$ 34,513
9045 Life Insurance	$ 31,159	$ -	$ 31,159	$ 6,304	$ 11,001	$ 13,854	$ 13,854

Budget Account	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance	Available Balance
9050 Unemployment Insurance	$ 15,000	$ -	$ 15,000	$ 3,776	$ 11,224	$ -	$ -
9055 Disability Insurance	$ 8,000	$ -	$ 8,000	$ 2,259	$ 4,341	$ 1,400	$ 1,400
9060 Hospital, Medical, Dental Insurance	$ 25,025,564	$ 3,386	$ 25,028,950	$ 7,866,299	$ 9,567,682	$ 7,594,969	$ 7,594,969
9070 Union Welfare Benefits	$ 981,875	$ -	$ 981,875	$ 873,200	$ 93,675	$ 15,000	$ 15,000
9089 Other (specify)	$ 426,000	$ -	$ 426,000	$ 167,504	$ 97,921	$ 160,575	$ 160,575
9711 Serial Bonds-School Construction	$ 2,231,644	$ -	$ 2,231,644	$ 27,900	$ 2,203,744	$ 0	$ 0
9731 Bond Antic Notes-School Construction	$ 578,956	$ -	$ 578,956	$ 578,186	$ -	$ 770	$ 770
9760 Tax Anticipation Notes	$ 150,000	$ -	$ 150,000	$ -	$ -	$ 150,000	$ 150,000
9901 Transfer to Other Funds	$ 840,000	$ -	$ 840,000	$ -	$ -	$ 840,000	$ 840,000
9950 Transfer to Capital Fund	$ 1,525,000	$ -	$ 1,525,000	$ 1,525,000	$ -	$ -	$ -
Total GENERAL FUND	**$ 136,811,323**	**$ 388,031**	**$ 137,199,354**	**$ 37,724,382**	**$ 74,935,604**	**$ 24,539,368**	**$ 24,107,156**
160 Noninstructional Salaries	$ 779,000	$ -	$ 779,000	$ 161,525	$ 487,033	$ 130,442	$ 130,442
161 Noninst Salaries Extra Pa	$ 35,750	$ -	$ 35,750	$ 4,870	$ -	$ 30,880	$ 30,880
400 Other Expenses	$ 750	$ -	$ 750	$ -	$ -	$ 750	$ 750
427 Maint. & Repair Equiip SL	$ 47,000	$ -	$ 47,000	$ 8,758	$ 38,242	$ -	$ -
430 Contractual and Other	$ 12,000	$ -	$ 12,000	$ 3,681	$ -	$ 8,319	$ 8,319
521 Bread	$ 22,000	$ -	$ 22,000	$ 3,282	$ 16,718	$ 2,000	$ 2,000
522 Drinks	$ 28,000	$ -	$ 28,000	$ 8,394	$ 19,606	$ -	$ -
523 Grocery	$ 177,000	$ -	$ 177,000	$ 54,265	$ 119,735	$ 3,000	$ 3,000
524 Ice Cream	$ 32,000	$ -	$ 32,000	$ 5,708	$ 20,292	$ 6,000	$ 6,000
525 Meat	$ 30,000	$ 0	$ 30,000	$ 5,223	$ 21,777	$ 3,000	$ 3,000
526 Milk	$ 3,200	$ 28,800	$ 32,000	$ 6,658	$ 25,342	$ -	$ -
528 Snacks	$ 45,000	$ -	$ 45,000	$ 9,647	$ 25,353	$ 10,000	$ 10,000
529 Paper Products/Supplies	$ 42,000	$ -	$ 42,000	$ 6,416	$ 34,584	$ 1,000	$ 1,000
800 Employee Benefits	$ 404,200	$ -	$ 404,200	$ 79,668	$ -	$ 324,532	$ 324,532
Total SCHOOL LUNCH FUND	**$ 1,657,900**	**$ 28,800**	**$ 1,686,700**	**$ 358,095**	**$ 808,682**	**$ 519,923**	**$ 519,923**
2502 Title IV Part A	$ 14,610	$ -	$ 14,610	$ 14,610	$ -	$ -	$ -
2507 Idea Pt B 611	$ 22,194	$ -	$ 22,194	$ (1,620)	$ -	$ 23,814	$ 23,814
2510 Title I - A&D Imp	$ 956	$ -	$ 956	$ -	$ -	$ 956	$ 956
2511 Title IIA Training	$ 24,100	$ 2,780	$ 26,880	$ 11,655	$ -	$ 15,225	$ 10,657
2545 Title IIIA/LEP	$ 7,728	$ -	$ 7,728	$ 1,091	$ -	$ 6,637	$ 6,637
2602 Title IV Part A	$ 6,000	$ -	$ 6,000	$ -	$ -	$ 6,000	$ 6,000
2604 Idea Pt. B - 619	$ -	$ -	$ -	$ 9,680	$ 500	$ (10,180)	$ (10,180)
2606 Pre -K	$ 135,408	$ -	$ 135,408	$ 12,499	$ 122,909	$ -	$ -
2607 Idea Pt B 611	$ -	$ -	$ -	$ 55,812	$ 821,792	$ (877,604)	$ (878,854)
2610 Title I - A&D Imp	$ 122,889	$ -	$ 122,889	$ -	$ -	$ 122,889	$ 122,889
2611 Title IIA Training	$ 48,324	$ -	$ 48,324	$ 35	$ -	$ 48,289	$ 39,491
2614 Summer Handicap 23-24	$ -	$ -	$ -	$ 357,690	$ 31,613	$ (389,303)	$ (394,224)
2645 Title IIIA/LEP	$ 13,657	$ -	$ 13,657	$ -	$ -	$ 13,657	$ 13,657
2646 TITLE IIIA IMMIG	$ 12,357	$ -	$ 12,357	$ -	$ -	$ 12,357	$ 12,357
2682 Teaching Center	$ 41,879	$ -	$ 41,879	$ 4,608	$ 16,865	$ 20,406	$ 20,406
Total SPECIAL AID FUND	**$ 450,102**	**$ 2,780**	**$ 452,882**	**$ 466,060**	**$ 993,679**	**$ (1,006,857)**	**$ (1,026,394)**
17CR 2017 Cap Res Holding	$ 86	$ -	$ 86	$ -	$ -	$ 86	$ 86
1801 Horse Tamer Restoration	$ 33,632	$ -	$ 33,632	$ -	$ -	$ 33,632	$ 33,632
1998 Unalloc Budget 18/19	$ 333,182	$ -	$ 333,182	$ -	$ -	$ 333,182	$ 333,182

Budget Account	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance	Available Balance
23BU Unallocated Budget	$ 207,636	$ (120,298)	$ 87,338	$ -	$ -	$ 87,338	$ 87,338
24BU Unallocated Budget	$ 286,514	$ 52,414	$ 338,928	$ -	$ -	$ 338,928	$ 338,928
24GE MS Generator	$ 365,667	$ 415,159	$ 780,826	$ 114,655	$ 390,503	$ 275,667	$ 275,667
24HS Summer Baseball/Tennis	$ 1,312,748	$ 4,163,418	$ 5,476,166	$ 2,046,435	$ 3,054,165	$ 375,565	$ 375,565
24OT District Wide Oil Tanks	$ 80,937	$ 341,489	$ 422,426	$ 311,351	$ 65,650	$ 45,424	$ 45,424
25BU Unallocated Budget	$ 400,000	$ (50,000)	$ 350,000	$ -	$ -	$ 350,000	$ 350,000
25OT DW Oil Tanks	$ 162,100	$ 791,355	$ 953,455	$ 788,248	$ 129,655	$ 35,553	$ 35,553
25SW DW Septic Work	$ 32,353	$ 14,112	$ 46,465	$ 12,676	$ -	$ 33,789	$ 33,789
26AC District Wide A/C	$ -	$ 20,000	$ 20,000	$ 12,004	$ -	$ 7,996	$ 7,996
26BD Bus Depot	$ -	$ -	$ -	$ 6,714,322	$ -	$ (6,714,322)	$ (6,714,322)
26BU Unallocated Budget	$ 1,525,000	$ (871,000)	$ 654,000	$ -	$ -	$ 654,000	$ 654,000
26CW District Wide Concrete	$ -	$ 105,000	$ 105,000	$ 101,218	$ -	$ 3,782	$ 3,782
26GE Bus Generator	$ -	$ 800,000	$ 800,000	$ 6,140	$ -	$ 793,860	$ 793,860
26HS HS Improvements	$ -	$ 71,000	$ 71,000	$ 40,978	$ -	$ 30,022	$ 30,022
26MS MS Improvements	$ 26,354	$ 113,708	$ 140,062	$ 133,540	$ 1,083	$ 5,440	$ 5,440
26OT DW Oil Tanks	$ 1,000,000	$ -	$ 1,000,000	$ 8,486	$ 42,654	$ 948,860	$ 948,860
2798 16/17 cont 1798	$ 18,984	$ -	$ 18,984	$ -	$ -	$ 18,984	$ 18,984
BAN6 Buses - 2023-24	$ -	$ (1,642)	$ (1,642)	$ -	$ -	$ (1,642)	$ (1,642)
BAN8 Buses - 2025-26	$ 719,746	$ 1,642	$ 721,388	$ -	$ 693,545	$ 27,843	$ 27,843
Total CAPITAL FUND	**$ 6,504,939**	**$ 5,846,357**	**$ 12,351,296**	**$ 10,290,053**	**$ 4,377,255**	**$ (2,316,012)**	**$ (2,316,012)**

Roslyn Public Schools

Attachment T

Budgetary Transfer Report

Fiscal Year: 2026

Current Appropriation - Effective From: 10/01/2025 To: 10/31/2025

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
Fund: A - GENERAL FUND						
10/15/2025	005639	ScholarChip replacement/upgrade visitor management machine at HS, EH, and HH, Kiosk upgrade for attendance at HS.				
			A1680-200-03-9000-311 R	COMPUTER EQPT	-11,625.00	
			A1680-490-03-9000-311 R	CENTRAL DATA BOCES SVCS		11,625.00
10/15/2025	005641	100 additional chromebooks to be used district wide				
			A1680-200-03-9000-311 R	COMPUTER EQPT	-25,000.00	
			A2630-220-03-1100-311 R	COMPUTER HARDWARE	-30,000.00	
			A2630-450-03-1100-311 R	COMP SUPPLIES DW		55,000.00
10/28/2025	006975	To purchase test prep materials for NYS Math Assessments.				
			A2110-451-04-1700-401 R	CONSUM WKBS - EH ELA	-6,176.00	
			A2110-451-04-1800-401 R	CONSUM WKBS - EH MATH		6,176.00
			Total for Fund A - GENERAL FUND		-72,801.00	72,801.00
Fund: H - CAPITAL FUND						
10/15/2025	005638	Reallocation ofunused funds to original funding source				
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks	-4,702.50	
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks	-47,401.25	
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks	-5,012.50	
			H2110-246-04-25OT R	EH Oil Tank Enviro	-5,012.50	
			H2110-246-07-24OT R	HH Oil Tank Enviro	-47,401.25	
			H2110-246-08-25OT R	HS Oil Tank Enviro	-4,702.50	
			H1620-000-03-23BU R	Unalloc Budget 22/23		4,702.50
			H1620-000-03-24BU R	Unalloc Budget 23/24		47,401.25
			H1620-000-03-24BU R	Unalloc Budget 23/24		5,012.50
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks		47,401.25
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks		5,012.50
			H1620-000-03-24OT R	Unalloc Budget Oil Tanks		4,702.50
			Total for Fund H - CAPITAL FUND		-114,232.50	114,232.50

Roslyn Public Schools

Attachment T

Budgetary Transfer Report

Fiscal Year: 2026

Current Appropriation - Effective From: 10/01/2025 To: 10/31/2025

Total Current Appropriation	**187,033.50**

Selection Criteria

Type: Current Appropriation
Date From: 10/01/2025
Date To: 10/31/2025
Date Used: Effective in Budget
Printed by Edward Joyce

Roslyn Public Schools

Attachment T

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
1001.000		Real Property Taxes	108,028,676.00	0.00	108,028,676.00	2,738,733.00	105,289,943.00	
1081.000		Other Pmts in Lieu of Taxes	4,805,000.00	0.00	4,805,000.00	1,712,205.63	3,092,794.37	
1081.001		LIPA Pmts in Lieu of Tax	1,425,000.00	0.00	1,425,000.00	0.00	1,425,000.00	
1085.000		STAR Reimbursement	1,700,000.00	0.00	1,700,000.00	0.00	1,700,000.00	
1090.000		Int. & Penal. on Real Prop.Tax	0.00	0.00	0.00	5,172.35		5,172.35
1315.000		Continuing Ed Tuition(Individ)	200,000.00	0.00	200,000.00	45,818.01	154,181.99	
1315.001		Cont. Edu. Ser. Herricks	0.00	0.00	0.00	7,480.62		7,480.62
1335.000		Oth Student Fee/Charges (Indiv	0.00	0.00	0.00	3,044.93		3,044.93
2230.000		Day School Tuit-Oth Dist. NYS	2,848,870.00	0.00	2,848,870.00	369,102.42	2,479,767.58	
2304.000		Trans for Oth Dist. Cont. Bus	425,000.00	0.00	425,000.00	107,187.40	317,812.60	
2401.000		Interest and Earnings	950,000.00	0.00	950,000.00	561,691.41	388,308.59	
2410.000		Rental of Real Property,Indiv.	25,000.00	0.00	25,000.00	29,352.00		4,352.00
2440.000		Rental of Buses	0.00	0.00	0.00	3,735.20		3,735.20
2680.001		Insurance Recovery Other	0.00	0.00	0.00	20,206.80		20,206.80
2703.000		Refund PY Exp-Other-Not Trans	0.00	0.00	0.00	81,246.41		81,246.41
2770.000		Other Unclassified Rev.(Spec)	0.00	0.00	0.00	35,651.91		35,651.91
3101.000		Basic Formula Aid-Gen Aids (Ex	8,029,363.00	0.00	8,029,363.00	3,769,990.40	4,259,372.60	
3101.001		Excess Cost Aid	454,324.00	0.00	454,324.00	0.00	454,324.00	
3102.000		Lottery Aid (Sect 3609a Ed Law	1,096,921.00	0.00	1,096,921.00	303,550.79	793,370.21	
3102.001		Lottery Aid VLT	0.00	0.00	0.00	31,814.23		31,814.23
3103.000		BOCES Aid (Sect 3609a Ed Law)	1,313,201.00	0.00	1,313,201.00	0.00	1,313,201.00	
3260.000		Textbook Aid (Incl Txtbk/Lott)	0.00	0.00	0.00	53,370.00		53,370.00
3262.001		Computer Hrdwre Aid	3,915.00	0.00	3,915.00	0.00	3,915.00	
3263.000		Library A/V Loan Program Aid	273,453.00	0.00	273,453.00	0.00	273,453.00	
3289.000		Other State Aid	0.00	0.00	0.00	18,369.00		18,369.00
4601.000		Medic.Ass't-Sch Age-Sch Yr Pro	0.00	0.00	0.00	67,547.56		67,547.56
4960.000		Emerg Disaster Assist-FEMA	0.00	0.00	0.00	2,006.15		2,006.15
5050.000		Interfund Trans. for Debt Svs	332,600.00	0.00	332,600.00	0.00	332,600.00	
Total GENERAL FUND			**131,911,323.00**	**0.00**	**131,911,323.00**	**9,967,276.22**	**122,278,043.94**	**333,997.16**

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Roslyn Public Schools

Attachment T

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: C SCHOOL LUNCH FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
1440.041		Type A EH Lunch	0.00	0.00	0.00	909.75		909.75
1440.061		Type A Meals Hgts Lunch	0.00	0.00	0.00	40.00		40.00
1440.071		Type A HH Lunch	0.00	0.00	0.00	205.75		205.75
1440.081		Type A HS Lunch	0.00	0.00	0.00	2,686.00		2,686.00
1440.091		Type A MS Lunch	0.00	0.00	0.00	2,331.50		2,331.50
1445.000		Other Cafeteria Sales	10,000.00	0.00	10,000.00	6,918.25	3,081.75	
1445.041		Other Sales EH Lunch	1,000.00	0.00	1,000.00	14,791.79		13,791.79
1445.061		Other Sales Hgts Lunch	1,500.00	0.00	1,500.00	4,600.43		3,100.43
1445.062		Other Sales Hgts Breakfast	50.00	0.00	50.00	0.00	50.00	
1445.071		Other Sales HH Lunch	500.00	0.00	500.00	11,220.62		10,720.62
1445.072		Other Sales HH Breakfast	500.00	0.00	500.00	0.00	500.00	
1445.081		Other Sales HS Lunch	12,000.00	0.00	12,000.00	42,906.23		30,906.23
1445.082		Other Sales HS Breakfast	10,000.00	0.00	10,000.00	2,958.75	7,041.25	
1445.091		Other Sales MS Lunch	8,000.00	0.00	8,000.00	44,555.88		36,555.88
1445.092		Other Sales MS Breakfast	7,000.00	0.00	7,000.00	0.00	7,000.00	
2401.000		Interest and Earnings	1,000.00	0.00	1,000.00	246.37	753.63	
2701.000		Refunds of Prior Yr Expen	0.00	0.00	0.00	65.00		65.00
3190.000		State Reimbursement	956,350.00	0.00	956,350.00	0.00	956,350.00	
3190.001		State Aid NYS Lunch	0.00	0.00	0.00	63,261.00		63,261.00
3190.002		State Aid NYS Breakfast	100,000.00	0.00	100,000.00	7,510.00	92,490.00	
4190.001		Fed Aid Lu Excl SF10555	400,000.00	0.00	400,000.00	139,589.00	260,411.00	
4190.002		Fed Aid Brkf Excl SF10553	150,000.00	0.00	150,000.00	12,100.00	137,900.00	
5031.000		Transfer from General Fun	0.00	28,800.00	28,800.00	0.00	28,800.00	
Total SCHOOL LUNCH FUND			**1,657,900.00**	**28,800.00**	**1,686,700.00**	**356,896.32**	**1,494,377.63**	**164,573.95**

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Roslyn Public Schools

Attachment T

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: CM MISCELLANEOUS SPECIAL REV

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
2401.000-000X	000	Interest and Earnings	0.00	0.00	0.00	603.09		603.09
2770.000-0716	0716	Heights Trips and Other	0.00	0.00	0.00	2,134.00		2,134.00
2770.000-0729	0729	HS Business Dept Field Tr	0.00	1,130.53	1,130.53	1,130.50	0.03	
Total MISCELLANEOUS SPECIAL REV			0.00	1,130.53	1,130.53	3,867.59	0.03	2,737.09

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
These are estimates to balance the budget

Roslyn Public Schools

Attachment T

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: F SPECIAL AID FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
3289.000-409-2606	2606	Universal Pre -K	135,408.00	0.00	135,408.00	0.00	135,408.00	
3289.000-425-2682	2682	Teaching Center	41,879.00	0.00	41,879.00	10,470.14	31,408.86	
Total SPECIAL AID FUND			**177,287.00**	**0.00**	**177,287.00**	**10,470.14**	**166,816.86**	**0.00**

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Roslyn Public Schools

Attachment T

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: H CAPITAL FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
5031.000-26BU	26BU	Interfund Transfers	0.00	0.00	0.00	1,525,000.00		1,525,000.00
5731.000-BAN8	BAN8	Ban8 Buses- 2025-2026	0.00	0.00	0.00	719,746.00		719,746.00
Total CAPITAL FUND			**0.00**	**0.00**	**0.00**	**2,244,746.00**	**0.00**	**2,244,746.00**

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Roslyn Public Schools

Revenue Status Report As Of: 10/31/2025

Fiscal Year: 2026

Fund: V DEBT SERVICE

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
2401.000		Interest and Earnings	0.00	0.00	0.00	11,978.70		11,978.70
Total DEBT SERVICE			**0.00**	**0.00**	**0.00**	**11,978.70**	**0.00**	**11,978.70**

Selection Criteria

Criteria Name: Private: treas report rev
As Of Date: 10/31/2025
Suppress revenue accounts with no activity
Sort by: Fund
Printed by Edward Joyce

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Attachment T

Roslyn Public Schools Lunch Fund
Profit and Loss Statement

	Jul-25	Aug-25	Sep-25	Oct-25	YTD
OPERATING DAYS - L	-	-	19	20	39
OPERATING DAYS - B	-	-	19	20	39
ADP LUNCH			19	20	39
ADP BREAKFAST			19	20	39
TYPE A REGULAR PAID LUNCH			17,233	19,090	36,323
TYPE A REDUCED LUNCH			911	738	1,649
TYPE A FREE LUNCH			4,378	5,462	9,840
TOTAL LUNCH MEALS	-	-	22,522	25,290	47,812
TYPE A REGULAR PAID BREAKFAST			2,868	4,161	7,029
TYPE A REDUCED BREAKFAST			140	175	315
TYPE A FREE BREAKFAST			1,169	1,685	2,854
TOTAL BREAKFAST MEALS	-	-	4,177	6,021	10,198
TOTAL BRK & LUN MEAL COUNT	-	-	26,699	31,311	58,010
DISTRICT REVENUE:					
MEAL REVENUE (PAID & REDUCED)	$ -	$ -	$ -	$ -	$ -
A LA CARTE	$ -	$ -	$ 77,355.91	$ 49,850.78	$ 127,207
HS VENDING SALES	$ -	$ -	$ -	$ -	$ -
INTEREST	$ 14.45	$ 97.46	$ 88.64	$ 45.82	$ 246
GIFTS AND DONATIONS	$ -	$ -	$ -	$ -	$ -
OTHER SALES	$ 35	$ 4,427.28	$ -	$ 2,520.97	$ 6,983
FEDERAL & STATE REIMBURSEMENTS	$ -	$ -	$ 90,092.00	$ 132,368.00	$ 222,460
GENERAL FUND SUBSIDY					$ -
SURPLUS FOOD	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	$ 49.45	$ 4,524.74	$ 167,536.55	$ 184,785.57	$ 356,896
EXPENSES:					
BEGINNING FOOD INVENTORY	$ -	$ -	$ -	$ -	$ -
TOTAL FOOD PURCHASES	$ -	$ -	$ 34,977	$ 58,201	$ 93,177
ENDING FOOD INVENTORY	$ -	$ -	$ -	$ -	$ -
TOTAL FOOD COST	$ -	$ -	$ 34,977	$ 58,201	$ 93,177
TOTAL DIRECT LABOR	$ 11,884	$ 11,884	$ 54,520	$ 88,107	$ 166,395
BENEFITS (estimated)	$ -		$ 39,834	$ 39,834	$ 79,668
TOTAL PERSONNEL COST	$ 11,884	$ 11,884	$ 94,354	$ 127,941	$ 246,062
BEGINNING PAPER/SUPPLIES INVENTORY	$ -	$ -	$ -		$ -
TOTAL PAPER/SUPPLIES PURCHASES	$ -	$ -	$ 1,421	$ 4,995	$ 6,416
ENDING PAPER/SUPPLIES INVENTORY	$ -	$ -	$ -	$ -	$ -
TOTAL PAPER/SUPPLIES EXPENSE	$ -	$ -	$ 1,421	$ 4,995	$ 6,416
EQUIPMENT & REPAIR COST	$ -	$ 3,013.44	$ -	$ 5,744	$ 8,758
SURPLUS FOOD RECEIVED	$ -	$ -	$ -	$ -	$ -
CONTRACTUAL EXPENSES	$ 2,950.00	$ -	$ 731	$ -	$ 3,681
WAREHOUSING COSTS-GOV'T	$ -	$ -	$ -	$ -	$ -
TOTAL OTHER EXPENSES	$ 2,950.00	$ 3,013.44	$ 731	$ 5,744	$ 12,439
NET OPERATING COSTS	$ 14,834	$ 14,897	$ 131,483	$ 196,881	$ 358,095
NET CAFETERIA PROFIT/LOSS	$ (14,784)	$ (10,372)	$ 36,053	$ (12,095)	$ (1,199)

Food Service Program Revenues

Attachment T

FISCAL 25-26	Oct-24	Oct-25	CUM 24-25	CUM 25-26
EH LUNCH	$ 24,277.12	$ -	$ 43,964.29	$ -
EH BREAKFAST	$ -	$ -	$ 699.50	$ -
HEIGHTS LUNCH	$ 10,890.34	$ -	$ 20,006.31	$ -
HEIGHTS BREAKFAST	$ 316.80	$ -	$ 585.60	$ -
HH LUNCH	$ 17,536.26	$ -	$ 33,910.20	$ -
HH BREAKFAST	$ 1,490.00	$ -	$ 2,651.60	$ -
HS LUNCH	$ 38,215.15	$ -	$ 70,474.80	$ -
HS BREAKFAST	$ 4,485.10	$ -	$ 8,637.75	$ -
MS LUNCH	$ 38,672.01	$ -	$ 71,223.35	$ -
MS BREAKFAST	$ 623.10	$ -	$ 1,007.55	$ -
TOTAL FOOD REVENUE	**$ 136,505.88**	**$ -**	**$ 253,160.95**	**$ -**
OTHER CAFETERIA SALES	**$ 3,764.20**	**$ 2,520.97**	**$ 3,563.23**	**$ 6,983.25**
EH LUNCH OTHER	$ 50.00	$ 6,132.73	$ 81.25	$ 15,701.53
EH BREAKFAST OTHER	$ -	$ -	$ 3.25	$ -
HEIGHTS LUNCH OTHER	$ 195.87	$ 1,423.31	$ 211.37	$ 4,640.43
HTS BREAKFAST OTHER	$ 232.00	$ -	$ 369.25	$ -
HH LUNCH OTHER	$ 50.50	$ 2,634.29	$ 111.50	$ 11,426.37
HH BREAKFAST OTHER	$ -	$ -	$ -	$ -
HS LUNCH OTHER	$ 1,198.50	$ 19,818.86	$ 2,345.75	$ 45,592.23
HS BREAKFAST OTHER	$ 204.25	$ 1,368.25	$ 447.00	$ 2,958.75
MS LUNCH OTHER	$ 795.00	$ 18,473.34	$ 1,610.75	$ 46,887.38
MS BREAKFAST OTHER	$ -	$ -	$ 1.75	$ -
TOTAL A LA CARTE SALES	**$ 2,726.12**	**$ 49,850.78**	**$ 5,181.87**	**$ 127,206.69**
VENDING SALES	**$ -**	**$ -**	**$ -**	**$ -**
INTEREST AND EARNINGS	**$ 93.06**	**$ 45.82**	**$ 226.16**	**$ 246.37**
STATE AID LUNCH	$ 1,546.00	$ 38,901.00	$ 3,035.00	$ 63,261.00
STATE AID BREAKFAST	$ 185.00	$ 4,660.00	$ 319.00	$ 7,510.00
FED AID LUNCH	$ 35,170.00	$ 81,224.00	$ 68,901.00	$ 139,589.00
FED AID BREAKFAST	$ 4,001.00	$ 7,583.00	$ 7,075.00	$ 12,100.00
TOTAL FED/STATE AID	**$ 40,902.00**	**$ 132,368.00**	**$ 79,330.00**	**$ 222,460.00**
SURPLUS FOOD RECEIVED	**$ -**	**$ -**	**$ -**	**$ -**

EAST HILLS TOTAL	$ 24,327.12	$ 6,132.73	$ 44,748.29	$ 15,701.53
HEIGHTS TOTAL	$ 11,086.21	$ 1,423.31	$ 20,920.43	$ 4,640.43
HARBOR HILL TOTAL	$ 11,635.01	$ 1,423.31	$ 21,172.53	$ 4,640.43
HIGH SCHOOL TOTAL	$ 18,135.56	$ 2,634.29	$ 34,976.55	$ 11,426.37
MIDDLE SCHOOL TOTAL	$ 19,076.76	$ 2,634.29	$ 36,673.30	$ 11,426.37
BREAKFAST TOTAL	$ 7,351.25	$ 1,368.25	$ 14,403.25	$ 2,958.75
LUNCH TOTAL	$ 131,880.75	$ 48,482.53	$ 243,939.57	$ 124,247.94
GRAND TOTAL WITH VENDING	**$ 183,991.26**	**$ 184,785.57**	**$ 341,462.21**	**$ 356,896.31**

ROSLYN PUBLIC SCHOOLS
CLAIMS AUDIT PRESENTATION

For the:
4th Quarter Fiscal 2025
1st Quarter Fiscal 2026

CERINI & ASSOCIATES LLP
CERTIFIED PUBLIC ACCOUNTANTS

Quarter Claims Audit Summary
April – June 2025

	April		May		June	
Claims Audit Issue	**# of Instances**	**% of Claims**	**# of Instances**	**% of Claims**	**# of Instances**	**% of Claims**
Findings Noted						
Total Issues:	0	0%	0	0%	0	0%
Other Matters						
Confirming PO	0	0%	0	0%	0	0%
Confirming PO - signed by District	0	0%	2	0.35%	1	0.12%
Total Other Matters:	0	0%	2	0.35%	1	0.12%
TOTAL #OF INSTANCES	0	0%	2	0.35%	1	0.12%
TOTAL ALL PAYMENTS	**313**		**573**		**869**	
TOTAL $ APPROVED	**$5,007,429.47**		**$8,847,624.75**		**$8,886,617.69**	

Quarter Claims Audit Summary
4th Quarter 2025 and YE 2025

	4th Quarter Totals		12-Month Summary	
Claims Audit Issue	**# of Instances**	**% of Claims**	**# of Instances**	**% of Claims**
Findings Noted				
Total Issues:	0	0%	0	0%
Other Matters				
Confirming PO	0	0%	1	0.02%
Confirming PO - signed by District	3	0.17%	10	0.18%
Total Other Matters:	3	0.17%	11	0.19%
TOTAL #OF INSTANCES	3	0.17%	11	0.19%
TOTAL ALL PAYMENTS	**1,755**		**5,714**	
TOTAL $ APPROVED	**$22,741,671.91**		**$81,330,639.10**	

CERINI & ASSOCIATES LLP
CERTIFIED PUBLIC ACCOUNTANTS

Quarter Claims Audit Summary
July – Sept 2025

Claims Audit Instances	JULY		AUGUST		SEPTEMBER	
	# of Instances	% of Claims	# of Instances	% of Claims	# of Instances	% of Claims
Findings Noted						
Total Findings:	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**
Other Matters						
Confirming Purchase Order(s) - Noted	0	0.00%	0	0.00%	3	0.74%
Total Other Matters:	**0**	**0.00%**	**0**	**0.00%**	**3**	**0.74%**
TOTAL NUMBER OF INSTANCES	**0**	**0.00%**	**0**	**0.00%**	**3**	**0.74%**
TOTAL CLAIMS AUDITED	**301**		**302**		**404**	
TOTAL $ APPROVED	**$8,682,554.40**		**$4,112,245.57**		**$9,172,624.48**	

Quarter Claims Audit Summary
1st Quarter 2026

Claims Audit Instances	Q1 # of Instances	Q1 % of Claims
Findings Noted		
Total Findings:	**0**	**0.00%**
Other Matters		
Confirming Purchase Order(s) - Noted	3	0.30%
Total Other Matters:	**3**	**0.30%**
TOTAL NUMBER OF INSTANCES	**3**	**0.30%**
TOTAL CLAIMS AUDITED	**1007**	
TOTAL $ APPROVED	**$21,967,424.45**	

Proactive Measures Implemented

- Instances were all low dollar amounts.
- There are no outstanding or held checks.
- Management continues to educate its staff on the District's purchasing policies and practices so that all authorizing administrators understand and abide by the District's purchasing policies.
- The Business Office staff continues to come to us with any claims related questions they have prior to processing their claims.

Item	Name	Action	Position/Replacing	Location	From	To	Tenure Area	Certification/Class/Step/Salary
1	Angela Schickling	Probationary Appointment	Program Specialist for Technology Expansion (J.Kemler)	Tech	1/12/26	Probation ends 1/11/30*		$125,000
2	Daniel Woska	Resignation from Position	.3 FTE	MS		1/4/26 (last day in position)		
3	Daniel Woska	Resignation from Position	Lunch Recreation Specialist	MS		1/4/26 (last day in position)		
4	Daniel Woska	Resignation from Position	Per Diem Substitute Teacher	MS		1/4/26 (last day in position)		
5	Daniel Woska	Probationary Appointment	Physical Education (J.O'Halloran)	HTS	1/5/26	Probation ends 1/4/30*		Physical & Health Education, MA/Step 1**, Per RTA Contract
6	Linda Burns	Probationary Appointment	Teaching Assistant (New)	EH	1/5/26	Probation ends 1/4/30*	Teaching Assistant	TA Level I, Grade 3/Step 1**, Per RPA Contract
7	Allyssa Welsh	Probationary Appointment	Teaching Assistant (J.Imperato)	MS	1/5/26	Probation ends 1/4/30*	Teaching Assistant	Childhood Ed Gr 1-6 and TESOL Birth-Gr 12, Grade 3/Step 1**, Per RPA Contract
8	Theresa Eccher	Tenure Appointment	Teaching Assistant	HTS	2/6/26		Teaching Assistant	
9	Arev Mouradian	Tenure Appointment	Teaching Assistant	HH	1/27/26		Teaching Assistant	
10	Daniel Thomas	Appointment	Regular Substitute/Leave Replacement (E.Donoghue)	HS	On or about 1/8/26	On or about 4/15/26		Internship for Physics, MA/Step 1**, Per RTA Contract
11	Daniel Thomas	Substitute Appointment	Per Diem Substitute Teacher	HS	12/12/25	6/30/26		$150/day
12	Michael Corcoran	Appointment	Regular Substitute/Leave Replacement (M.Bouknight)	MS	On or about 4/13/26	On or about 6/30/26		Social Studies Gr. 7-12, MA/Step 1**, Per RTA Contract
13	Michael Corcoran	Substitute Appointment	Per Diem Substitute Teacher	MS	12/12/25	6/30/26		$150/day
14	Christopher Callahan	Appointment	Regents Review (not to exceed 3 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
15	Alex Caramanica	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
16	Marie Carpenter	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
17	Matthew Formichelli	Appointment	Regents Review (not to exceed 1 session)	HS	12/12/25	6/30/26		Per RTA Contract
18	Alison Howell	Appointment	Regents Review (not to exceed 1 session)	HS	12/12/25	6/30/26		Per RTA Contract

Item	Name	Action	Position/Replacing	Location	From	To	Tenure Area	Certification/Class/Step/Salary
19	Shari Jacknis	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
20	Alexia Moustakas	Appointment	Regents Review (not to exceed 1 session)	HS	12/12/25	6/30/26		Per RTA Contract
21	Sarah Pfennig	Appointment	Regents Review (not to exceed 1 session)	HS	12/12/25	6/30/26		Per RTA Contract
22	Christine Quinn	Appointment	Regents Review (not to exceed 1 session)	HS	12/12/25	6/30/26		Per RTA Contract
23	Scott Segal	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
24	Laura Wenzel	Appointment	Regents Review (not to exceed 2 sessions)	HS	12/12/25	6/30/26		Per RTA Contract
25	Jason Silver	Appointment	Intramural Activity - Athletics (Supervisor/Announcer)	HS	11/21/25	6/30/26		Per RTA Contract
26	David Cordeau	Coach Appointment	Girls Flag Football, II /4	MS	12/12/25	6/30/26		Per RTA Contract
27	Christopher Sawicki	Coach Appointment	Girls Flag Football, II /1	MS	12/12/25	6/30/26		Per RTA Contract
28	David Cordeau	Rescind Coach Appointment	Boys Baseball, II / 4	MS	7/1/25	6/30/26		Per RTA Contract
29	Gary Ramonetti	Coach Appointment	Boys Tennis IV/4	MS	12/12/25	6/30/25		Per RTA Contract
30	Wendy Svitek	Appointment	Mentor Training (not to exceed 2 hours)		12/12/25	6/30/26		$80/hour (paid by Teacher Center Grant)
31	Mary Mahepath	Appointment	Teacher Mentor		12/12/25	6/30/26		Per RTA Contract
32	Leah Kauderer	Substitute Appointment	Per Diem Substitute Teacher	MS	1/12/26	6/30/26		$150/day
33	Jeanette O'Halloran	Substitute Appointment	Per Diem Substitute Teacher, Retiree	HTS	1/5/26	6/30/26		$160/day

All extracurricular appointments for the 2025-2026 school year are subject to student interest as well as the Governor's order regarding school closure.

*This individual must receive three (3) annual APPR composite ratings of Effective or Highly Effective, in at least three (3) of the preceding four (4) years.

***Placement subject to verification of education and employment.*

Item	Name	Action	Position / Replacing	Location	From	To	Class/Type	Certification Class / Step Salary
1	Adan Romero	Resignation for the Purposes of Retirement	Cleaner/Bus Driver	EH/Bus Garage		12/26/25 (last day of employment)		
2	Desmond Vella	Resignation for the Purposes of Retirement	Custodian	HH		5/29/26 (last day of employment)		
3	Douglas Fabio	Resignation from Position	Auto Mechanic Aide	Bus Garage	On or about 1/16/26* (last day in position)			
4	Douglas Rajczewski	Resignation from Position	Maintainer	MAIN	On or about 1/16/26* (last day in position)			
5	Tamara Flynn	Substitute Appointment	Per Diem Substitute Typist Clerk		On or about 12/15/25*	6/30/26		$20.00/hour

** Pending Civil Service Approval (if needed)*

***Placement subject to verification of education and employment.*

NOTE: All appointments are subject to Federal, State and local conditions.

SPRING 2026 ADULT EDUCATION TEACHER SALARIES FOR BOE APPROVAL

INSTRUCTOR		Course	TOTAL SEMESTER FEE
Last Name	First Name		
Adlman	Bill	Flip This House	$217.30
Bayon	Terrylynn	Excel Training	$922.24
Bayon	Terrylynn	Getting the Most out of your iPhone & iPad	$922.24
Bayone	Terrylynn	Chat GPT Overview	$345.84
Black	George	Watercolor Painting	$880.00
Garry	Chris	Basketball	$1,009.80
Cadorniga	Maria	Yoga (Roslyn)	$534.89
Cadorniga	Maria	Yoga (Herricks)	$534.89
Cafiero	Linda	Mindful Yoga	$962.80
Cordero	Amy	Zumba-Tone	$510.00
Faust	Deborah	Israeli Dance	$343.33
Faust	Deborah	Cannasta Beginner	$686.66
Faust	Deborah	Cannasta Intermediate	$686.66
Kall	Anisha	Photography	$1,224.00
Kall	Anisha	Painting on Canvas	$1,224.00
Kall	Anisha	Art History	$120.00
Kimoto	Lisa	Mahjongg Beginner	$811.51
Kimoto	Lisa	Mahjongg - Supervised Play & Strategy	$811.51
King	Jean	Genealogy	$344.25
Korn	Patricia	Knitting	$832.32
Mehta	Rekha	Jewelry Making	$440.00
Pinto	Nalini	Quilling	$450.00
Romeo	Barbara	Interval Training I	$882.05
Romeo	Barbara	Interval Training II	$882.05
Romeo	Barbara	Interval Training III	$882.05
Sanders	Carin	Non-Impact Aerobics	$641.87
Sanders	Carin	Stretch & Tone	$641.87
Sanders	Carin	Core & Balance	$481.40
Snider	Debby	Zumba	$571.20
Trivedi	Nandini	Gentle Yoga/Stretch	$561.00
TOTAL			**$20,357.73**

Roslyn Union Free School District Capital Budget
APPROPRIATION TRANSFERS

Attachment B.2.

Item	Transfer Dollar Amount	From Code	Previous Appropriation	Revised Appropriation	To Code	Previous Appropriation	Revised Appropriation
1	$ 20,337.54	H2110 245 04 25OT EH Oil Tank Arch	$ 20,337.54	$ -	H1620 000 03 24OT Unalloc Budget Oil Tanks	$ -	$ 20,337.54
	For: Return of unused funds to original funding source						
2	$ 31,420.18	H2110 245 07 24OT HH Oil Tank Arch	$ 31,420.18	$ -	H1620 000 03 24OT Unalloc Budget Oil Tanks	$ -	$ 51,757.72
	For: Return of unused funds to original funding source						
3	$ 25,021.55	H2110 245 08 25OT HS Oil Tank Arch	$ 25,021.55	$ -	H1620 000 03 24OT Unalloc Budget Oil Tanks	$ -	$ 76,779.27
	For: Return of unused funds to original funding source						
4	$ 51,757.72	H1620 000 03 24OT Unalloc Budget Oil Tanks	$ 76,779.27	$ 25,021.55	H1620 000 03 24BU Unalloc Budget 23/24	$ 386,531.82	$ 438,289.54
	For: Return of unused funds to original funding source						
5	$ 25,021.55	H1620 000 03 24OT Unalloc Budget Oil Tanks	$ 25,021.55	$ -	H1620 000 03 23BU Unalloc Budget 22/23	$ 87,338.18	$ 112,359.73
	For: Return of unused funds to original funding source						
6	$ 4,000.00	H1620 000 03 23BU Unalloc Budget 22/23	$ 112,359.73	$ 108,359.73	H1620 000 03 23AC Unalloc Budget Dist A/C	$ -	$ 4,000.00
	For: Allowing for reallocation of funds from prior year authorization						
7	$ 4,000.00	H1620 000 03 23AC Unalloc Budget Dist A/C	$ 4,000.00	$ -	H1620 293 03 26AC District Wide A/C GC	$ 4,616.29	$ 8,616.29
	For: Supplementation of funds to allow for critical repairs to the boiler system at Hilltop Academy						
8	$ 7,000.00	H1620 000 03 23BU Unalloc Budget 22/23	$ 108,359.73	$ 101,359.73	H1620 000 03 24CW Unalloc Budgt DW Concrete	$ -	$ 7,000.00
	For: Allowing for reallocation of funds from prior year authorization						

Roslyn Union Free School District Capital Budget
APPROPRIATION TRANSFERS

Attachment B.2.

Item	Transfer Dollar Amount	From Code	Previous Appropriation	Revised Appropriation	To Code	Previous Appropriation	Revised Appropriation
9	$ 7,000.00	H1620 000 03 24CW Unalloc Budgt DW Concrete	$ 7,000.00	$ -	H1620 293 03 26CW DW Concrete GC	$ 3,782.28	$ 10,782.28
	For: Supplement cost of replacement of ADA temporary staircase on west side of Roslyn HS.						
10	$ 10,759.89	H1620 293 08 24HS GC HS Fields	$ 276,796.32	$ 266,036.43	H1620 246 08 24HS HS Fields Enviro	$ 38,525.11	$ 49,321.00
	For: Environmental Testing Fees - supplementation for Phase II						

APPROVED: **Susan Warren**_____**DATE:**_____

APPROVED: **Allison Brown**_____**DATE**_____

APPROVED: _____ **Item #:** _____

ROSLYN UNION FREE SCHOOL DISTRICT, NEW YORK

EXTRACLASSROOM ACTIVITY FUNDS
STATEMENT OF CASH RECEIPTS, CASH DISBURSEMENTS AND CASH BALANCES
MONTH ENDING OCTOBER 31, 2025

	Cash Balances Beginning	Receipts	Disbursements	Cash Balances Ending
High School:				
Mental Health Awareness	$ 1,641.43	31.00		1,672.43
Animal Rights Club	247.00	82.00		329.00
Art Club	159.50			159.50
Asian Cultural Exchange (ACE)	8,506.65		105.73	8,400.92
Astronomy Club	3,495.51			3,495.51
Athletes Helping Athletes	279.27			279.27
Athletics	322.00			322.00
Autism Awareness	1,772.88			1,772.88
CARE (formerly YAC)	1,037.41			1,037.41
Code Club	17.57	170.00		187.57
DECA./School Store	6,553.42	4,080.45	3,016.26	7,617.61
Diversity Club	356.29			356.29
Environment	1,004.75	73.00		1,077.75
Forensics Club	1,297.19	1,675.00		2,972.19
Gay Straight Alliance	936.02	95.00		1,031.02
Global Awareness	623.55			623.55
Habitat for Humanity	1,256.40			1,256.40
Harbor Hill Light Yearbook	9,458.40			9,458.40
Honor Society	946.00			946.00
Interest and Bank Charges	0.00			0.00
JANE	68.07			68.07
Jewish Studies Union	726.39			726.39
Junior Scope	4,503.98			4,503.98
Key Club	2,453.29			2,453.29
Math Team	73.00			73.00
Medical Explorers	2,050.93			2,050.93
Model Congress	829.65			829.65
Muslim Discussion Group	142.00			142.00
Organization of Class Councils	24,210.50	943.00	1,280.11	23,873.39
Principal's Advisory Committee	290.95			290.95
Quiz Bowl Team	65.10			65.10
Beacon newspaper	3,324.20	100.00	24.98	3,399.22
Royal Crown Players	3,899.31	54.00	738.75	3,214.56
Research	5,000.00		196.59	4,803.41
Robotics	4,947.85			4,947.85
SADD	1,969.71		22.95	1,946.76
Science National Honor Society	260.50			260.50
Science Olympiad	1,426.53	116.00		1,542.53
Student's for Social Responsibility	950.51			950.51
Special Events/Misc.	3,661.56			3,661.56
Stock Market	70.43			70.43
Student Prints	119.42			119.42
Tri-M Music Honor Society	2,547.70		452.50	2,095.20
V.E.D.D.A. (formerly V.E.R.Y.)	851.86		137.52	714.34
World LHS (formerly For Lang HS)	1,206.72			1,206.72
Book Balance	$ 105,561.40	7,419.45	5,975.39	$ 107,005.46

Bank Reconciliation			
CD			
Savings			
Checking		111,811.06	
Outstanding		4,805.60	0.00
Net Checking	107,005.46		
Bank Balance	107,005.46		

ROSLYN UNION FREE SCHOOL DISTRICT, NEW YORK

EXTRACLASSROOM ACTIVITY FUNDS
STATEMENT OF CASH RECEIPTS, CASH DISBURSEMENTS AND CASH BALANCES
MONTH ENDING OCTOBER 31, 2025

	Cash Balances Beginning	Receipts	Disbursements	Cash Balances Ending
Middle School:				
Community Services	1,822.37			1,822.37
Languages Club	558.71			558.71
Home & Careers	290.36			290.36
Chess/Strategic Games	129.70			129.70
Spotlight	39,024.46			39,024.46
Student Advisory	1,282.33			1,282.33
Yearbook	18,142.35			18,142.35
Book Balance	$ 61,250.28	0.00	0.00	$ 61,250.28

Bank Reconciliation		
CD / Investments		
Savings		
Checking		61,250.28
Outstanding		
Net Checking	61,250.28	
Bank Balance	61,250.28	

ROSLYN
SCHOOL DISTRICT
EXCELLENCE. ELEVATED.

Roslyn School District
3 Glen Cove Road
Greenvale, NY 11548
516-801-5450
www.roslynschools.org

Thomas Szajkowski
Assistant to the Superintendent
Administration & Special Projects

Attachment B.9.

November 19, 2025

Susan Warren
Assistant Superintendent for Business and Administration

Ms. Warren,

Please accept the following item to be declared as surplus. It is beyond its useful life and no longer safe or functioning. It will be discarded as scrap or at auction.

2002 Jeep Liberty
VIN# 1J8GL58K12W199982
Plate # AY3318

Should you have any questions, please feel free to contact my office.

Sincerely,

Thomas G. Szajkowski

cc: Allison Brown, Michael Betts

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3 Glen Cove Road
Greenvale, NY 11548
516-801-5450
www.roslynschools.org

Thomas Szajkowski
Assistant to the Superintendent
Administration & Special Projects

Attachment B.10.

November 26, 2025

Susan Warren
Assistant Superintendent for Business and Administration

Ms. Warren,

Please accept the following item to be declared as surplus. The motor is blow and not economical to repair. It shall be discarded

Milwaukee M18 Jig Saw Kit
Asset tag #20200168

Should you have any questions, please feel free to contact my office.

Sincerely,

Thomas G. Szajkowski

cc: Allison Brown, Michael Betts

ROSLYN
PUBLIC SCHOOLS
Box 367, Roslyn, NY 11576 516-801-5080 Fax 516-801-5088 www.roslynschools.org

Jason Lopez
Asst. to the Superintendent
Technology & Security Infrastructure

MEMORANDUM

TO: Susan Warren

FROM: Jason Lopez

DATE: December 1, 2025

I hereby request that the, computer supplies and equipment (which are either no longer operational, upgradable and have outlived their useful life) be added to our next applicable Board of Education Meeting (as per the attached lists). We will dispose of them properly.

Thank you.

Jason Lopez

Item	Manufacturer	Model	Serial Number / ID#	Asset Tag
	Cisco	AIR-CAP2602I-A-K9	FTX1807J959	
AP	Cisco	AIR-CAP2702I-A-K9	FCW1923NNNF	
AP	Cisco	AIR-CAP2602I-A-K9	FTX1729J05C	
AP	Cisco	AIR-CAP2602I-A-K9	FTX1729J066	
AP	Cisco	AIR-CAP2602I-A-K9	FTX1729J05D	
AP	Cisco	AIR-CAP2602I-A-K9	FTX1729J05L	
Phone	Cisco	IP Phone 7961	FCH12119AGB	
Phone	Cisco	IP Phone 7961	FCH121197ZT	
Phone	Cisco	IP Phone 7961	FCH1213DWUA	
Phone	Cisco	IP Phone 7962	FCH15398YYC	
Phone	Cisco	IP Phone 7962	FCH15368GX3	
Laptop	MacBook Pro	A1278	C02H22TFDV13	1583
Printer	HP	Color LaserJet Pro M254d	VNB3X06562	9729
Chromebook	Dell	3100 2-in-1	BF82Y33	11972
Chromebook	Dell	3100 2-in-1	DDZ2Y33	12236
Chromebook	Dell	3100 2-in-1	2ZRZ4Y2	10598
Chromebook	Dell	3100 2-in-1	14D1473	13993
Chromebook	Dell	3100 2-in-1	4G82Y33	12005
Chromebook	Dell	3100 2-in-1	GHJ1Y33	11697
iPad	Apple	10th Generation	SWFMHC3QWXK	17803
Chromebook	Dell	3100 2-in-1	9GTG273	13660
Chromebook	Dell	3100 2-in-1	1W43Y33	11763
Chromebook	Dell	3100 2-in-1	BCZ0Y33	11669
			JVVQYD3	14641
Chromebook	Dell	3100 2-in-1	CQ8V4Y2	11104
Chromebook	Dell	3100 2-in-1	1X7RYD3	14113
Laptop	Dell	Latitude 5420	8Z9XSQ3	15684
Projector	Epson	595Wi	UHHF570812L	20180095
Monitor	Dell	1908FPc	CN-0G554F-64180-84L-4PVL	
Printer	HP	Laserjet 4100tn	JPLGD30113	300281
2/3 Hole Punch Booklet Finishers	Lexmark	26Z0083	A3EP3YA000545	
2/3 Hole Punch Booklet Finishers	Lexmark	26Z0083	A3EP3YA000135	
Printer	Lexmark	792de	006604	
Printer	HP	550N	008980	
UPS	APC	700VA:450W	SU1000RM2U	

UPS	APC	Back-UPS Pro 1000	QB9923068695	201729
Intellex DVMS	Intralogic Solutions			20180091
Printer	Lexmark	E260	0021B778BB9B	8959
All in One	Dell	OptiPlex 9030 AIO	8T02082	6803
Monitor				
Laptop	MacBook Pro	A1278	C02H22QWDV13	1584
Monitor	Dell	2009Wt	CN0G433H7444596GABVL	3787
Chromebook	Dell	11	J7433M2	8206
iPad	Apple	iPad2	DMRHGQK3DFHW	1565
Chromebook	Dell	3110 2-in-1	64HJQ34	18537
Chromebook	Dell	3100 2-in-1	HWV1Y33	13012
Chromebook	Dell	3100 2-in-1	BVF0Y33	12999
Chromebook	Dell	3100 2-in-1	53FTY33	13552
Chromebook	Dell	3100 2-in-1	HN7TY33	13566
Chromebook	Dell	3100 2-in-1	FVZ0Y33	12438
Chromebook	Dell	3100 2-in-1	F603Y33	12466
Chromebook	Dell	3100 2-in-1	4PF2Y33	12116
Chromebook	Dell	3100 2-in-1	3401Y33	13340
Wall Screen	Samsung	QN43LS03BAFXZA	0DH93CYX301564Y	20230370
Chromebook	Dell	3100 2-in-1	FYJ3Y33	12871
Chromebook	Dell	3100 2-in-1	5RPW4Y2	10666
Chromebook	Dell	3100 2-in-1	6L72Y33	12936
Chromebook	Dell	3100 2-in-1	739L1Z3	17868
iPad	Apple		SDMPW36AXJF8N	8688
iPad	Apple		DLXR1234GMLM	6202
iPad	Apple		GB025PQSZ39	90654
iPad	Apple		DMQJ2UHMDFHW	
iPad	Apple		DMPSCS9RG5W1	
iPad	Apple		SDMPW36DHJF8N	8786
iPad	Apple		SDMPW42Z4JF8N	8788
iPad	Apple		DMPSCS9PG5W1	6520
iPad	Apple		DMPPJ5V5FK14	4704
iPad	Apple		GB024TEPZ39	90702
iPad	Apple		DMPMVGE2FK15	3329
iPad	Apple		F9FZKSF2MF3M	
iPad	Apple		DHNVPM6R24	18490

iPad	Apple		DMPS3TKRG5VW	6053
iPad	Apple		DMPS3R08G5VW	6371
iPad	Apple		DMPZCHQHJF8J	8421
iPad	Apple		DMPSCKV3G5W1	6511
iPad	Apple		SGCGV2668HLFD	7857
iPad	Apple		SGCGV295CHLFD	7478
iPad	Apple		SDMPW452ZJF8N	8726
iPad	Apple		DMPWWAW3JF8N	8820
iPad	Apple		DMPS3QBZG5VW	
iPad	Apple		SGCGV29HCHLFD	7911
iPad	Apple		SMPW462HJF8N	8639
iPad	Apple		SGCGV28HCHLFD	7726
iPad	Apple		SDMPWWAJMJF8N	8758
iPad	Apple		DLXQ13J9G5VY	5448
iPad	Apple		DLXPT9BBG5VY	5478
iPad	Apple		SDMPWW9BWJF8N	188870
iPad	Apple		SGCGV294SHLFD	7589
iPad	Apple		DMPSC8PG5W1	5658
iPad	Apple		DMPW423NJF8N	8606
iPad	Apple		DMPSCS79G5W1	5653
iPad	Apple		SDMPZCCYEJF8J	8408
iPad	Apple		DMPMDWBPFK10	86852
iPad	Apple		SGCGV29N7HLFD	7513
iPad	Apple		DLXQ62JVG5VW	5353
iPad	Apple		DLXQ704JG5VW	5685
iPad	Apple		DMPS3PCCG5VW	6407
iPad	Apple		GCGV27X9HLFD	
iPad	Apple		DMPSCP0GG5W1	5654
iPad	Apple		DMPS3NWHG5VW	6439
iPad	Apple		DMPS3SFBG5VW	6388
iPad	Apple		SGCGV26FYHLFD	7517
iPad	Apple		SDMPW4C64JF8N	8745
iPad	Apple		DLXQ52TTG5VW	5882
iPad	Apple		DLXQ52BHG5VW	5881
iPad	Apple		DLXQ13ESG5VY	5424
iPad	Apple		SGCGV261WHLFD	7562
iPad	Apple		DMPS3PBZG5VW	6007
iPad	Apple		DMPS3PNKG5VW	6418
iPad	Apple		SDMPW4ABJF8N	8595
iPad	Apple		SDMPW47UPJF8N	8685

iPad	Apple		DMPSCSLGG5W1	5659
iPad	Apple		DMVLXFLKFK10	2871
iPad	Apple		DLXQ139KG5VY	5421
iPad	Apple		SGCGV26HMHLFD	7902
iPad	Apple		DMPS3P62G5VW	6469
iPad	Apple		L0J12DVJ92	14895
iPad	Apple		SGCGV26B4HLFD	7600
iPad	Apple		SGCGV274AHLFD	7877
iPad	Apple		DMPSCKWXG5W1	6567
iPad	Apple		SGCGV26C0HLFD	7569
iPad	Apple		DVGLXC7XFK10	2830
iPad	Apple		F9FZL6P6MF3M	11369
iPad	Apple		DMPS3SHEG5VW	6108
iPad	Apple		GCKVJ5C6HLF9	
iPad	Apple		DMPSCKSMG5W1	5652
iPad	Apple		DMPS3P5RG5VW	6391
iPad	Apple		DLXQ61QDG5VW	5673
iPad	Apple		DLXQ12MYG5VY	5740
iPad	Apple		SDMPWW95NJF8N	8834
iPad	Apple		SGCGV29EHHLFD	7727
iPad	Apple		SGCGV23NLHLFD	7915
iPad	Apple		SGCGV2B43HLFD	7479
Chromebook	Dell	3100 2-in-1	4FZ0Y33	11624

Chromebook	Dell	3100 2-in-1	J2N2Y33	13345
Chromebook	Dell	3100 2-in-1	42VD273	13728
Chromebook	Dell	3100 2-in-1	67PWX33	12861
Chromebook	Dell	3100 2-in-1	554SYD3	14253
Chromebook	Dell	3100 2-in-1	J9R6273	13971
Chromebook	Dell	3100 2-in-1	4JD2Y33	11646
Chromebook	Dell	3100 2-in-1	3CRD273	13914
Chromebook	Dell	3100 2-in-1	F9WTX33	13094
All in One	Dell	OptiPlex 7450 AIO	CWRPGK2	7429
Chromebook	Dell	3110 2-in-1	92SXQ34	19009
Chromebook	Dell	3100 2-in-1	GRF2Y33	12503
Chromebook	Dell	3100 2-in-1	8P97L33	13394
Chromebook	Dell	3110 2-in-1	1S3J273	11406
Chromebook	Dell	3110 2-in-1	5T9JQ34	18893
Chromebook	Dell	3100 2-in-1	6WB3Y33	11659

Chromebook	Dell	3110 2-in-1	JNYCTW3	17613
Chromebook	Dell	3100 2-in-1	7DDXNQ3	15359
Chromebook	Dell	3100 2-in-1	JR9WX33	12289
Chromebook	Dell	3100 2-in-1	8V41L33	13430
Chromebook	Dell	3110 2-in-1	41VHQ34	18511
Chromebook	Dell	3100 2-in-1	J5H2L33	
Chromebook	Dell	3100 2-in-1	8JXX4Y2	10595
Printer	Lexmark	260	72LMC2L	8953
Laptop	Dell	PP18L	FNS0RG1	3507
Switcher	Extron	IN1608 xi	A233KAJER33235	11340
Loudspeaker	ATLAS	IP-SDM	SNU3665340601900008	10132
Chromebook	Dell	3100 2-in-1	GCNTY33	13318
AIO	Dell	Optiplex 7460	CQQH3Y2	9717
AIO	Dell	Optiplex 7460	CQLF3Y2	9709
AIO	Dell	Optiplex 7460	CQMF3Y2	9014
AIO	Dell	Optiplex 7450	CPXK0Q2	9278
AIO	Dell	Optiplex 7450	CWNRGK2	
AIO	Dell	Optiplex 7450	7DDL0Q2	9306
AIO	Dell	Optiplex 7440	JTJVJB2	6777
AIO	Dell	Optiplex 7450	7DDP0Q2	9298
AIO	Dell	Optiplex 9030	G89QT52	5512
Loudspeaker	ATLAS	IP-SDM	SNU3665340601900093	9883
AIO	Dell	OptiPlex 7450 AIO	CPTR0Q2	8379
Chromebook	Dell	3100 2-in-1	59Z2Y33	11746
Chromebook	Dell	3100 2-in-1	9JS0Y33	12470
Chromebook	Dell	3100 2-in-1	8F63Y33	12967
Chromebook	Dell	3100 2-in-1	G6FB273	13831
AIO	Dell	OptiPlex 7440 AIO	FQ05GB2	6870
iPad	Apple	iPad Air	DMPP9AE7FK11	3404
Chromebook	Dell	3100 2-in-1	FJ82Y33	12425
Chromebook	Dell	3110 2-in-1	C90BTW3	17243
Chromebook	Dell	3110 2-in-1	C6N5FW3	18057
Chromebook	Dell	3110 2-in-1	6JT5FW3	17131
Chromebook	Dell	3100 2-in-1	6JJ1Y33	12948
Chromebook	Dell	3100 2-in-1	HSQ1Y33	12153
Chromebook	Dell	3110 2-in-1	JGWF244	19507

Chromebook	Dell	3100 2-in-1	6WN3Y33	12862
Printer	Lexmark	260	72B7733	7211
Projector	NEC	M311X	2Z00490FA	
Laptop	Dell	Latitude 5420	GM2GSQ3	15660
Laptop	Dell	Latitude E5470	5D3VJC2	6228
Laptop	Dell	PP18L	0HY385	3290
AIO	Dell	OptiPlex 7460	CQPK3Y2	9010
AIO	Dell	OptiPlex 7440	JT3XJB2	6559
AIO	Dell	OptiPlex 7440	JTHQJB2	6840
Chromebook	Dell	3100 2-in-1	3LF0Y33	12989
Chromebook	Dell	3110 2-in-1	C5TWQ34	17008
Chromebook	Dell	3110 2-in-1	B2G9TW3	17543
Chromebook	Dell	3110 2-in-1	9YBJ1Z3	17073
Chromebook	Dell	3110 2-in-1	9DWF244	18769
iPad	Apple	iPad (5th gen)	GCGV2897HLFD	7492
MacBook	Apple	MacBook Pro 13	FVFXF27XHV2H	9435
iPad	Apple	iPad (Air 2)	DLXQ13CNG5VY	455
iPad	Apple	iPad (Air)	DMPMWYEEFK14	2914
iPad	Apple	iPad (Air 2)	DLXQ13FYG5VY	4669
iPad	Apple	iPad (Air)	DMPPCNAYFK11	3408
iPad	Apple	iPad (Air)	DMPMDW0GFK10	3317
iPad	Apple	iPad (Air 2)	DMPSCSFXG5W1	
iPad	Apple	iPad (4th gen)	DMPL2DUWF182	2454
AIO	Dell	OptiPlex 7460 AIO	CQPM3Y2	11471
Chromebook	Dell	3100 2-in-1	7HZ0Y33	11822
Chromebook	Dell	3100 2-in-1	CNY2Y33	12859
Chromebook	Dell	3100 2-in-1	13X1Y33	12496
Chromebook	Dell	3110 2-in-1	HM7YQ34	18638
Chromebook	Dell	3100 2-in-1	GJ51Y33	12601
AIO	Dell	OptiPlex 7450	CXVQGK2	7809
Laptop	Dell	Latitude 5480	221ZDH2	8013
AIO	Dell	7440 Optiplex	JT2XJB2	6810
Printer	Lexmark	E260dn	72LM089	7164
Printer	HP	M402dn	PHBQC31096	7214
Chromebook	Dell	3100 2-in-1	G5VWNQ3	15413
Chromebook	Dell	3100 2-in-1	6103Y33	12677
Chromebook	Dell	3100 2-in-1	1B63Y33	12260
Chromebook	Dell	3100 2-in-1	1TV1Y33	12858
AIO	Dell	OptiPlex 7460	CQKN3Y2	10877

Laptop	Dell	Latitude 5450	F40TSW3	19372
Laptop	Dell	Latitude E5470	3KQXJC2	6221
Laptop	Dell	Latitude E5470	55XXJC2	7101
Phone	Cisco	IP Phone 7942	FCCH182492Z5	
Laptop	Dell	Latitude 5480	3R6ZDH2	8016
iPad	Apple	iPad (6th Gen)	DMPWW6SXJF8N	8650
All in One	Dell	OptiPlex 7460 AIO	CQLM3Y2	9004
All in One	Dell	OptiPlex 7460 AIO	CQLN3Y2	9718
All in One	Dell	OptiPlex 7450 AIO	CWCQGK2	8128
All in One	Dell	OptiPlex 9030 AIO	D6HCW52	6868
All in One	Dell	OptiPlex 7440 AIO	JT3VJB2	6709
Chromebook	Dell	2-in1	2P7YQ34	18946
Chromebook	Dell	2-in1	4sxvnq3	15537
Chromebook	Dell	2-in1	5m8fnq3	15580
Chromebook	Dell	2-in1	5SB7273	11520
Chromebook	Dell	2-in1	5SKVNQ3	15512
Chromebook	Dell	2-in1	5TYCTW3	17154
Chromebook	Dell	2-in1	5VCPYD3	14628
Chromebook	Dell	2-in1	6453Y33	12796
Chromebook	Dell	2-in1	6N43Y33	11664
Chromebook	Dell	2-in1	78sd9l3	14932
Chromebook	Dell	2-in1	82G1473	13784
Chromebook	Dell	2-in1	8MX1L33	13369
Chromebook	Dell	2-in1	99WC273	13953
Chromebook	Dell	2-in1	9cdhnq3	15502
Chromebook	Dell	2-in1	9S93Y33	13246
Chromebook	Dell	2-in1	9SW1Y33	12512
Chromebook	Dell	2-in1	9VY2Y33	12649
Chromebook	Dell	2-in1	9XW7273	13667
Chromebook	Dell	2-in1	B251Y33	12776
Chromebook	Dell	2-in1	B9N2Y33	12212
Chromebook	Dell	2-in1	CKJ3Y33	11725
Chromebook	Dell	2-in1	CX8WNQ3	15411
Chromebook	Dell	2-in1	D5MSYD3	14586
Chromebook	Dell	2-in1	DHB1Y33	12613
Chromebook	Dell	2-in1	DHNJT44	18460
Chromebook	Dell	2-in1	GK03Y33	12979
Chromebook	Dell	2-in1	GMHQYD3	14656
Chromebook	Dell	2-in1	GQF2Y33	11827

Chromebook	Dell	2-in1	HQK35Y2	11122
Chromebook	Dell	2-in1	JQ03Y33	12345
Chromebook	Dell	2-in1	1JW1Y33	12335
Chromebook	Dell	2-in1	1xwn9l3	14926
Chromebook	Dell	2-in1	220BTW2	17247
Chromebook	Dell	2-in1	2TB3Y33	12048
Chromebook	Dell	2-in1	3sm3pq3	15309
Chromebook	Dell	2-in1	4V43Y33	11584
Chromebook	Dell	2-in1	5NJ1Y33	12494
Chromebook	Dell	2-in1	5NS0Y33	11618
Chromebook	Dell	2-in1	6FG2Y33	12960
Chromebook	Dell	2-in1	6J53Y33	12107
Chromebook	Dell	2-in1	6MS0Y33	12598
Chromebook	Dell	2-in1	73325Y2	10656
Chromebook	Dell	2-in1	775j1z3	17108
Chromebook	Dell	2-in1	7DZ0Y33	11590
Chromebook	Dell	2-in1	7JXYQ34	17007
Chromebook	Dell	2-in1	7QJ1Y33	12030
Chromebook	Dell	2-in1	7RQ6273	13648
Chromebook	Dell	2-in1	8F03Y33	12949
Chromebook	Dell	2-in1	93L0Y33	12713
Chromebook	Dell	2-in1	99Q1Y33	12611
Chromebook	Dell	2-in1	9BN2Y33	13076
Chromebook	Dell	2-in1	9GD2Y33	12817
Chromebook	Dell	2-in1	9NW1Y33	12078
Chromebook	Dell	2-in1	9S78L33	13399
Chromebook	Dell	2-in1	B4M3Y33	11509
Chromebook	Dell	2-in1	BN4T4Y2	10665
Chromebook	Dell	2-in1	C2PY4Y2	10511
Chromebook	Dell	2-in1	c54wnq3	15470
Chromebook	Dell	2-in1	CXMD273	14053
Chromebook	Dell	2-in1	DBRVNQ3	15426
Chromebook	Dell	2-in1	dnxvnq3	15367
Chromebook	Dell	2-in1	DPJ1Y33	12610
Chromebook	Dell	2-in1	F32K1Z3	17852
Chromebook	Dell	2-in1	FJ81473	13651
Chromebook	Dell	2-in1	G903FW3	17116
Chromebook	Dell	2-in1	GFFZ4Y2	10691
Chromebook	Dell	2-in1	gnpd9l3	15073

Chromebook	Dell	2-in1	gy7fnq3	15419
Chromebook	Dell	2-in1	HP78L33	13425
Chromebook	Dell	2-in1	HPF0Y33	13033
Chromebook	Dell	2-in1	JGH7L33	13438
Chromebook	Dell	2-in1	JJZS4Y2	10725
Chromebook	Dell	2-in1	JK2SGW3	18029
Chromebook	Dell	2-in1	JVV9273	13990
Access Point	Cisco	9100AX	FDW2226D598	8932
Laptop	Dell	Latitude 5420	76D66G3	14032
Laptop	Dell	Latitude E5470	CYYCTC2	6475
Laptop	Dell	Latitude E5470	CZ3LTC2	7085
Laptop	Dell	Latitude E5470	7WKVKC2	6264
AIO	Dell	Optiplex 7450	CQ6R0Q2	9646
Monitor	Dell	P2422H	CN-663YC-QDC00-39U-0FCL-A0	19401
Chromebook	Dell	3110 2-in-1	DPG4R34	18589
Chromebook	Dell	3110 2-in-1	F41QJ84	20107
Chromebook	Dell	3110 2-in-1	BWD6PQ3	15360
Chromebook	Dell	3110 2-in-1	5WC4R34	19093
UPS	CyberPower	1500VA AVR	CTHHV2008882	
AIO	Dell	Optiplex 7450	CPZL0Q2	9054
Chromebook	Dell	3110 2-in-1	5D3YQ34	18818
Chromebook	Dell	3100 2-in-1	6Z04Y33	12389
Chromebook	Dell	3110 2-in-1	DTLKQ34	18509
Chromebook	Dell	3100 2-in-1	764SYD3	14275
Chromebook	Dell	3100 2-in-1	DD2D273	13819
Chromebook	Dell	3100 2-in-1	DP82Y33	11851
Chromebook	Dell	3100 2-in-1	6BQ1Y33	11845
Chromebook	Dell	3100 2-in-1	FZB3Y33	12073
Chromebook	Dell	3100 2-in-1	HPB3Y33	12264
Chromebook	Dell	3100 2-in-1	4HL35Y2	10802

ROSLYN UFSD FOOD SERVICES
INTEROFFICE MEMORANDUM

TO: **Susan Warren**

FROM: **Dawn Piteo**

DATE: **December 4, 2025**

RE: **Recommendation to BOE to Discard Item(s)**

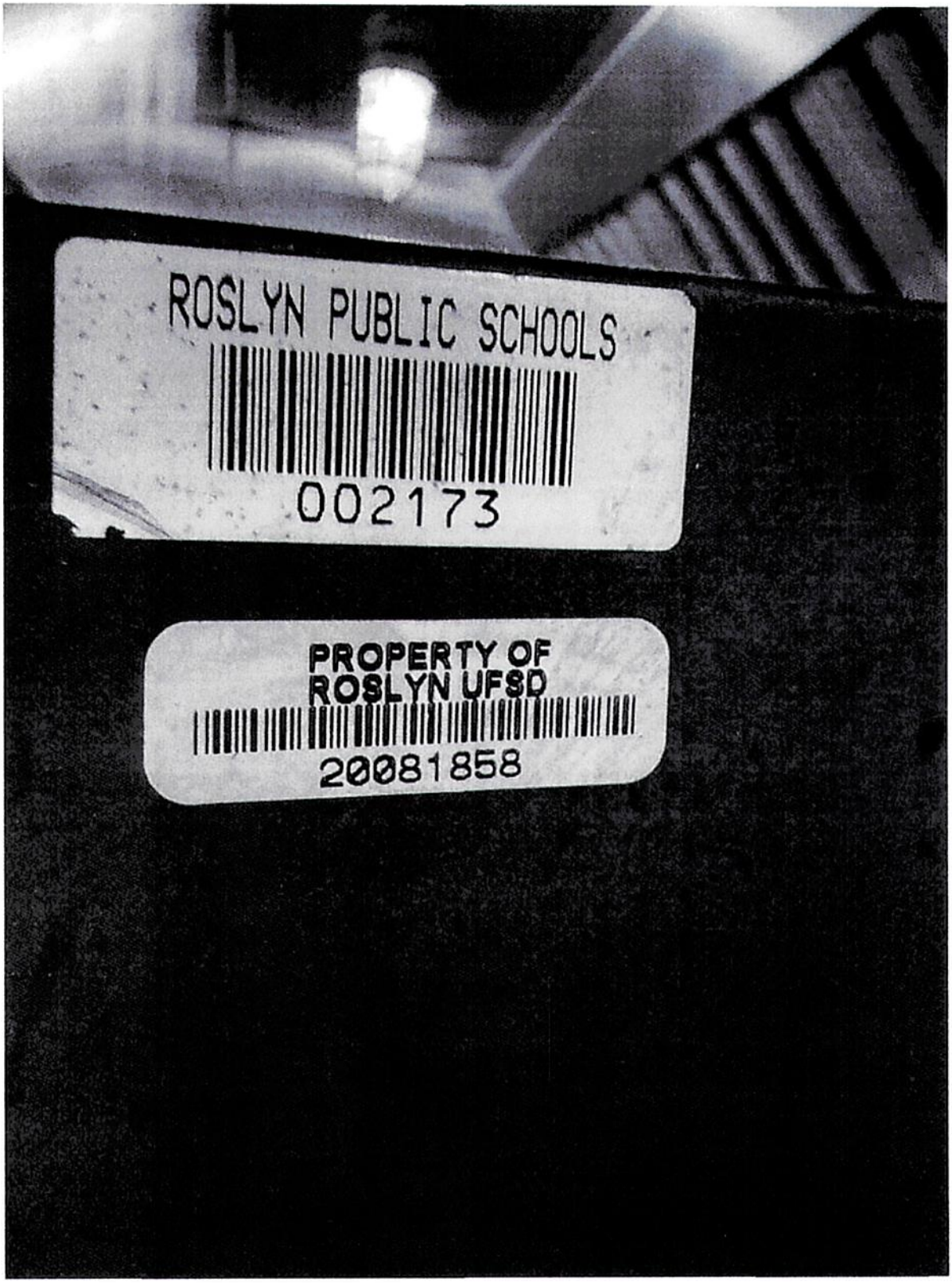
The item(s) listed below is no longer working and is of no use to the District. I would like to get permission from the Board of Education for it to be discarded unless it can be sold as scrap.

- Vulcan, Convection Gas Oven, Double-Deck.
- Asset tag # 20081858, 002173, and 002174
- Asset tag # Can not be read

Thank you.

Dawn Piteo

DP


ROSLYN PUBLIC SCHOOLS
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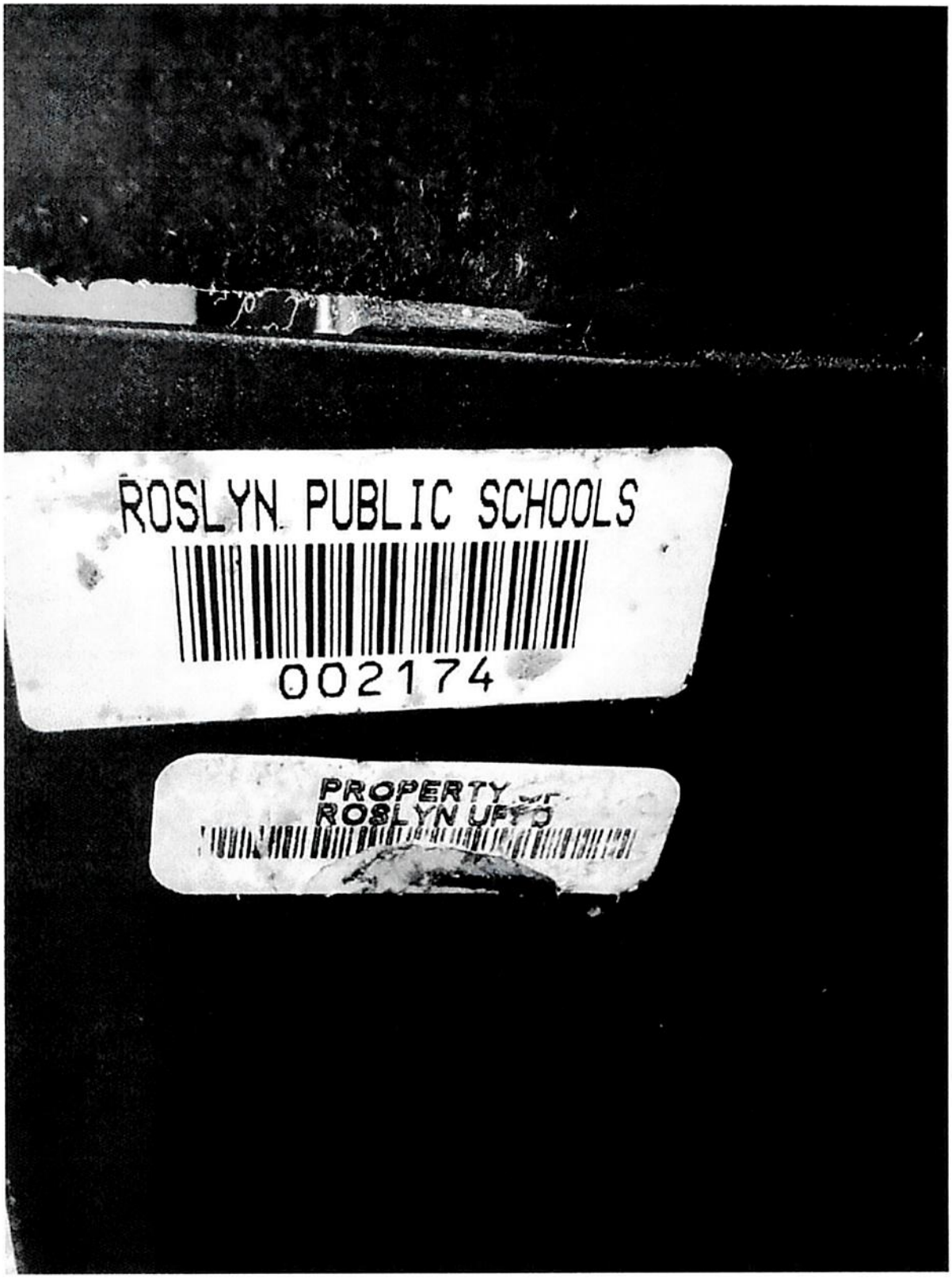
PROPERTY OF
ROSLYN UFSD
20081858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002174
PROPERTY OF
ROSLYN UFSD

2025-26
Roslyn UFSD

District-Wide
School Safety Plan

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ROSLYN UFSD
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.

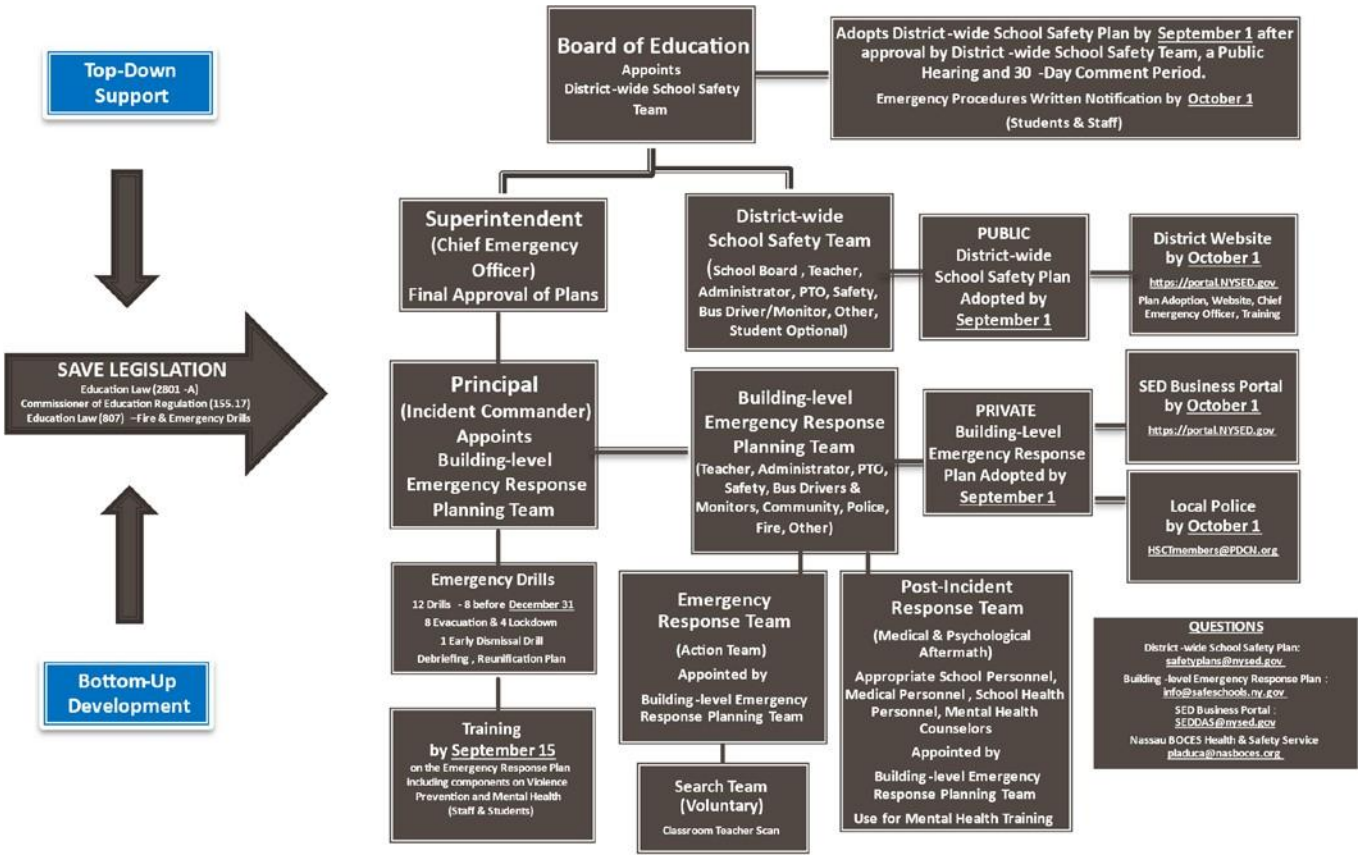
The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level 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.**

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will ensure safety at the building-level and reduce potential for planned sabotage.

Safety Plan 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)

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
- 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 and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

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

- Such district-wide plans may be **adopted by the school board only after at least one public hearing** that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i)
- Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

Public Health Emergencies – Communicable Disease

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

1) A list and description of positions and titles considered essential with justification for that determination.
2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

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

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.

It has previously been agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

Desha's Law

Effective for the 2025-2026 school year, the following changes are in effect: amendments to Education Law §2801-a(3)(a) requiring that policies and procedures for response to sudden cardiac arrest be included in building level emergency response plans are effective September 1, 2025. Second, 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 in district-wide school safety plans are effective January 20, 2026.

Details on this Plan are included in Appendix G (Desha's Law: Cardiac Arrest Response Plan).

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: Allison Brown
Address: 300 Harbor Hill Rd, Roslyn, NY 11576 **Contact #** (516) 801-5000

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum **(Specific information not included for posting purposes)**. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2025-26 school year on **September 18, 2025; January 15, 2026; May 28, 2026. Minutes will be kept for each meeting and attendance documented (see Appendix B)**.

- Meryl Waxman Ben Levy, School Board Member
- Wendy Svitek, Teacher Representative
- Tanya Baptiste, Administrator
- Jennifer DiSanti Parent/Teacher Organizations
- Keith Macias, School Safety Personnel
- Dalton Samuels, Others including School Bus Drivers and Bus Monitors
- Student Representative (TBD)

Responsibilities of the District-Wide School Safety Team

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

1) **Annual multi-hazard school safety training will be completed by September 15th** including training programs for students and staff in **violence prevention and mental health** which may be included in existing professional development. New employees will receive training **within 30 days of hire**. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.
2) Dissemination of information regarding early detection of potentially violent behavior.
3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
4) Communicating the Plan to **students and staff and providing written information** about emergency procedures by **October 1st** of each school year. **See Appendix A**
5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
6) Making recommendations necessary for change.
7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Planning Team.
8) Recommending improved security measures based on school building inspection results.
9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Planning Team

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

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

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

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Planning Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
    - School Personnel
    - Law Enforcement Officials
    - Fire Officials
    - Emergency Response Agencies

- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
    - Appropriate School Personnel
    - Medical Personnel
    - Mental Health Counselors
    - School Health Personnel
    - Others (Psychologists, Social Workers, etc.)

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives in the School District include:

- Non-violent **conflict resolution** training programs
- **Peer mediation** programs
- **Extended day** and other school safety programs
- **Youth-run** programs
- **Mentors** for students concerned with bullying/violence
- As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations
- **Safety Stations** have been established throughout all school buildings
- The **Fire Department** conducts annual training in all school buildings
- The School District works closely with the Nassau County Police Department 6th Precinct POP Officers
- We have implemented ***PBIS*** (Positive Behavior Intervention System)
- We have implemented the ***Second Step*** program for Social-Emotional Learning.

Training, Drills and Exercises

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

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

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. Each school district shall practice emergency response procedures (**evacuation, lockdown, and emergency dismissal drills**) under its District-wide School Safety Plan and each of its Building-Level Emergency Response Plans. Parents or persons in parental

relations shall be given advance notice of each drill being conducted within one week preceding any such drill. 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 form 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) lockdowns 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.**

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 guards/ hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department and by Covert Investigations School Security and Safety (a security consultant) in conjunction with our Building-Level Emergency Response Team.
- 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 to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a color coded pass badge system. Upon entry into the building the visitor must show photo identification; the individual is then screened, receives a badge, and remains in the vestibule until escorted to their destination. Any visitor in the building without an appropriate badge would be immediately questioned by building staff and the Security Director would be informed and appropriate measures taken.
- Video surveillance – closed-circuit TV security
- NYS certified security guards/ majority of which are former law-enforcement officers
- A designated School District Security Director/Consultant
- On-going security audits
- Random searches may be considered if deemed necessary
- 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 and mental health training including those found at the following websites:
  http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf
  http://www.p12.nysed.gov/sss/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 defuse 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.
- Select staff members trained annually in Crisis Prevention Intervention (CPI).

Other methods for informing parents and students include:
• Cyber Bullying and Internet Safety
• School social worker outreach
• School counselor involvement
• School Dean Involvement
• Social-Emotional Learning programs (Second Step)
• Positive Behavior Intervention Support program (PBIS)
• 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:

- I-495 service roads - both North and South and Locust Lane
- Northern State Parkway at Roslyn Road; at Locust Lane
- State Route 25 (Northern Boulevard) and Glen Cove Road
- Glen Cove Road in front of the Harbor Hill Elementary School
- LIRR Roslyn Train Station
- Chemical Transfer Station at 289 Locust Lane
- Chemical Transfer Station at 601 Glen Cove Road

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 Behavioral 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 Security Director/On-site Security Staff
- Report it to the Police Department.
- 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 from 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 is also 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
Roslyn High School	516 801 5100	516-801-5108	dlazarus@roslynschools.org
Roslyn Middle School	516 801 5200	516-801-5208	jgabrus@ roslynschools.org
East Hills Elementary School	516 801 5300	516-801-5308	sma@ roslynschools.org
Harbor Hill Elementary School	516 801 5400	516-801-5408	mhazen@roslynschools.org
Heights Elementary School	516 801 5500	516-801-5508	mwood@roslynschools.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 (Blackboard Connect). 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, Director of Security 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/Unidentified Visitors:

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.
- Immediate notification to on-site security staff and Security Director.
- A Hold-in-Place should be called throughout the building until a resolution to the incident.
- After using situational awareness to determine safety, the principal or designee may 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 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.

- The School Superintendent and Director of Security will be notified.
- 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 School Superintendent and Director of Security will be notified.
- 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 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.
- The School Superintendent and Director of Security will be notified.

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.
- Inform Security Director.
- Determine level of threat with Superintendent (Activate Behavioral 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.
- Inform Security Director.
- 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
Roslyn High School	Dr. Dave Lazarus	Ms. Sandra Stueber	Ms. Jessica Graf
Roslyn Middle School	Mr. Justin Gabrus	Mr. Christopher Roth	Ms. Melissa Hornik
East Hill Elementary School	Ms. Sherry Ma	Ms. Jennifer Sheehan	Mr. Paul Cesarski, Jr.
Harbor Hill Elementary School	Ms. Michelle Hazen	Ms. Maria Kotsis	Ms. Julie Lomot
Heights Elementary School	Ms. Mary Wood	Ms. Jillian Brass	Ms. Colleen Feehan

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
- Assistant Superintendent for Business & Administration
- Assistant to the Superintendent for Administration & Special Projects
- Assistant to the Superintendent for Technology and Security
- Assistant Administrator for Business
- Director of Community Relations
- Director of Security/Consultant
- Transportation Supervisor
- Food Service Director
- Director of Pupil Personnel Services
- Head Nurse(s)

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 (secretservice.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.

The Roslyn school district also has a Behavioral Threat Assessment Team (BTAT) designed to:

- mitigate all direct/indirect threats that the school district becomes aware
- treat those threats in a multi-disciplinary manner
- proactively identify any potential threats

This team is comprised of seventeen members, including: educators, mental health professionals, active law enforcement and district counsel. The team received two and a half days of extensive training conducted by Dr. Kostas Katsavdakis. The team meets bi-monthly and as needed as situations arise. All faculty and staff were notified about the roles and responsibilities of this team and how to contact them with any concerns.

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

ROSLYN School District
EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The **Roslyn School District** 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 **Roslyn School District** parents can support those vital efforts.

GENERAL INFORMATION:
The **Roslyn Union Free School District** has established a **District-Wide School Safety Plan (which is posted on our website at https://www.roslynschools.org/Page/2155)** 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 identified visitor entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or designee, as well as the district Security Director. 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 secure 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. If a secure lockout occurs prior to the start of the school day, school buildings affected will operate on a delayed opening. If a secure lockout occurs at the end of the day, school buildings affected will have a delayed dismissal. **Students will not be released to parents/guardians when a secure 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 and parents/guardians should NOT respond to the affected building. Parents/Guardians will be notified about where to respond for reunification by the school district.**

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. 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 #
High School	Dr. Dave Lazarus	(516) 801-5100
Middle School	Mr. Justin Gabrus	(516) 801-5200
East Hills Elementary School	Ms. Sherry Ma	(516) 801-5300
Harbor Hill Elementary School	Ms. Michelle Hazen	(516) 801-5400
Heights Elementary School	Ms. Mary Wood	(516) 801-5500

APPENDIX B: District-wide School Safety Team Meeting Minutes and Attendance

May 29, 2025

Required Attendance

Representatives	Name	Absent/Present
School Board Member	Michael Levine for Meryl Waxman Ben levy	Present
Teacher Representative	Catherine Elorriaga for Wendy Svitek	Present
Administrator	Tanya Baptiste	Present
Parent Organizations	Jennifer DiSanti	Present
School Safety Personnel	Keith Macias	Present
Others: Bus Drivers/Monitors	Dalton Samuels	Present
Student (Optional)		

Additional Attendance

Central Office	Michael Goldspiel, Susan Warren
Facilities and Operations	Thomas Szajkowski
Food Services	Dawn Piteo
Technology	Jason Lopez, Jessica Kemler
Law Enforcement	P.O. Edward Vilchez, NCPD

Agenda

- Formally announce members of the team for submission and approval to the Board of Education for school year 2025-26.
- Discuss and announce key personnel to work on the District Wide Safety Plan for the 2025-26 school year.
- Re-Cap drills conducted for the school year 2024-25.
- Discuss NYSED mandatory changes to the District-Wide Safety Plan and Building Level Emergency Response Plans effective school year 2025-2026.
- The Next District Wide Safety Team meeting date is set for September 18, 2025.

APPENDIX C: Suicide and Mental Health Resources

Suicide Prevention/Intervention Guidelines 2025-2026

These Guidelines contain best practices for administrators, qualified school professionals (psychologists and social workers), and secondary supports (school counselors and nurses) to follow when concerned that a student may be at risk for suicide.

Trainings on suicide prevention and intervention take place at the start of every school year at a Faculty meeting by the building Principal and or Northwell Health staff. Throughout the school year, ongoing communication is provided regarding procedures and protocol for all school staff. The behavioral health staff engages in ongoing professional development and training throughout the school year through the Northwell Health Partnership.

Clerical staff should be trained and informed of what to do when a staff member brings a student at risk (e.g., do not let a student leave, must find a psychologist/social worker/counselor/administrator, etc.)

Teachers, students, parents, community members must be informed of who the behavioral health staff consists of. Staff/Faculty should contact any member of the behavioral health staff if an incident occurs.

Behavioral Health Staff/Crisis Response Team Consists of:

- Psychologists
- Social Workers
- School Counselors
- School Nurse
- Principals
- Assistant Principals
- Director of Guidance
- Dean of Students
- Pupil Personnel Service Director
- Assistant Pupil Personnel Service Director
- Security

Notification Protocol:

At the elementary level, teachers or other concerned persons should contact the building administration and mental health team members. Teachers, students, or other concerned persons at the secondary level should notify the Counseling Center immediately. Do not email. Teachers should escort the student to the Main Office (elementary) or Counseling Center (secondary). **Express urgency to the clerical staff** that a school psychologist or school social worker needs to be found immediately.

The student should never be left alone once determined to be at risk. A teacher can contact the main office if they need assistance to cover their class in order to escort the at-risk student to the appropriate location.

Guidelines for Evaluating Student Risk to Self or Others:

- Teachers, students or other concerned persons should notify a mental health professional(s) (school psychologist or school social worker) immediately.
- The student is interviewed by the mental health professional(s) to assess the degree of risk involved.
- Mental health professionals will contact the building principal; if the building principal is not available, the Director of PPS and/ or Director of Guidance and the Director of Security will be notified of the situation.

- If the risk is assessed to be moderate or high, these procedures will be followed:
  - The student should not be left alone. A responsible adult shall remain with the student.
  - The parent(s) guardian will be notified immediately, and pick the student up to seek immediate mental health support.
  - If the parent(s)/guardian is not willing or able to come to school, advise the parent that 911 will be called.
  - If the parent does not follow-up with mental health support, CPS will be contacted.
  - School staff WILL NOT assume the responsibility of treating a suicidal student. However, after a referral for treatment has been made to a community agency or mental health professional, the staff functions in a supportive way and may often collaborate with the students' therapist.
- If assessment indicates that the situation is not life threatening but the student exhibits warning signs of potential suicide, these procedures will be followed.
  - The parent(s)/guardian will be notified immediately.

A plan will be developed in consultation with specific crisis team members, including the building principal and/or Director of Guidance, Director of Pupil Personnel Services. The plan will include a list of mental health agencies that will be given to the parent(s)/guardian, including a referral to the Northwell Health Urgent Care Center.

Contacting the Parent/Guardian

If a mental health professional determines that a student is at risk for suicide, or is expressing suicidal thoughts, the parent(s)/guardian shall immediately be contacted. Do not contact the parent/guardian if the risk of suicide is related to parent/guardian abuse or neglect in which case CPS is called. When contacting the parent(s)/guardian to notify him/her their child is at risk for suicide, the following guidelines shall be applied:

The Mental Health Professional will:

- Identify themselves and their position within the school
- Explain the purpose of the call, expressing the concern regarding the student's mental health status.
- Inform the parent(s)/guardian that he/she believes the student is at risk of suicide and indicate warning signs or observed behavior that supports the concern. The mental health professional will request the presence of the parent(s)/guardian at the school immediately if the student is at moderate to high risk. He/she will inform the parent(s)/guardian that the safety of the student will be maintained until the parent(s)/guardian arrives. If the parent/guardian is not willing/able to come to school, 911 will be called.
- Discuss whether the parent(s)/guardian are aware of the student's mental health status and inquire whether the student has received counseling in the past and/or present. Inform the parent/guardian that an immediate evaluation is necessary before returning to school.
- If the child is receiving ongoing therapy from a community-based mental health professional that is aware of the suicidal risk, the school will accept documentation identifying that a current issues-based treatment plan is in place. The parent(s)/guardian shall provide such documentation to the school. The mental health professional shall indicate to the parent that communication with the therapist would be helpful to ensure school success. The school will request a release of information form from the parent to communicate with the private mental health provider.
- Inform the parent(s)/guardian of the legal requirement to call CPS and report abuse or neglect if the student is considered to be at risk for attempting suicide and the parent(s)/guardian refuses to provide care necessary for the student's health.
- Provide referral information for counseling/evaluation resources emphasizing that all services would be at the parent/guardian's own expense.
- Document the details of the phone call to the parent/guardian, including the date/time, the response from the parent/guardian.
- Contact 911 if the mental health professional is unable to make successful contact with at least one parent(s)/guardian of the student by the end of the school day.

Conducting a Suicide Risk Assessment

(Conducted by mental health and other professional (i.e., psychologist or social worker)

First, **trust your instinct**. If any staff member has the slightest suspicion about a drawing, a statement in a writing assignment, or a change in disposition, it is important for that staff member to contact a mental health professional immediately.

Generally speaking, the line of questioning by the mental health professional shall cover three general categories:

Interview Questions to Ask:

- Are there any thoughts of suicide?
- What is your plan?
- Do you have access and availability?
- When would you plan on doing this?
- Was there a trigger event?
- Have you told anyone else about your thoughts and plan?
- Do you know anyone who has ever attempted suicide?
- Have you ever tried before?
- How hopeful or helpless are they feeling?

Nature of the thoughts: If the nature of the thoughts entails realistic efforts for self-harm and there are reasonable means to carry out the threat, the risk for harm would be considered high.

The plan to carry out intentions: A young person with thoughts of suicide might articulate his/her intention to do a variety of different things to carry out his/her own self-demise. If the student can articulate any kind of coherent plan, this means his/her thoughts have materialized to the level of outlining steps he/she might take to stop his/her pain. Suicide is a permanent solution to temporary discomfort and sometimes fleeting emotional pain. It is your role to intervene, and listening is the first step in this process. ***One example of a suicidal plan might include taking a large dose of pills. This is a threat that should be taken seriously. Another example would be a threat to use something electric and take it into the shower. This is accessible means (e.g., blow dryers) and self-harm could be immediate.***

Suicide Risk Assessment - Student Interview

The following questions are provided as a guideline to uncover the level of risk. The line of questioning is designed to determine whether there has been a history of suicidal behavior, whether there is a current workable plan in place and whether the student has experienced a recent loss, whether the student has any perceived social supports in place and whether the student has engaged or is currently engaging in risky behaviors.

Guiding Questions:

History:

- How long have you been having these thoughts?
- Have you ever had thoughts like this before?
- Have you ever tried to harm yourself? How?
- How many times have you tried?
- Who do you know that has attempted or committed suicide?

Expressed Plan:

- If you were to try to take your own life, have you thought about how you **would do it?**
- Do you have access to such a method?
- Do you have pills, blade, etc…currently in you possession?
- Where would you do it?

If the student is able to articulate a specific plan that suggests targeted times when no one is around or a method for preventing access by others to stop an attempt (e.g., barricading) this is a clear indication that the risk for self-harm is high.

Support Systems:

- Why do you feel it would be better to die than to keep living the way things are?
- Are there people or activities that can make you feel better?
- Have you told anyone else above these thoughts that you have had?
- Is there a time that things seem to go well for you?
- Who do you feel closest to?
- Do you have a friend or someone in your life that you can share these feelings with?
- Can you think of someone who would be devastated by your decision and how does that make you feel?
- Are there any future events that you are looking forward to?

Other Important Information:

- Are you currently taking any medication or using any drugs or alcohol?
- Are there guns in your house? Can you access the weapons?

Do not leave the student alone or isolated. Ensure that adult supervision is available. This includes supervising the student while he/she is in the office of a qualified school professional or administrator. Simply because the student is in someone's office, does not mean that he/she is safe. Direct adult supervision is required.

Risk for Harm Categories

Risk for Harm Categories provide a way for schools to determine and assign a level of risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. Based on level of risk, school staff should develop action plans to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category are not an exhaustive list, but are provided as a frame of reference.

Category 1: High Risk

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearm or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest. Responses may include: immediate action to secure the individual, arrest or hospitalization, facility lock down, security response, parent notification, and on-going case management. The child's safety, "medical/psychological clearance" is highly recommended prior to returning to school. If the student returns to school without clearance, additional human support must be provided.

Category 2: Moderate Risk

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include: immediate action to secure individuals, security response, parent notification, psychological consult/evaluation, referral for counseling. **Requires "medical/psych clearance" before the child can return to school.**

Category 2: Low/No Risk for Harm

Upon assessment it appears there is insufficient evidence for any risk or harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include: investigation of the situation, notification and involvement of others as needed, etc.

Re-entry into School

(Coordinated by school principal, counselor/psychologist/social worker)

- Before a student returns to school following the evaluation due to elevated risk of suicide or suicidal ideation, a letter or a copy of the documented current treatment plan from a mental health facility or licensed mental health provider stating that the student is no longer at imminent risk for harming themselves or others shall be provide to the school.
- A reentry meeting shall be held at the school to include the parent/guardian, an administrator and at least one mental health professional. The student shall not return to the classroom until the reentry meeting has been held. Non-school mental health professionals working with the student may be present at this meeting to offer recommendations and additional support.
- All of the student's records shall be made available at this meeting and a release of information shall be completed in order for the school to communicate with other service providers.
- The school shall obtain a copy of a letter or a copy of the documented current treatment plan stating the student is no longer at risk for suicide.
- A plan of action shall be created and agreed upon by the student and parent in order to help the student reintegrate back into the school.
- If the student is returning after inpatient hospitalization:
  - It is recommended that the parent/guardian provide a copy of the discharge summary from the hospital before the student reenters the school setting. The discharge summary may include but not limited to, the student's diagnosis, behavior and progress during treatment, therapeutic recommendations such as individual, family, and/or group therapy, and recommendations for school based staff. The discharge summary shall also indicate the nature and reason for the student's discharge, whether he/she has stabilized and achieved treatment goals, was discharged without authorization and against recommendations from the psychiatric staff, or whether the discharge was related to insurance coverage.
  - A letter from the mental health facility stating that the student is no longer at risk for harm to him/herself shall be provided if such information is not formally indicated in the discharge summary.
- A follow-up meeting may be scheduled to assess student progress and amend the Plan of Action if necessary. Any outside mental health providers currently assisting the student shall be included in such meetings.

Roslyn Suicide Prevention Resources

Northwell Health Behavioral Health Urgent Care Center
156 1st, lower level Mineola, NY 11501
(516) 321-5770
(516) 321-5779 fax

Psychiatrists:

Dr. John Sawicki
75 Plandome Road, Suite 21
Manhassett, NY 11030
516-439-4126

Dr. Andrew Kent
1841 Merrick Avenue
North Merrick, NY 1156
516-379-5900

Dr. Robert Katz
2631 Merrick Road, Suite 403
Bellmore, NY 11710
516-409-2098

Developmental Behavioral Pediatrician:

Dr. Jack Levine
833 Northern Blvd., Suite 230
Great Neck, NY 11021
516-734-2997

Pediatric Neurologists:

Dr. Greg Rosen
522 Old Country Road
Plainview, NY 11803
516-336-2010

Dr. Andrew Kent
350 Hicksville Road
Bethpage, NY 11714
516-937-3500

Therapists:

Terri Schoenig, PhD.
9 Greenridge Park
Garden City, NY 11530
516-747-5571

Phillip Stein, PhD.
520 Franklin Avenue, Suite 211
Garden City, NY 11530
516-693-8089

Dr. Sherry Henig, PhD.
380 N. Broadway
Jericho, NY 11753
516-933-9758

Dr. Robert Margolis, PhD.
2442 Bellmore Avenue
Bellmore, NY 11710
516-781-7007

Adelphi University
Center for Psychological Services
516-800-ADELPHI

Hofstra University
Psychological Evaluation, Research, and Counseling Clinic
516-463-5660

Additional Local Resources

- RVC Behavioral Health Center: 516-927-1630
- Mineola Behavioral Health Center: 516-321-5770
- South Oaks Hospital Admissions: 631-608-5885
- Cohen Pediatric Behavioral Health Urgent Care: 718-470-3148
- Cohen Pediatric Emergency Department: 718-470-3768
- Long Island Crisis Center: 516-679-1111
- Center for Hope: 516-216-5194
- CPS Mandated Hotline : 1-800-342-3720
- National Suicide Prevention Lifeline: 800-273-8255

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/)

Additional Resources:

www.suicide.org

www.mayoclinic.org/healthy-lifestyle/end-of-life/in-depth/suicide/art-20044900

www.helpguide.org/articles/grief/coping-with-a-loved-ones-suicide.htm

Glossary

SUICIDE
The deliberate termination of one's own life- "completed suicide"

SUICIDE ATTEMPT
A failed, premeditated or spontaneous attempt to terminate one's own life. The attempt was incomplete due to a miscalculation by the individual, or by intervention of a second party, or by the individual changing his/her mind part-way through the attempt.

SUICIDAL GESTURE
An action by an individual to hurt themselves but without the direct desire to terminate their life. Such a gesture may involve an overdose or some other type of self- destructive behavior but not of a serious enough nature to cause death.

SUICIDE THREAT
Threatening orally or in written form to take one's own like without the precedence of an action to carry out this threat.

SUICIDAL IDEATION
Thinking or fantasizing to take one's own life without the presence of any action to carry out these thoughts.

APPENDIX D: Communicable Disease – Pandemic Plan

Roslyn School District
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.

[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

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.

Essential Employee Determination				
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/check 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	Building sign in sheets

			Staggered by day or morning afternoon shifts	
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)
- The Roslyn school district maintains a 1:1 program that affords ALL students and teachers a school issued device that is able to connect to the internet. Additional Technology Devices Assessments, include but are not limited to:
    - 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)
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 (Suggested Amounts)

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 (Suggested Amounts)

Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	1 0	12 0	10 per Week per Staff
Disposable Gowns	1 0	12 0	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*	1 0	12 0	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.

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.

Preparedness, Response and Recovery

Preparedness

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 RHS Principal's Office and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
  - **Ms. Allison Brown** **Superintendent of Schools** **No. 1**
  - **Mr. Thomas Szajkowski** **Chief Emergency Officer** **No. 2**

- **Ms. Susan Warren** **Assistant Superintendent for Business & Admin.** **No. 3**
- **Mr. Michael Goldspiel** **Assistant Superintendent for Secondary Education** **No. 4**
- **Ms. Karina Báez** **Assistant Superintendent for Elementary Education** **No. 5**

- 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 district Security Director as the Communicable Disease Safety Coordinator (administrator), 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 coordinator shall be the main contact upon the identification of communicable disease cases and are responsible for subsequent communication. The coordinator 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.

- 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) (Cynthia Younker) 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 the Assistant to the Superintendent for Technology and Infrastructure (Jason Lopez) to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. We test and exercise our communication systems throughout the year.

- 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:

Allison Brown	Superintendent
Susan Warren	Assistant Superintendent for Business & Finance
Michael Goldspiel	Assistant Superintendent for Curriculum and Instruction/Human Resources
Cindy Samide	Director of Pupil Personnel
Thomas Szajkowski	Assistant to the Superintendent for Administration and Special Projects

- 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. (Cynthia Younker) 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 Assistant Superintendent provided cross training of staff to ensure essential functions. Human Resources will work in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday 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, etc.
- Communication modalities for assignment postings and follow-up: telephone; e-mail; automated notification systems; website postings

Response

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Assistant to the Superintendent for Technology and Infrastructure to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.

- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

Recovery

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

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.

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

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. The Roslyn, Tapestry Collection by Hilton (516) 625-2700
2. Hilton Garden Inn Roslyn (516) 626-3600
3. Holiday Inn Express Roslyn (516) 627-2460
4. Long Island Marriott Uniondale (516-794-3800)

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 ○ *Coronavirus Hotline: 888-364-3065* ○ *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 (Allison Brown)** 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 September 19, 2024) 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.

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.*

APPENDIX E: Remote Instruction Plan & Student Access Survey

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronousinstruction:
  - Provide each student with a device (Chromebook K-10 and iPads 11 & 12) and each teacher with a laptop.
  - Provide ongoing professional development for staff and faculty on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.
- Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
  - The district will ensure that all students and teachers have working devices. Working with the district social workers, the Technology Department will provide a wireless hotspot to support remote learning to any student or teacher who is without internet access at home.
  - Student data privacy and security will be maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
  - Adapted from Roslyn Schools Technology and Connectivity
- 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;
  - Students will follow a period by period day (including electives).
  - All subjects are taught synchronously via video conferencing platforms (such as Google Meet, Zoom, etc.). This includes all elective courses.
  - Daily attendance is taken at the beginning of class (Google Meet will auto-generate a list of meeting participants at the conclusion of each meet, which is automatically emailed to the host).
  - Students will be required to participate in all virtual classes with their video on at all times.
  - Elementary Schools
    - Harbor Hill School - 8:05 to 2:30 (time is subject to change).
    - East Hills School and Heights School - 8:55 to 3:20 (time is subject to change).
  - MS classes will take place from 7:35-2:19 (time is subject to change).
  - HS class will take place from 8:00-2:44 (time is subject to change).
  - This model will include opportunities for whole group and small group instruction once per six day cycle for all core classes.
- A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
  - All students that require textbooks, paper, school supplies, etc. will receive the necessary materials via a home delivery from transportation, following school bus routes.
  - For students with disabilities for whom remote learning is not appropriate, the students will meet in their designated school building/classroom with the necessary PPE, if necessary and possible.
  - For students with disabilities for whom remote learning is not appropriate if in-person instruction is not possible, individualized instruction will take place remotely via video teleconferencing in a small group/individualized setting.
  - All students will continue to receive their mandated services.

- 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;
- In accordance with existing law and regulation as well as guidance we have received from the NYS Department of Education, Roslyn Public Schools has developed comprehensive plans for services to be provided in-person, remote, and/or through a hybrid model. All plans address the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. We will ensure collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served. We will ensure students with disabilities have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students. We will ensure parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA.
- Adapted from Roslyn Public Schools Special Education Remote Plan

- 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 of this Chapter.
  - Elementary Remote Model
    - Harbor Hill School - 8:05 to 2:30 School Day
  - 8:05 to 11:00 - AM session (2hrs. 55 Min.) 2. 11:00 to 12:00 - LUNCH
  - 12:00 to 2:30 - PM Session (2.5hrs)
    - East Hills School and Heights School - 8:55 to 3:20 School Day
  - 8:55 to 11:50 - AM session (2hrs. 55 min.) 2. 11:50 to 12:50 - LUNCH
  - 12:50 to 3:20 PM session (2.5hrs)
    - NOTE: Elementary classes will be a mix of synchronous and asynchronous instruction. Opportunities for small group work will take place during the virtual schedule.
  - Secondary Remote Learning Model
    - Students will follow a full-day schedule including electives
    - All subjects are taught synchronously with Zoom/Google Meet (including electives)
    - Daily attendance is taken via Zoom/Google Meet at the beginning of class
    - Students will be required to participate in all Zoom/Google Meet classes with their video on at all times
    - MS classes will take place from 7:35-2:19 (time is subject to change)
    - HS class will take place from 8:00-2:44 (time is subject to change)

- Breaks during the day (lunch/free periods) will be screen time off
- This model will include opportunities for whole group and small group instruction once per six day cycle for all core classes.

- Security and Safety
  - Ensure student data privacy and security will be maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
    - Students must type their first and last name and enable their online learning session so that the teacher can identify and see each student before allowing them into the session.
    - Where applicable, students will be admitted to the "waiting room" and their teacher then will individually admit students into the online learning session.
    - The Roslyn High School and Middle Schools Codes of Conduct are still enforced during remote learning.

APPENDIX F: Threat Assessment Guidance

Threat Assessment and Management (TAM) teams are multi-disciplinary groups that help identify, assess, and mitigate potential threats, to include threats of domestic terrorism and/or other acts of targeted violence (e.g., hate crimes, school shootings, active shooters).

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 through the creation of a Comprehensive Targeted Violence Prevention Plan.

Components of the Plan

- Forming a Multidisciplinary Threat Assessment Team
- Identifying Behaviors of Concern
- Establishing Central Reporting Mechanisms
- Defining the Threshold for Law Enforcement Intervention
- Establish Threat Assessment Procedures
- Develop Risk Management Options
- Promoting Safe School Climates
- Providing Training to Stakeholders

The Threat Assessment Process and the Secret Service "10 Key Findings"

- Incidents of targeted violence at school rarely were sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- No accurate or useful "profile" of students who engaged in targeted school violence exists.
- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
- Most attackers had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.

District and Building Level Threat Management Teams should be comprised of, but not limited to:

- Team Leader/ Case Manager
- Administrative Staff
- Mental Health Professional/Counselor
- Law Enforcement
- Attorney (In-House/Retained externally if needed)
- Security (In-House, Liaison with Law Enforcement)
- Additional members, as needed

Although schools have a relatively low rate of violent crime in comparison to other settings, concerns about school shootings have stimulated increased school security and use of zero tolerance discipline. Threat assessment is a more proactive and flexible violence prevention practice that is used when an individual threatens to commit a violent act or engages in threatening behavior. Threat assessment includes the identification, assessment, and management of threats with the goal of resolving conflicts or problems before they escalate into violence. A widely used example of threat assessment is the Virginia Student Threat Assessment Guidelines, which allows school-based teams to follow a decision-tree process to resolve less serious, transient threats quickly while focusing greater attention on more serious, substantive threats.
Controlled studies show that this approach leads to fewer suspensions and school placement changes as well as more positive assessments of school climate and safety by school staff and students.

Additional resources:

- https://www.nyscfss.org/_files/ugd/10c789_3c12ced9566e438f85664b2c26616871.pdf
- https://www.nyscfss.org/resources-threat-assessments
- https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf
- https://www.secretservice.gov/protection/ntac
- https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/vvp-projects-resources/comprehensive-school-threat-assessment-guidelines
- https://drive.google.com/file/d/1GiqunoA_Xxpw137r0pr0vxwoUhV1j60X/view?usp=sharing

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 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 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 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 a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team.	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Planning Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.

Step 5: Establish Threat Assessment Procedures 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.	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.
Step 6: Develop Risk Management Options 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.	Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.
Step 7: Create/Promote Safe School Climate 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.	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.
Step 8: Conduct Training for all Stakeholders a. School safety is everyone's responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process. e. Law enforcement can provide training and should also be aware of the threat assessment process.	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.

National Th1eat Assessment Center
July 2018

U.S. SECRET SERVICESCHOOL SAFETY RESEARCH

Over the last 20 years, the U.S. Secret Service Nalional Threat Assessment Genier (NTAC) has conducted 1esearch, training, and consultation on threat assessment and the preventton of various forms of targeted violence. Following the tragedy at Columbine High School in April 1999, the Sec1et Service partnered with the Department of Education on two shJdies related to school safety. Publ.ished in 2002, the *Safe Schoo! Initiativ;e (SSJ)* examined 37 incidents of targeted violence that occurred at elementary and secondary schools to analyze the thin.king and behavior of students who commit these attacks. Tlhe repor and acco111panying guide, served as the impetus **for** establishing threat assessment programs in schools. In 2008, he agencies released the Bystander Study, a report that explored a key SSI finding that p1ior to most attacks, other students knew of the attackers· plans, yet most did not report it to an adult. Tlhe 1eport highlighted he importance of creating safe school climates in Which students are empowe1ed to share their concerns. Since hen, 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 he ongoing need to provide leadership in preventing future school attacks. As such, the IlS. Secret Service, along with many of **our** partners, have redoubled our efforts and are poised to continue enhanclng school safety. As part of these efforts, NTAC created an operational guide that provides actionable steps that schools can take to develop oomp1ehenswe ta1geted violence prevention plans lor conducting threat assessments in schoos. The gutde, titled *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Prevenling Targeted School Violence,* is available on the U.S. Secret SelVice website. A condensed overview ls outlined on the following page.

KEY CONSIDERATIONS

- In conjunction with physical security and emergency management, a threat assessment process is an effective component lo ensuring the safety and securl'ty of our nation's schools.
- Threat assessment procedures recognrze that s udenls engage in a continuum of concerning behaviors, the vast majority of Which will be non-threatening and non-violent, but may still 1equire inte1ventio11.
- The threshold for intervention should be relatively low so that schools can idenhfy students in distress before their behavior escalates to the level of elidting concerns about safety.
- Everyone has a role to play tn preventing school violence and creating safe school climates. Students should feel empowered to come forward wrthout fear of reprisal. Faculty and staff should take all incoming reports se1iously, and assess any information regarding concerning behavior or slatements.

Adclldanal Resources: The lull guide pJovides infQl"matioo arnd lirnks to additkwlalresolifces thal clin lmlp scllools creale lhrnat assoosmool tllams.1is1ablish repooing medlarwsms.lrail1 stakeholders. a11d promole safe school ciimatlls..

CREAJING ATARGETED VIOI.JENCE PiREVEtJJION PLAN

Tihe goal of a threat assessment ts to identify students of concern, assess their risk for engaging in violence or other harmlul activl"ties, and identify inlervention strategies.to manage that rlsk. This process begins with establishing a comprehensive targeted violenoe prevention plan that requires schools to:

Step 1: Establish a multiidisciplinary threat assessme:nt team of school perrormel including faculty, staff, administrators., coaches, and availabl.e school resource officers who will direct, manage, and document the threat assessment pmcess..

Step 2: Define behaviors, including those that am prohibited and should !rigger immediate intervenlion (e.g., threats, violent acls, and weapons on campus) and other concerning behaviors that mquire a threat assessment

Step 3: Establish and provide training on a central reporting system s.uch as an onllne form on the school website, email address, phone number, S!martphone application, *or* other mechanisms._ Eir1s.ure that it provides anonymity to those repmttng concerns and is monitored by perS!Onnel who will follow-up on all reports_

Step 4: Determine lle threshold for law enforcement interven,tion,, especrally ii there is. a safely ris.k_

Step 5: Establish threat assessmenrt proced'.ures that include practices *lor* mamtaining documentation, identifying sources of inlormation, reviewing records, and conducting interviews_ Procedures should include the following investigative themes to guide the assessment process:

- Molive: Wthat motivated the student lo engage in the behavior of concem? Wrhat is the student trying ro S!Olve?
- Communications: Have !here been concerning, unusual, threatening, or violent oommunicatlons? Are there commt.micalions.about thoughts of suicide, hopelessness, or tnformalion relevant to !he other investigative themes?
- lnapproprBte Interests.: Does the student have inappmprrate interests. in weapons, school attacks or attackers., mass. attacks, other viol.ence? Is here a fixation on an is.s,ue m a person?
- Weapons Access: Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
- Stressms.: Have there been any recent setbacks., loss.es, m challenges? How is the student coptng with stres.sors?
- Emottonal and Developmental ls.sues: Is the student dealtng with mental health issues or developmental dtsabililies.? Is the student's.behavior a product of those issues? What resomces does Ille 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 Othe1s: Has]he student's behavior elicited concern? Was the concern iel.ated lo safety?
- Capacity: Is the s tudent organized enough to plan ar1d execute an attack? Does !he student have the resources.?
- P annlng: Has s!uc!ent inl"tiated an attack plan, researched tacHcs, selected targets, or practiced with a weapon?
- Consislency: Are the student's statements cons.is.tent wl"th his or her actions or what others observe? Il not, why?
- Protective Faclms: Are ltlere positive and pmsocial inlluences.ln]he student's life? Does the student have a positive and trns.tmg 1elationsh(p wl"th an adult at school? Does the student /eel emotionally connected to other students.?

Step 6: Devefop risk management options to enact once an assessment is complete. C1eate lndMdualized management plans to ml"tigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of polentral 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 olimiate built on a culture of safety, respect, trnst, and emotional support Encomage communication, intervene In conflicts and bullying, and empower students to share their concems._

Step 8: Provide training for all stakelholders, lr1cludlng school personnel, students, parents, **and** law ertforcement.

APPENDIX G: Desha's Law (Cardiac Emergency Response Plan)

Medical Emergency/Desha's Law- Cardiac Emergency Response Plan:

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a medical emergency/cardiac event on school grounds.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a medical emergency on school grounds.

The school nurses' office and staff, suitable trained and certified are responsible for providing health care and emergency treatment until Emergency Medical Services (EMS), or parent or guardian arrives to assume health care responsibility.

When a student becomes seriously ill or injured, or suffers a cardiac event, the parent or guardian and the school principal or designee should be notified immediately. In serious cases in which immediate medical attention is needed, call (911); otherwise, contact the parent or guardian first, and he or she will assume responsibility.

Core Functions

In the event of a medical emergency, schools will contact emergency responders for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That Mav Be Activated

Functional Annexes that may be activated in the event of a medical emergency may include the following:

- Shelter-in-Place
- Hold-ln-Place
- Communications
- Medical and Mental Health Emergency Annex

Activating the Emergency Response Plan

Individual(s) involved in or aware of the medical emergency should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

Principal/Emergency Response Team:

- Ensure 911 was called and provide emergency call taker with any updated information about the emergency. Confirm address of school.
- Describe the nature of the emergency (illness or injury) and how many people are involved, if more than one
- Provide exact location inside or outside the school (inside school provide the door number or best entry point).
- Have a staff member meet emergency medical personnel to expedite their movement to the patient.
- Notify victim(s) parents, legal guardians or emergency contact of illness or injury; including type of injury/illness, medical care being given, and location of child, ○ If child is being transported to a medical facility, request parent, guardian, or emergency contact to meet the child and school staff member at the medical facility.
- Have Student Emergency Care Information forms and if applicable, the Health Information form, available for emergency medical personnel.
- Activate Post-incident Response Team, if necessary.
- Hold the bells (initiate Hold-in-Place) if emergency situation is in a common area where students travel during class change.
- If needed, assign a staff member to accompany victim(s) to the hospital .
- Notify the Superintendent and Public Information Officer.

- Activate Recovery procedures as appropriate.
- Conduct a debriefing.
- Crisis counseling.
- Document all actions taken by staff.

Staff Actions

Teacher/Staff:

- Immediately summon help (school Public Health Nurse, clinic room aide, school staff trained to administer specific health care procedures, another adult) and **CALL 911**.
- Describe the nature of the emergency (illness or injury) and how many people are involved.
- Provide exact location inside or outside the school (inside school provide the door number or best entry point)
- Notify principal and main office staff.

  DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern (fire present, explosive atmosphere, etc.).

- Assess victim and if applicable, begin CPR according to American Red Cross or American Heart Association certifications.
- Check victim for medical alert bracelet or necklace.
- Assess and if applicable, request an Automated External Defibrillator (AED) to be brought to the scene.
- Disperse onlookers and keep others from congregating in the area.
- If possible, isolate the victim(s).
- Direct someone e.g., staff, student to meet and guide the first responders. o Remain to assist emergency medical personnel. o Document all actions taken.

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
Mary Wood Colleen Feehan Jeanette O'Halloran Patrick Christopher Casey Dwyer Security Officers (Multiple)	Principal Nurse PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach Security	(516) 801-5500	Heights Elementary School	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other
Sherry Ma Jennifer Sheehan Sharon Fogel Casey Dwyer Mark Steinmueller Security Officers (Multiple)	Principal Asst. Principal Nurse PE Teacher/Coach PE Teacher/Coach Security	(516) 801-5300	East Hills Elementary School	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other
Michelle Hazen Daniel Mulhall Amy Kula Vera Trenchfield Patrick Christopher Security Officers (Multiple)	Principal Asst. Principal Nurse PE Teacher/Coach PE Teacher/Coach Security	(516) 801-5400	Harbor Hill Elementary School	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other

Justin Gabrus Christopher Roth Melissa Hornik Rita Guarino Juan Mejia Sarah Resti Andrew Demakopoulos Andrew Marlow Security Officers (Multiple)	Principal Asst. Principal Asst. Principal Nurse PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach Security	(516) 801-5200	Roslyn Middle School	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other
Dave Lazarus Jessica Graf Sandra Stueber Brianna Kohler Michelle Atkins Jesse Sorensen Colleen Mastriano Robert Gerula Lauren Lopez Security Officers (Multiple)	Principal Asst. Principal Asst. Principal Nurse PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach PE Teacher/Coach Security	(516) 801-5100	Roslyn High School	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other
Michael Brostowski Keith Macias Thomas Szajkowski	Director Athletics Director Security Director Facilities	(516) 801-5164 (516) 801-5023 (516) 801-5040	District-Wide	☒Before School ☒After School ☒School Day ☒Athletic Events ☒School Events ☐Other

Automated External Defibrillator (AED) Locations

AED's are clearly labeled and stored in marked cabinets. The location of the AED machines appears on all building maps and has been reviewed with all students and staff.

Name of School	Number of AED's	Location of AED
Heights Elementary School	1	Outside of Nurse's Office (1st Fl)
East Hills Elementary School	1	Outside of Nurse's Office (1st Fl)
Harbor Hill Elementary School	1	Outside of Nurse's Office (1st Fl)
Roslyn Middle School	2	Outside of Nurse's Office (1st Fl) Outside of Auditorium (1st Fl)
Roslyn High School	3	Outside of Nurse's Office (1st Fl) Outside of Auditorium (1st Fl) Outside of Athletic Director's Office (2nd Fl)

For ALL Athletic events, a portable AED machine is on-site with the athletic trainer and/or coach.