

2022-2023
SENECA FALLS CENTRAL SCHOOL DISTRICT

Mission Statement

The mission of the Seneca Falls Central School District is to provide quality educational opportunities and experiences for all students in a safe and positive environment that promotes academic excellence.

Vision

Pride & Opportunity

February 2, 2023

6:00 PM

Public Meeting #14

Board of Education Meeting

Robert McKeveny Board/Training Room

2 Butler Avenue

MEMBERS OF THE BOARD OF EDUCATION

Deborah Corsner

Anthony Ferrara

Cara Lajewski

Matthew Lando

Denise Lorenzetti

Joseph McNamara

Michael Mirras

Joell Murney-Karsten

Heather Zellers

Dr. Michelle Reed, Superintendent
James Bruni, Business Administrator

SENECA FALLS CENTRAL SCHOOL DISTRICT

February 2, 2023 Board of Education Meeting
Robert McKeveny Board/Training Room
6:00 pm

I. Meeting called to order

II. Quorum Check

III. Pledge of Allegiance

IV. Approval of Agenda

MOTION: to approve the agenda as listed.

V. Approve or Amend

A. Board of Education Minutes-January 19, 2023

MOTION: to approve the Board of Education Minutes dated January 19, 2023.

B. Treasurer's Report-None at this time.

C. Extra-Curricular Treasurer's Report-None at this time

VI. Recognitions, Celebrations and Presentations

VII. Public Comment

The Seneca Falls Board of Education welcomes public comment. Speakers may comment on matters related to agenda items specifically or district matters generally. No speaker will be permitted to speak for longer than three (3) minutes. Public comments will be limited to thirty (30) minutes. All speakers and observers are to conduct themselves in a civil manner. Obscene language, defamatory statements, threats of violence, statements advocating racial, religious, or other forms of prejudice will not be tolerated. In the unlikely event the meeting becomes unruly, the board will recess the meeting and return once order has been restored.

Persons addressing the Board of Education during public comment should not expect to engage in discussion with the Board. The Board will not permit any comments involving specific individual personnel or students.

Questions and comments from the public concerning matters which are not on the agenda will be referred to the Superintendent. Persons wishing to have matters included on the agenda shall contact the Superintendent in accordance with Policy 2342, Agenda Preparation.

VIII. Committee Reports-None at this time.

IX. Information

A. Melissa Koepke, 5th Grade-LOA
Elizabeth Tanner, Math Teacher-LOA

B. Business Administrator Report

C. Superintendent Report

D. BOE President Report

E. BOE Member Comments

A. Important Dates to Remember

February 10, 2023-Virtual Capital Conference

February 15, 2023-Capital Conference and Lobby Day for 2023

February 16, 2023-BOE Meeting/FK Roundtable
February 20-24, 2023-Winter Break
February 27, 2023-DEI Committee at 4:00 pm
DSC Committee at 5:15 pm
March 2, 2023-Safety Committee at 3:30 pm.
March 24, 2023-4 County SBA-Meeting of the Minds

X. Consent Agenda

A. Retirements/Resignations

1. SFEA-None at this time.
2. SFSSA-None at this time.

B. Appointments

1. Professional Appointments-None at this time.
2. Civil Service Appointment-None at this time.
3. Substitute Appointments-None at this time.
4. Probationary to Permanent

Upon the recommendation of the Superintendent, the Board of Education approves the probationary to permanent appointment of the following employee(s):

Employee	Position	Effective
Dustin Bennett	Bus Monitor	02/18/2023

C. CSE Minutes

Upon the recommendation of the Superintendent, the Board of Education approves the following CSE Minutes:

10/21/2022, 01/04/2023, 01/05/2023, 01/06/2023, 01/10/2023, 01/12/2023 (1), 01/12/2023 (2), 01/13/2023

D. Gifts and Donations

Be it resolved upon the recommendation of the Superintendent, the Board of Education accepts the following gifts or donations:

Donor	Amount	Account	
Anthony Ferrara	\$20.00	A(2705)	Memorial contributions in memory of Marlene LoTurco-Frank Knight Reading Program
Scott & Rosalia McCormick	\$50.00	A(2705)	Memorial contributions in memory of Marlene LoTurco-Frank Knight Reading Program
Delores Hubbard	\$25.00	A(2705)	Memorial contributions in memory of Marlene LoTurco-Frank Knight Reading Program
Summit Federal Credit Union	\$145.00	A(2705)	K-12 miscellaneous supplies

E. Transportation Requests-None at this time.

MOTION: To approve the consent agenda as listed.

XI. Old Business-None at this time

XII. New Business

A. Policy-2nd Reading

MOTION: Upon the recommendation of the Policy Committee, the Board of Education approves the second and final reading of the following policies:

Policy 4321-Use of Time Out Rooms and Physical Restraints
Regulation 4321.12- Use of Time Out Rooms Regulation
Policy 4327-Homebound Instruction
Policy 6830-Expense Reimbursement
Regulation-6830- Expense Reimbursement regulation
Policy 9645- Disclosure of Wrongful Conduct (Whistleblower Policy)

B. Sports Participation

1. Boys Lacrosse-Romulus CSD

MOTION: Whereas the Seneca Falls Central School District and Romulus Central School District have met to ascertain the advantages of combining sports teams; and

Whereas Seneca Falls Central School District and Romulus Central School District have agreed on terms for combining modified boys lacrosse;

Be it therefore resolved, upon the recommendation of the Superintendent of Schools that the Board of Education approve up to ten (10) Romulus students participate in the district modified boys lacrosse program;

Be it further resolved that the Seneca Falls Central School District will be the host school, following the Seneca Falls Central School District coach's salary schedule and coaches handbook; and

Be it further resolved, that the students from each district will follow their own schools' code of conduct; and

Be it further resolved, that all of the costs associated with the modified boys lacrosse program for the spring of 2023 (such as supplies, field maintenance, officials, salaries, and transportation) will be based on a percentage of the athletes that participate from Seneca Falls CSD and Romulus CSD, and will be billed to Romulus Central School District.

2. Girls Lacrosse-Romulus CSD

MOTION: Whereas the Seneca Falls Central School District and Romulus Central School District have met to ascertain the advantages of combining sports teams; and

Whereas Seneca Falls Central School District and Romulus Central School District have agreed on terms for combining modified girls and varsity girls lacrosse;

Be it therefore resolved, upon the recommendation of the Superintendent of Schools, that the Board of Education approve up to ten (10) Romulus students total participate in the district modified girls and varsity girl's lacrosse program;

Be it further resolved that the Seneca Falls Central School District will be the host school, following the Seneca Falls Central School District coach's salary schedule and coaches handbook; and

Be it further resolved, that the students from each district will follow their own schools' code of conduct; and

Be it further resolved, that all of the costs associated with the modified girls and varsity girls lacrosse program for the spring of 2023 (such as supplies, field maintenance, officials, salaries, and transportation) will be based on a percentage of the athletes that participate from Seneca Falls CSD and Romulus CSD, and will be billed to Romulus Central School District.

C. Memorandum of Agreements

1. Rural Mental Health Professional Expansion Program MOAs

MOTION: upon the recommendation of the Superintendent, the Board of Education approves the following memorandum of agreements for Seneca Falls Central School District, lead agent for the Rural Mental Health Professional Expansion Program:

MOA-Seneca Falls CSD and University of Rochester Warner School of Education
MOA-Seneca Falls CSD and Medaille University
MOA-Seneca Falls CSD and the New York State School Counselor Association
MOA-Seneca Falls CSD and Peaceful Schools

2. ROCDog, Inc.

MOTION: upon the recommendation of the Superintendent, the Board of Education approves the following memorandum of agreement for Seneca Falls Central School District:

MOA-Seneca Falls CSD and ROCDog, Inc.

D. Date, Time and Location of Public Hearing for the 2023-2024 School Year Budget Vote

MOTION: Upon the recommendation of the Superintendent, the Board of Education approves that the public hearing for the 2022-2023 Budget be held on Thursday, May 4, 2023 beginning at 6:00 p.m. in the Operations Center

E. Time and Location of Annual Budget Vote on May 16, 2023

MOTION: Upon the recommendation of the Superintendent, the Board of Education approves the following location and time for the Annual Budget vote to be held on Tuesday, May 16, 2023:

Operations Center
2 Butler Avenue
Seneca Falls, NY
Noon to 8:00 p.m.

F. Seneca County Board of Elections

MOTION: upon the recommendation of the Superintendent, the Board of Education approves the agreement between Seneca Falls Central School District, and the Seneca County Board of Elections for the use of an Image-cast voting machine and services provided on May 16, 2023.

XIII. 2023-2024 Budget Workshop-Dr. Michelle Reed and James Bruni

XIV. **Executive Session** – SFAA Negotiations (Contingent upon adoption of a motion during the public portion of the meeting in accordance with Section 105 of the Public Officers Law).

MOTION: to enter into executive session to discuss SFAA negotiations.

XV. Adjourn

MOTION: to adjourn the meeting.

SENECA FALLS CENTRAL SCHOOL DISTRICT
January 19, 2022 Board of Education Meeting/Elizabeth Cady Stanton School Roundtable
Elizabeth Cady Stanton School
6:00 PM

BOE Members Present

Deborah Corsner, Anthony Ferrara Cara Lajewski, Matthew Lando, Denise Lorenzetti, Joseph McNamara, Michael Mirras, Joell Murney-Karsten, Heather Zellers

BOE Members Absent
None

Others Present

Dr. Reed, James Bruni, Amy Hibbard, Teachers: Stacey Alessio, Emily Porretta, Elizabeth Jones, Jessica Passalacqua, Scott Sciera, Lauren Passalacqua, and Maeghan Westmiller, Anthony Noone, Natalie Hare, Anthony Noone and Melissa Woodard; Students: Michael Lambert, Harper Tanner, Randi Polite Irelynn Flahavan and Maddox McCully

Joseph McNamara called the meeting to order at 6:00 pm. A quorum of the Board of Education was present; the Pledge of Allegiance was said.

Approval of Agenda

Joseph McNamara asked for a motion to approve the revised agenda as listed.

Matthew Lando made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

Approve or Amend
Board of Education Minutes
January 5, 2023

Joseph McNamara asked for a motion to approve the Board of Education Minutes dated January 5, 2023.

Anthony Ferrara made the motion, seconded by Joell Murney-Karsten.

Yes 9 No 0 Abstain 0 Motion carried

Treasurer's Report
December 2022

Joseph McNamara asked for a motion to approve the Treasurer's Report for December 2022.

Denise Lorenzetti made the motion, seconded by Deborah Corsner.

Yes 9 No 0 Abstain 0 Motion carried

Extra-Curricular Treasurer's Report
December 2022

Joseph McNamara asked for a motion to approve the Extra-Curricular Treasurer's Report for December 2022.

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

Recognitions, Celebrations and Presentations
Elizabeth Cady Stanton School Roundtable

Amy Hibbard, ECS Principal welcomed the Board of Education and everyone in attendance to the roundtable.

The principal stated that she had three intentions for the 2022-2023 school year:

- Be your best whatever your role and do your best every day;
- We are a team. We support each other. We are not competitors.
- There is no such thing as a bad kid-just angry, hurt, tired, scared, confused, impulsive ones expressing their feelings and needs the only way they know how. We owe it to every single one of them to remember that.

The principal stated that there are two golden rules the school goes by: be safe and be kind.

The principal shared a video of how to be the "I" in Kind.

Tonight's roundtable focus was going to be on literacy.

Lauren Passalacqua and Maeghan Westmiller (Reading Teachers) shared information regarding the Fontas & Pinnell Benchmark system and explained the procedure assessment.

Scott Sciera (4th Gr. Teacher) was present and shared information regarding Foundational Literacy Skills. Mr. Sciera also shared a Foundational Skills rap video of his students.

Stacey Alessio and Emily Porretta (5th Gr. Teachers) were present along with their students, Michael Lambert, Harper Tanner, Randi Polite, Irelynn Flahavan, and Maddox McCully, to share information regarding Guided Reading Lessons.

Jessica Passalacqua and Elizabeth Jones (3rd Gr. Teachers) were present and shared information regarding Literacy Centers which consist of whole group ready lessons.

Amy Hibbard shared the Elizabeth Cady Stanton School Improvement Plan, student achievement and what's ahead for the school.

"It's impossible to do everything perfectly, but we do the best we can."

Public Comment

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Committee Reports Facilities Committee

Michael Mirras reported that the facilities committee met on January 9, 2023 and discussed the following regarding the upcoming capital project:

Reviewed the roles and responsibilities;

How communication was going to happen; phone numbers were exchanged;

The RFP for the construction management firm;

When and if other consulting services would be necessary;

The size and scope of the project (\$20-24 million dollars);

Timeline of the project, fieldwork, and facilities assessment;

December 5, 2023 is the potential date for a capital project vote.

Policy Committee

Cara Lajewski reported that the policy committee met on January 9, 2023; she emailed the following notes to the board members regarding the policies discussed:

Policy 4321.12: Use of Time-out Rooms, Physical Restraints and Aversives

- Addition of "Time-Out Rooms" section in our policy to provide for any student moving into our district with an IEP. Discussion around the state definitions for "time out" and "time out room" and behavioral intervention plans.
- Use of aversives is not permitted for our district (only those districts having a student-specific exception from SED in place by June 30, 2007 may still have one in place.)
- Additional provision for communication to parents
- Regulation 4321.12 Use of Time Out Rooms: Update to communication piece

Policy 4327: Homebound Instruction

- NYSSBA added differentiation between disciplinary and medical reasons for homebound instruction
- The addition of homebound instruction being approved by the superintendent
- increase in hours required by SED for homebound instruction
- process for approval of homebound instruction, steps by parents, steps by district

Policy 6830: Expense Reimbursement

- Clarification on personal expenses, reimbursable expenses and procedures for staff to follow for reimbursement

Policy 9645: Disclosure of Wrongful Conduct

- Additional terms of “wrongful conduct”
- Additional pathways for reporting and investigation

For next policy committee meeting:

Policy 8121.1: Opioid Overdose Prevention

- To review our policy in accordance with update suggestions from Seneca County Department of Health

Information
Warrants

11/01/2022- 11/30/2022

Warrant #35 (A)	\$ 670,604.17
Warrant #36 (A)	\$ 21,160.33
Warrant #37 (A)	\$ 327,024.95
Warrant #40 (A)	\$ 14,791.40
Warrant #15 (C)	\$ 20,792.46
Warrant #16 (C)	\$ 33,187.28
Warrant #17 (C)	\$ 18,542.51
Warrant #10 (F)	\$ 681.00
Warrant #11 (F)	\$ 567.62
Warrant #12 (F)	\$ 2,544.31

12/01/2022- 12/31/2022

Warrant #41 (A)	\$1,061,212.09
Warrant #44 (A)	\$ 25,355.02
Warrant #45 (A)	\$ 25,231.66
Warrant #46 (A)	\$ 10,930.00
Warrant #49 (A)	\$ 15,206.43
Warrant #50 (A)	\$ 6,494.07
Warrant #18 (C)	\$ 15,631.79
Warrant #19 (C)	\$ 1,451.55
Warrant #13 (F)	\$ 2,259.00
Warrant #14 (F)	\$ 1,167.66
Warrant #15 (F)	\$ 3,484.31

Business Administrator Report

James Bruni handed out information regarding a 2023 insurance proposal Cyber Liability and reviewed it with the Board.

Superintendent Report

Dr. Reed reported that she and Faith Lewis visited Northeast College during the week. They were able to see the new cadaver lab. Dr. Reed has scheduled another meeting with the college to discuss possible undergraduate courses for MA students.

Dr. Reed also informed the Board that she had nominated Noah Smith for the Superintendent Award at WFL BOCES.

BOE President Report

Mr. McNamara reminded the Board members of the upcoming virtual lobby day (Feb. 10, 2023) and the in-person lobby day on February 15, 2023.

Important Dates to Remember

January 19, 2023-BOE Meeting/ECS Roundtable (cafeteria)

January 20-21, 2023-Middle School Play

January 28, 2023- Jr. /Sr. High- All County Music Festival

January 24-27, 2023-Regents Exams

January 31, 2023- 4 County SBA Professional Development “Business and STEM Education Partnerships”

February 2, 2023-BOE Meeting

February 10, 2023-Virtual Capital Conference.

February 15, 2023-Capital Conference and Lobby Day for 2023

February 20-24, 2023 Winter Break

Consent Agenda
Retirements/Resignations

None at this time

Appointments
Professional Appointments
None at this time.

Civil Service Appointment
None at this time.

Substitute Appointments

Upon the recommendation of the Superintendent, the Board of Education approves the following substitute position(s) (*All appointments are conditional until paperwork is completed and fingerprints are cleared*).

Name: Chloe Morrell
Civil Service Position: Substitute Teacher
Substitute Teaching Assistant
NYS Certification: Uncertified
Effective: Pending NYSED fingerprinting approval

Name: Amanda Barclay
Civil Service Position: Substitute Teacher
Substitute Teaching Assistant
NYS Certification: Uncertified
Effective: Pending NYSED fingerprinting approval

Probationary to Permanent
None at this time

CSE Minutes

Upon the recommendation of the Superintendent, the Board of Education approves the following CSE Minutes:
12/19/2022, 12/20/2022

Gifts and Donations

Be it resolved upon the recommendation of the Superintendent, the Board of Education accepts the following gifts or donations:

Donor	Total Amount	Account	
SF Education Foundation	\$3,000	A(2705)	Purchase equipment for Seneca Falls CSD Athletic Program
Clix Portrait Studios.	\$618.21		MA (Gr. 9-12) Miscellaneous Supplies/Materials
See attached list	\$330.00	A(2705)	Memorial contributions in memory of Marlene LoTurco to be used for the Frank Knight Reading Program
Tops in Education	\$76.69	A(2705)	ECS PBIS Supplies
Tops in Education	\$84.56	A(2705)	MA Miscellaneous Supplies/Materials

Transportation Requests
None at this time.

Joseph McNamara asked for a motion to approve the consent agenda as listed.
Matthew Lando made the motion, seconded by Anthony Ferrara.
Yes 9 No 0 Abstain 0 Motion carried

Old Business
None at this time
New Business

Joseph McNamara asked for a motion that upon the recommendation of the Policy Committee, the Board of Education approves the first reading of the following policies:

Policy 4321-Use of Time Out Rooms and Physical Restrains
Regulation 4321.12- Use of Time Out Rooms Regulation
Policy 4327-Homebound Instruction
Policy 6830-Expense Reimbursement
Regulation-6830- Expense Reimbursement regulation
Policy 9645- Disclosure of Wrongful Conduct (Whistleblower Policy)

Cara Lajewski made the motion, seconded by Matthew Lando.
Yes 9 No 0 Abstain 0 Motion carried

Create Positions (2)

Joseph McNamara asked for a motion to create the following positions:
2-Typist (FTE 1.0)-12 months

Denise Lorenzetti made the motion, seconded by Deborah Corsner.
Yes 9 No 0 Abstain 0 Motion carried

2023-2024 Budget Workshop

Dr. Michelle Reed and James Bruni reviewed the BOCES budget and transportation budget with the Board. James Bruni thanked the Director of Special Programs for assisting him in the projections for the next school year.

Executive Session

Personnel

Superintendent Mid-Year Review

Joseph McNamara asked for a motion to move into Executive Session at 8:10 pm to discuss the Superintendent's mid-year review.

Anthony Ferrara made the motion, seconded by Michael Mirras.
Yes 9 No 0 Abstain 0 Motion carried

Monica Kuney, District Clerk

The regular meeting resumed at 9:05 pm.

Adjourn

Joseph McNamara asked for a motion to adjourn the meeting at 9:05 pm.

Anthony Ferrara made the motion, seconded by Michael Mirras.
Yes 9 No 0 Abstain 0 Motion carried

Joseph McNamara, Board President

4321.12 USE OF TIME OUT ROOMS, PHYSICAL RESTRAINTS, AND AVERSIVES

NOTE: Chapter 516 of the Laws of 2022 amended Education Law §4402(9), which requires school boards to develop procedures for same-day parent notification whenever time out rooms and physical or mechanical restraints are utilized. We have modified this policy and the accompanying regulation accordingly as indicated by the underlined text. We have also added an optional section on Equity, and modified this policy and regulation for gender-neutral language and to replace “shall” with “will.”

SED issued guidance on this topic, dated December 12, 2022, available at: <https://www.p12.nysed.gov/specialed/timely.htm>. The Department’s regulatory agenda, posted December 2022) indicates that regulations on this topic may be issued in 2023, which may necessitate changes to this policy. Another resource for reducing student restraint and seclusion is available at: <https://www.pbis.org/resource/promoting-positive-discipline-approaches-and-reducing-restraint-and-seclusion-the-american-school-for-the-deaf-model-of-success>.

NOTE: State regulations require each school to have policies and procedures for the use of time-out rooms for students with disabilities. Audits by the State Education Department have cited some districts for not having sufficient Board policies and procedures on the use of time out rooms and emergency interventions.

This policy charges the administrator in charge of special education with developing regulations for time out rooms. The accompanying regulation provides more details on the use of time-out rooms. If your district has its own administrative or school-level procedures, they may be attached to this policy. The section on aversive behavioral interventions reflects that they are being phased out under state regulations.

This policy is offered to guide districts in the use of specific interventions that may be implemented to modify or eliminate inappropriate or self-injurious behavior of students with disabilities. If a school district has a time out room, the Board should adopt a policy that regulates its use. The district should modify the policy that follows to reflect its practice.

For a school to use aversive behavioral intervention pursuant to a child-specific exception, SED must have granted prior approval of the school’s policies and procedures as of June 30, 2007. If a district does not use aversives, there is no need to include that section in policy.

~~The Board of Education recognizes that students with disabilities sometimes exhibit inappropriate behaviors that impede learning. As a result, Students with disabilities may require unique approaches to discipline so that they can continue to benefit from their educational program. The Board further acknowledges that the use of aversive behavioral intervention, as defined in §19.5 of the Commissioner’s regulations is prohibited. unless the district has followed the procedures outlined below to allow for their use in a child-specific case.~~

The use of a time out room, or physical restraint or aversive intervention will be in conformance with a child’s individual education program (IEP). Staff will adhere to federal and state statute and regulation in the administration of these measures.

For purposes of this policy, the term “parent” refers to parents, guardians, and persons in parental relation, as defined in Education Law §2.

Time Out Room (← This section IS NOT in our current policy)

NOTE: The paragraph below clarifies that time out rooms can be used where it is not part of a behavioral intervention plan in unanticipated situations for student safety. While your district may wish to ban the use of time out rooms entirely, we recommend keeping this policy “just in case.” For example, if a student moves into the district with a behavioral intervention plan already in the IEP that includes use of a time out room, having a policy in place makes implementing the IEP easier.

A time out room is an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his/her the educational program. The room will only be used in conjunction with a behavioral intervention plan, as part the student's IEP, or when it is necessary to remove a student from a potentially dangerous situation in unanticipated situations that pose an immediate concern for the physical safety of a student or others. The room will provide a supervised area in order to facilitate self-control. The location, size and access to the time out room will be in conformance with applicable laws and regulations. The Director of Special Programs will be is responsible for the development and implementation of regulations covering the use of a time out room, as well as monitoring compliance with those regulations.

NOTE: While not specifically required by state law or regulation, if students with disabilities may potentially be placed in a time out room in emergencies to address student safety, the district may wish to notify all parents of students with disabilities that this is a possibility. In this way, parents are made aware that a time out room may potentially be used, whether or not a behavioral intervention plan incorporates the use of a time out room. The last sentence is provided for this option.

The Director of Special Programs will inform parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out room. Upon request, the parents will be shown the space that will be utilized. In addition, the parents will be provided a copy of this policy and notified when their child is placed in the time out room as outlined in the “Parent Notification” section below. [Optional sentence: The district will notify all parents of students with disabilities that a time out room may be used in emergencies, as described above.]

Physical/~~Mechanical~~ Restraint: Emergency Interventions

Staff will not use physical or mechanical restraint as a substitute for systematic intervention to modify inappropriate behavior. Staff who may be called upon to physically/mechanically restrain a student will be trained on safe and effective ways to do so. Physical/mechanically restraint may be used in an emergency where no other approach would be effective in controlling the student's behavior.

NOTE: The following two paragraphs summarize the provisions of state regulations sections 19.5(a)(3) and 200.22(d). Parent notification is addressed separately in the section below.

During emergencies, immediate intervention by staff involving the use of reasonable physical force may be necessary, either to protect people or property from injury or damage, or to restrain or remove a student whose behavior is interfering with the orderly functioning of the

school, if that student has refused to comply with a request to refrain from further disruptive acts.

The district ~~shall~~ will document the use of emergency interventions for each student. This ~~shall~~ will include the student's name and date of birth, the setting and location of the incident, the staff members involved, other persons involved, a description of the incident and the intervention used, the duration of the incident, a statement as to whether the student has a current behavioral intervention plan, and details of any injuries sustained by either the student or others as a result of the incident. Documentation of emergency interventions ~~shall~~ will be reviewed by school supervisory personnel and, as necessary, the school nurse or other medical personnel. ~~The student's parents/guardians shall~~ Parents will be notified of each incident of emergency intervention as outlined in the "Parent Notification" section below.

Aversive Behavioral Intervention (← This section IS NOT in our current policy)

NOTE: ~~The text below reflects the phasing out of the use of aversive behavioral interventions for all students, except for child-specific exemptions that were granted by the Commissioner of Education each year since the 2008-09 school year. However, only districts with a plan approved by SED on or before June 30, 2007, are authorized to use such interventions. If no schools in the district had plans approved by then, this section does not need to be retained.~~

~~_____ Aversive behavioral intervention, as defined in §19.5 of the Commissioner's regulations, shall will not be the sole or primary approach to modifying inappropriate behavior, and is generally prohibited, unless a child-specific exception was granted by the Commissioner of Education in the 2008-2009 school year, and each subsequent year thereafter, and incorporated into the student's IEP. This approach will be limited to self-injurious or aggressive behaviors identified on the child's IEP.~~

~~_____ The IEP shall will identify the specific targeted behavior, the aversive intervention to be used and, if applicable, the device to be utilized. The parent must provide informed written consent for the use of the aversive intervention.~~

~~_____ The district will establish a Human Rights Committee to monitor the use of aversive behavior interventions. The committee will be comprised of individuals not employed by the school district and its membership will be in conformance with Commissioner's regulations.~~

Parent Notification (← This section IS NOT in our current policy)

NOTE: Education Law §4402(9) requires the board of education (or trustees) of each school district to develop a procedure for same-day parent notification of use of time out rooms and physical/mechanical restraints for students with disabilities. We recommend including language in this policy which allows for specific steps to vary at the building level. Building-level processes could be attached to this policy as exhibits. Questions regarding this law may be directed to the SED Office of Special Education's Policy Unit at (518) 473-2878 or to speced@nysed.gov.

The law does not specify who must notify parents. Because school buildings may vary in size and complexity, Building Principals are likely the best person to determine the process that will work best for that building. Because the law requires that Building Principals report unsuccessful notification attempts to the CSE, if the actual notification is carried out by a

designee, Principals may wish to be aware of only the unsuccessful notification attempts, or all notification results (both successful and unsuccessful).

Because students could potentially be placed in a time out room or restraint on more than one occasion by more than one staff member in any given school day, establishing a centralized method for notification may be prudent.

The law does not mandate whether a single aggregate daily notification is acceptable, versus separate notifications of each instance. The law also does not specify the information that must be provided (e.g., time, duration, precipitating events), or how parents must be notified (e.g., specific allowable methods of communication).

Confirmation that notification was received, and sending written notification where the district has not heard back from parents, is not required by the law, but serves as additional means to notify parents, as well as document the district's good faith effort to comply with the law.

The law is applicable to students with disabilities, and this policy is written accordingly. However, the district could choose to apply this policy to all students. This keeps parents informed of their children's well-being, and may be particularly helpful for students who are suspected of having a disability, or who may be identified as having a disability in the future.

Pursuant to Education Law §4402(9), the Board is required to develop procedures for same-day parent notification of use of time out room or physical/mechanical restraint. Whenever a student is placed in a physical or mechanical restraint, or placed in a time out room, the Building Principal or designee will notify the parent on the same day that it occurs, via methods reasonably expected to reach parents (e.g., email, text, phone, apps, etc.).

Building Principals are responsible for establishing any building-level procedures necessary to implement this policy, and for working collaboratively with any school or program where resident students are receiving services pursuant to an IEP or individualized education services program (IESP). If the parent cannot be contacted (including if the district does not receive a response) after reasonable attempts are made, the Principal will record and report such attempts to the Committee on Special Education.

Equity (← This section IS NOT in our current policy)

NOTE: *This optional section is suggested for districts engaging in Equity work to provide a pathway for districts to determine whether their use of time out rooms and restraints are being applied disproportionately, and to engage in measures designed for reduced, and more equitable, application.*

The district will periodically examine data about the use of time out rooms and restraints. Such data will be disaggregated by school, grade level, and staff member, as well as by student race/ethnicity and sex/gender (and/or other relevant factors). The purpose of this examination is to determine whether students from any demographic group are disproportionately placed in time out rooms and restraints and how to reduce such disproportionality, and whether, where and for whom additional training, support and/or assistance is needed to reduce the use of such interventions.

Training (← This section IS NOT in our current policy)

Training for staff on the policies and procedures related to the use of time out rooms, physical restraint, ~~aversives~~, and related behavior management practices, will be provided annually or as needed.

The Superintendent of Schools [*or insert appropriate title*] ~~will be~~ is responsible for implementation and oversight of this policy.

Ref:

[8 NYCRR §§19.5; 200.15; 200.22](#)

Adoption date: August 22, 2019

Revised:

Seneca Falls Central School District

4321.12-R-USE OF TIME OUT ROOMS REGULATION

NOTE: We have updated item 9 of this regulation to address parent notification when students with disabilities are placed in time out rooms, pursuant to Education Law §4402(9) as amended by Chapter 516 of the Laws of 2022. We have also modified this regulation for gender-neutral language and to replace “shall” with “will.”

NOTE: State regulations require each school using a time out room to have “policy and procedures” on their use, which must address certain elements outlined in state regulations:

1. The physical and monitoring requirements of state regulations;
2. Parental rights;
3. IEP requirements for students with disabilities;
4. Prohibiting placing a student in a locked room or space or in a room where the student cannot be continuously observed and supervised;
5. Factors which may precipitate the use of the time out room;
6. Time limitations for the use of the time out room;
7. Staff training on the policies and procedures related to the use of time out room;
8. Data collection to monitor the effectiveness of the use of time out rooms; and
9. Information to be provided to parents.

Because individual schools do not adopt policies in the same way that school boards do, we suggest the use of an administrative regulation instead of a board policy. Your district may wish to balance the desire to have uniform procedures throughout the district with the need to be developmentally-, age-, and grade level-appropriate. Additional detailed school-level procedures may be necessary.

A time out room is a supervised area for a student to safely deescalate, regain control and prepare to meet expectations to return to ~~his/her~~ the educational program. Time out rooms may only be used when needed for unanticipated situations that pose an immediate concern for the physical safety of a student or others, or in conjunction with a behavioral intervention plan in a student’s Individualized Education Program (IEP). The district’s use of time out rooms ~~shall~~ will conform to applicable state regulations.

1. Physical requirements

Time out rooms ~~shall~~ will allow for continuous visual and auditory monitoring of the student. The room ~~shall~~ will be large enough to allow a student to move freely and lay down comfortably. Wall and floor coverings ~~shall~~ will be designed to prevent student injury where possible, and there ~~shall~~ will be adequate lighting and ventilation. The temperature of the room ~~shall~~ will be within the normal comfort range, and consistent with the rest of the building. The room ~~shall~~ will be clean and free of objects and fixtures that could be potentially dangerous to a student, and ~~shall~~ will meet all local fire and safety codes.

2. Monitoring, Observation and Supervision

School staff ~~shall~~ will continuously monitor the student in a time out room. The staff must be able to see and hear the student at all times.

3. Prohibition on Locks

Time out rooms or spaces ~~shall~~will be unlocked, and the door must be able to be opened from the inside.

4. IEP Requirements

A student's IEP ~~shall~~will specify when a behavioral intervention plan includes the use of a time out room for a student with a disability, including the maximum amount of time a student will need to be in a time out room as a behavioral consequence, as determined on an individual basis, in consideration of the student's age and individual needs. The behavioral intervention plan ~~shall~~will be designed to teach and reinforce alternative appropriate behaviors.

5. Precipitating Factors

The factors that may lead to a student being temporarily placed in a time out room will depend on the particular student. Generally, time out rooms are to be used when a student needs to deescalate, regain control and prepare to meet expectations to return to ~~his or her~~the education program. ~~A student~~Students in need of a time out room may be unable to control ~~his/her~~their actions, feel overwhelmed, or overstimulated, exhibiting violent actions, or ~~posing~~pose a danger to ~~self~~themselves or others.

6. Time Limitations

NOTE: Maximum time specified in a behavioral intervention plan reflects the state regulations. The paragraph below contains suggested language to meet the regulatory requirements for addressing time limitations where used in emergency situations, but should be modified as appropriate for your district. The last sentence is included to provide guidance to school staff in order to minimize use of time-out rooms and bring students back to the learning environment.

The amount of time a student may spend in a time out room will vary with the student's age, individual needs, behavioral intervention plan, and the specific circumstances. Students ~~shall~~will spend only as much time in the time out room as is necessary for them to deescalate, regain control, return to their educational programs, or no longer pose a concern for the physical safety of themselves or others. Students ~~shall~~will not be in a time out room for more than the maximum amount of time specified in their behavioral intervention plans. For emergency use, where a time out room is not specified in a student's behavioral intervention plan, but where such emergency use is not inconsistent with the student's IEP, the maximum time to be spent in a time out room ~~shall be~~is **[insert time period, such as: 30 minutes]**. ~~If a student is~~Students who are not ready to return to the educational program after that period of time, ~~he/she~~shall~~will~~ be provided with further interventions consistent with ~~his/her~~their behavioral intervention plan or IEP, or actions reasonably calculated to assist ~~the student~~them.

7. Staff Training

NOTE: We have provided the following paragraph to fulfill state regulations requiring the school's policy and procedures to include "staff training on policies and procedures related to the use of time out room."

All staff authorized to place a student in a time out room ~~shall~~will receive training on the procedures for placing a student in a time out room, including situations warranting use of a time out room, IEP requirements, continuous monitoring, time limitations, and data collection. Only trained staff authorized by the school principal may place a student in a time out room.

Staff not authorized to place a student in a time out room ~~shall~~will receive training on what to do and who to contact if a student is exhibiting behaviors indicating the need for use of the time out room.

8. Data Collection to Monitor Effectiveness

NOTE: *State regulations require “procedures to document the use of the time out room, including information to monitor the effectiveness of the use of the time out room to decrease specified behaviors.” The text below related to data collection is suggested language, which should be modified as appropriate for your district. Reporting to the Director of Special Education, Superintendent and Board is not specifically required by state law/regulation.*

The district ~~shall~~will document the use of time out rooms, and monitor the effectiveness of the use of time out rooms to decrease the behaviors that led to the use of the rooms. Such documentation will include a record for each student placed in a time out room. Each record ~~shall~~will show, for each use of the time out room, the date, time, duration of stay, precipitating factors, staff members involved, and the student’s behaviors/condition before, during and after use of the time out room. Copies of these records ~~shall~~will be sent to the student’s teachers, CSE chairperson, Director of Special Education, and Building Principal. Appropriate staff ~~shall~~will meet regularly as needed to review the effectiveness of the time out room for each student placed in one. Building Principals ~~shall~~will periodically report on the use and effectiveness of time out rooms to the Director of Special Education and Superintendent, who ~~shall~~will report to the Board annually.

9. Parent/~~Guardian~~ Rights and Information

NOTE: *State regulations require the district’s policies and procedures address the actions in the first three sentences. State Education Law §4402(9) requires school boards to adopt procedures for notifying parents/persons in parental relation on the same day a student is placed in a time out room.*

The district ~~shall~~will inform parents (this term includes guardians and persons in parental relation)~~/guardians~~ prior to the initiation of a behavioral intervention plan for their child which will incorporate the use of a time out room. Parents/~~guardians~~ ~~shall~~will be given the opportunity to see the physical space used as a time out room. Parents/~~guardians~~ ~~shall~~will be given a copy of ~~this~~ the district’s policy and regulation on time out rooms. The district ~~shall~~will notify parents/~~guardians~~ each time a student is placed in the time out room on that day, as described in policy 4321.12 and any applicable building-specific procedures.

Adoption date:

PARENT NOTIFICATION OF USE OF TIME OUT ROOM OR PHYSICAL/MECHANICAL RESTRAINT

NOTE: This form is based on one developed by the Massachusetts Department of Elementary and Secondary Education. We have modified it to reflect New York State Education Law §4402(9). However, please note that a follow-up letter such as this one is not required by the law, though it does demonstrate the district's good faith efforts to comply with the law, and provide an additional avenue for notification.

[Date]

[Name of Parent/Person in Parental Relation]

[Address of Parent/Person in Parental Relation]

Dear [Parent/Person in Parental Relation Name]:

As we notified you on [date] via [method of communication], [student's name] engaged in the following behavior: [description of behavior triggering use of time-out room or physical/mechanical restraint] on [date].

We attempted the following behavior support strategies: [description of alternatives to time-out room or restraint use].

When these attempts did not succeed, we [select one: (A) sent [student's name] to the time-out room [or insert name used by the school] (B) physically/mechanically restrained [student's name] for a period of [number] minutes. [Include for use of time out room: The student was accompanied by [name(s)], who helped the student to calm.]

[Discuss any follow-up, de-brief, or other actions. For example, when there is repeated use of the time-out room or restraint for the same student, invite the parent/person in parental relation to meet and discuss alternative strategies to help the student maximize the amount of time spent learning with peers].

Please contact [name and contact information] if you have any questions or need any additional information.

Sincerely,

[Name]

[Title]

Adoption date:

4327 HOMEBOUND INSTRUCTION

NOTE: *This policy has been revised extensively to reflect the requirements of new state regulations 8 NYCRR 100.22 regarding homebound instruction for students for physical, mental, or emotional illness or injuries. In SED's Assessment of Public Comment for these regulations, the Department drew a distinction between students receiving homebound instruction, and those being tutored at home due to being suspended from school. For this reason, we have removed "for disciplinary problems" from the first paragraph, and added the last section to address suspended students.*

If the district had adopted an accompanying administrative regulation, that regulation likely does not conform to the new regulations. This policy is meant to replace any such regulation. NYSSBA's sample addressed requests for homebound instruction, which is covered by this policy. Other information contained in NYSSBA's prior sample regulation (e.g., coordinating with teachers for assignments, progress reports and grades, submitting time sheets and payroll periods, etc.) can be addressed in a building level procedure.

Homebound instruction is a service provided to students who are unable to attend school participate in their usual educational setting, occurring at home or in a hospital or other institution for the treatment of children (other than a school), due to medical, emotional or disciplinary problems temporary or chronic illness or injury for physical, mental or emotional reasons. Homebound instruction is provided to students anticipated to be unable to attend school in person for at least ten days during a three-month period, as documented by the student's treating healthcare provider (who is licensed or authorized to provide diagnosis under Title 8 of the Education Law). Secondary students receive instruction for two hours per day and elementary students receive one hour per day. Students receive credit for their work while on homebound instruction.

Parents/guardians must make a request for homebound instruction to the district's Superintendent Medical Director or designee. Such request must include written medical verification from the student's treating healthcare provider (who is licensed or authorized by the state to provide diagnosis), and consent for the **Superintendent Medical Director or designee** to contact the treating healthcare provider. The **Superintendent Medical Director or designee** will review the request, and may contact the treating healthcare provider to obtain additional information. The **Superintendent Medical Director or designee** must notify the parent/guardian of the district's approval or denial within five school days after receiving the written medical verification. The parent may appeal denials to the Board of Education within ten school days of receiving the denial notification. If the request is approved, or if the request is denied and an appeal is pending before the Board, the district will provide instructional services within five school days after receiving notification of the student's medical condition or request for homebound instruction.

When approved for homebound instruction, secondary students receive instruction for at least ten hours per week, for at least two hours per day if possible (and starting July 1, 2023, at least fifteen hours per week, for at least three hours per day if possible). Elementary students receive at least five hours per week, for at least one hour per day if possible (and starting July 1, 2023, at least ten hours per week, for at least two hours per day if possible). Students receive credit for their work while on homebound instruction.

The higher minimum hours of instruction listed above may be reduced upon parent/guardian request, supported by documentation by the treating healthcare provider, but

may not be lower than the lower minimum hours listed above. In such cases, the district must ensure that the student is unable to receive the minimum hours of instruction, must document the reason in the instruction delivery plan described below, and must review the plan at least once a month to determine when the hours can be increased.

Once approved, the district makes provisions for homebound instruction for all students residing in the district attending public and nonpublic schools in grades Kindergarten to age 21. Homebound instruction may be provided by the district, or by a tutor, who must hold a New York State teaching certificate and who may be employed by a BOCES. Hospital or institutional instruction may be provided via contract with a school connected with that hospital or institution, or the district where it is located. Homebound instruction may include remote instruction as defined in state regulations 8 NYCRR §100.1(u). upon referral from the Medical Director or the Director of Pupil Personnel Services following the guidelines established by the Superintendent of Schools for placing a student on homebound instruction.

The district will establish a written instruction delivery plan, with input obtained and considered from the parent/guardian and, if appropriate, the student. The plan will include at least: the number hours per week and per day of instruction, the method instruction will be delivered, the location of services, and an explanation of how the services will enable the student to maintain academic progress. The district will review the plan as needed based on the needs of the student, or if conditions have changed. The district will maintain a record of the dates, amount, and type of instructional services the student received, including the instructor's name, subjects taught, and location where services were provided.

NOTE: *The following paragraph is optional, and had been included in our sample policy previously, but is not required by the new state regulations.*

Homebound instruction will strive to keep the student on pace to rejoin his/her **their** class and maintain academic progress. The Board recognizes that students who are out of school for extended periods of time are at risk of falling behind academically and/or losing connection to the school community. The Board directs the administration to evaluate periodically whether homebound instruction is effective in keeping students on track to graduate, and if not, to take steps to improve instruction and implement approaches and/or offer services that support the transition back to school.

Students Instructed Out of School Due to Suspension

NOTE: *In the Assessment of Public Comment for regulations on a different topic, remote learning during emergency situations (8 NYCRR §§100.1 and 175.5), SED noted that “Placement in a fully virtual or remote learning modality should never be used as a disciplinary intervention for a student, although virtual or remote learning may be appropriate to provide supplemental required instruction to a student who is suspended from school.”*

Students who have been suspended from school will be provided with alternative instruction, as described in the district's Code of Conduct. Such instruction may be provided in the student's home or other location, including remotely, as determined by the district, balancing the best interests of the student, the safety of district personnel, and the district's resources. The district's homebound instructors may be utilized, if available. Such instruction is not subject to the requirements of state regulations for homebound instruction (8 NYCRR §100.22) referenced in the rest of this policy. Any such instruction will be substantially

equivalent to the instruction the student would have received in the regular education environment, to be determined by the district on a case-by-case basis. Two hours per day of alternative instruction may be enough for the district to meet its obligations under the Education Law §3214(3)(e).

Cross-ref: 5300, Code of Conduct

Ref:

[Education Law §§1709\(24\); 4401 et seq.](#)

[8 NYCRR §175.21](#)

[Appeal of Camille S. 39 EDR 574 \(Dec. No. 14,316\) \(2000\)](#)

Adoption date: August 22, 2019

Revised:

Seneca Falls Central School District

6830 EXPENSE REIMBURSEMENT

NOTE: We suggest minor clarifications to this policy, and to add optional language regarding travel extension and guests. The meal reimbursement amounts in the accompanying regulation are also revised.

Boards of Education are authorized to reimburse Board members, officers and employees for expenses reasonably, actually and necessarily incurred in the performance of their duties, provided they comply with required procedures. This sample policy and accompanying regulation set out some guidelines and procedures for the Board's consideration.

School district employees, officials and members of the Board of Education will be reimbursed for reasonable, actual and necessary out-of-pocket expenses which are legally authorized and incurred while traveling for school related activities.

NOTE: The Board may set the mileage rate for use of private vehicles for school business. Usually this is done at the annual reorganizational meeting. Although it is not required, many boards set the rate at the current rate fixed by the federal IRS for business travel. If your rate differs, please amend the text below.

Only expenses necessary to the purpose of the travel ~~shall be~~ **are** reimbursable. Transportation costs such as **taxi services** ~~taxicabs~~ are allowable only for essential transportation. Mileage will be paid at the rate fixed by the federal Internal Revenue Service for business travel. Tax exemption certificates ~~shall~~ **will** be issued and utilized as appropriate (sales tax for individual restaurant meals are considered a necessary expense incidental to the meal).

NOTE: If the Board wishes to have the Board President or Superintendent authorize attendance at meetings or conferences, the following paragraph must be modified to reflect that.

The Board, by majority vote, ~~shall~~ **will** determine and approve which meetings and conferences may be attended by Board members and the Superintendent of Schools, at district expense.

The Superintendent or **designee** ~~shall~~ **determines**, in the first instance, whether attendance by district staff at any conference or professional meeting is in the best interest of the district and eligible for reimbursement of expenses under this policy.

~~Optional language:~~ Extension of travel for personal reasons (before, during or after the district business) is permitted; however, the individual must charge any additional time to personal leave. Guests may accompany district officers or employees. Any additional costs arising from travel extension or guests will not be paid by the district.

To obtain reimbursement, the claimant must have completed a purchase order, prior to the travel, and complete and sign an expense voucher, attach all receipts or other expense documentation, together with a copy of the approved conference attendance request form and evaluation report (if required), and submit the same to the appropriate administrator after travel. Reimbursement ~~shall~~ **will** only be made after such claim has been audited and allowed. Failure to adhere to this policy will result in denial of reimbursement.

Regulations concerning expense reimbursement shall be attached to this policy and shall be reviewed annually and revised as appropriate.

NOTE: We have added citations to General Municipal Law §77-c, which allows for per diem meal allowances instead of actual expense reimbursement, as well as two relevant guides from the IRS and the NYS Office of State Comptroller.

General Municipal Law §§77-b; 77-c

Internal Revenue Service, Office of Federal, State & Local Government, Publication 5137: “Fringe Benefit Guide,” <https://www.irs.gov/pub/irs-pdf/p5137.pdf>

Office of the NYS Comptroller, Local Government Management Guide, “Travel and Conference Expense Management” (Dec. 2020), <https://www.osc.state.ny.us/files/local-government/publications/pdf/travel-and-conference-expense-management.pdf>

Office of the NYS Comptroller, Local Government Management Guide, “Improving the Effectiveness of Your Claims Auditing Process” (Dec. 2020), <https://www.osc.state.ny.us/files/local-government/publications/pdf/improving-the-effectiveness-of-claims-auditing-process.pdf>

Adoption date: January 21, 2021

Revised:

Seneca Falls Central School District

6830-R EXPENSE REIMBURSEMENT REGULATION

NOTE: *We have suggested the changes noted by the underlined text.*

It is good business practice for school districts to adopt local rules addressing travel, meals and other administrative expenses. The district should amend this regulation to reflect its own procedures.

The district ~~shall~~ reimburse~~s~~ district employees, officials and members of the Board of Education for reasonable, actual and necessary out-of-pocket expenses incurred while traveling for school-related business upon receipt of a completed (pre-approved) purchase order, completed voucher with itemized receipts along with approved attendance form. Reference the SFCSD Purchasing Manual for more detailed information regarding travel expenses. The following rules shall guide the reimbursement of school-related travel expenses:

Transportation

- Travel ~~shall~~ **must** be by the most economical method, whether by private automobile, school vehicle or common carrier such as bus, train or plane.
- If travel is by private automobile, mileage ~~shall~~ **will** be reimbursed at the level approved by the Internal Revenue Service for business travel. Parking and tolls will also be reimbursed but gasoline will not.
- Rental car expenses will be reimbursed only if authorized in advance. Receipts must be attached.
- Air travel is only allowed when determined by the Board President or the Superintendent to be in the district's best interest. Air travel ~~shall~~ **will** be reimbursed at the lowest feasible fare available and ~~shall~~ **must** not exceed regular coach class fare. Travel arrangements should be made as soon as reasonably practicable so as to avoid payment of a higher fare due to a late booking.

Lodging

NOTE: *By law, a district can only reimburse employees for lodging charges which were actually incurred. However, the district may wish to set a maximum lodging rate for which they will reimburse notwithstanding the amount actually charged for the room. To that end, the district may wish to use the federal travel reimbursement rates, which are also used by the New York State government, to set such a maximum rate. These rates can be found at <https://www.gsa.gov/travel/plan-book/per-diem-rates>.*

The rates for lodging (and for meals and incidental expenses) vary by county and major cities. These federal/state rates do not apply specifically to school districts; however, they do serve as good general guidelines.

- Persons traveling on district-related business are expected to secure the most reasonable rate for necessary hotel accommodations. **The district will reimburse for actual lodging fees up to the maximum lodging fee set by the federal government for that location (<https://www.gsa.gov/travel/plan-book/per-diem-rates>).**
- When the rate is pre-determined by the organization sponsoring the event, the traveler ~~shall~~ **will** secure a room rate at no more than the pre-determined rate notwithstanding what the federal travel reimbursement rate is. Hotel accommodations at a rate other than the most reasonable rate or a pre-determined rate described above will be reimbursed only if approved by the Board President (for members of the Board and the Superintendent) and the Superintendent (for all others) prior to the stay.

Meals

NOTE: We have revised this section to provide options for reimbursement or per diem meal allowance. Rather than updating specific meal amounts in this regulation, we recommend adopting the federal meal and incidental amounts, which vary by location and are updated each year. IRS Publication 5137 "Fringe Benefit Guide" from the Office of Federal, State & Local Government states that for meal reimbursement to be excluded from an employee's taxable income, the travel must be "substantially longer than an ordinary day's work, require an overnight stay, or substantial sleep or rest."

The district will pay for meals for individuals traveling on district business, where the travel is substantially longer than an ordinary day's work, or requires an overnight stay or substantial sleep or rest. Where a meal is already paid for by the district (for example, included with the conference or hotel costs), the corresponding amount for that meal will be deducted from the daily total. The first and last day of travel is 75% of the federal allowance. Itemized receipts are required to show that expenses are allowable under this policy.

NOTE: The district can set meal reimbursement rates that differ from the federal rates for meals and incidental expenses. These rates should be reviewed annually to see if they need to be revised. According to the IRS Fringe Benefit Guide, "If a rate higher than the federal rate is used, the excess is taxable as wages." For simplicity, we have modified this text to adopt the federal rates, which vary based on the location of travel. Note that the federal 2023 "standard" daily rate (for all other non-specified locations) is \$59: \$13 for breakfast, \$15 for lunch, \$26 for dinner, and \$5 for all other incidental expenses.

~~[Option A — actual expense reimbursement:] Reimbursable meal charges, including gratuities, for persons traveling for district-related business will be at the federal per diem reimbursement rate for meals and incidental expenses available at <https://www.gsa.gov/travel/plan-book/per-diem-rates> shall be as follows (with receipt):~~

- Breakfast _____ up to \$10.00
- Lunch _____ up to \$15.00
- Dinner _____ up to \$25.00
- Or
- Daily total _____ up to \$50.00

NOTE: Under General Municipal Law §77-c, the district may determine by resolution to allow and pay a reasonable per diem allowance. The adopted per diem rate must not exceed the federal standard meal allowance, but in determining the rate, the district must consider the prevailing costs for meals in the area in which the travel will occur.

~~[Option B — per diem meal allowance:] Pursuant to Board resolution, the district pays a per diem meal and incidental cost allowance, regardless of actual expenses, based on the federal standard meal allowance for the area in which the travel will occur.~~

Personal Expenses

The district does not reimburse persons traveling on district-related business for personal expenses including, but not limited to, pay television, hotel health club facilities, alcoholic beverages, theater and show tickets, and telephone calls and transportation costs unrelated to district business.

Ref.:

www.gsa.gov/portal/content/104877

www.osc.state.ny.us/agencies/travel/meals.htm

Adoption date: January 21, 2021

Revised:

9645 DISCLOSURE OF WRONGFUL CONDUCT (WHISTLEBLOWER POLICY)

NOTE: This policy has been corrected to reflect an amendment to Civil Service Law §75-b, which no longer requires public employees to notify their employers of alleged wrongdoing before bringing their concerns to a higher authority. The regulations of the Commissioner of Education (8 NYCRR §102.4) also require that employees with concerns about testing misconduct report directly to the State Education Department (SED). We have modified the optional provisions of this policy to encourage, rather than require, staff to report testing misconduct and other allegations to the Superintendent or the Board when reporting concerns to SED and other governmental entities. Because the changes to this policy are rather extensive, for simplicity, we are indicating the changes with underlined text, rather than showing the strikethrough text as well.

Civil Service Law §75-b prohibits adverse employment actions against public employees (including school district employees) who disclose to a governmental body (e.g., a higher authority) information they believe to be true and constitutes an improper governmental action.

The Board of Education expects officers and employees of the district to fulfill the public's trust and to conduct themselves in an honorable ethical manner, abiding by all district policies and regulations and by all applicable state and federal laws and regulations.

However, when district officers or employees know or have reasonable cause to believe that serious instances of wrongful conduct (e.g., mismanagement of district resources, unethical behavior, violations of law or regulation, and/or abuse of authority) have occurred, they are encouraged, if they feel comfortable, to should report such wrongful conduct to the Board or one of its designated officers (e.g. Superintendent of School, the School Attorney or the Independent Auditor). Alternatively, or in addition, district employees may report their concerns to a governmental agency or entity.

For purposes of this policy, the term "wrongful conduct" shall be defined to include:

- theft of district money, property, or resources;
- misuse of authority for personal gain or other non-district purpose;
- fraud;
- conflicts of interest or abuse by district officers or employees relating to their office or employment;
- actions that present a substantial or specific danger to public health or safety;
- actions that compromise the security and integrity of the district's or state's testing program;
- violations of applicable federal and state laws and regulations; and/or
- serious violations of district policy, regulation, and/or procedure.

Internal Reporting ~~Disclosure~~ and Investigation

NOTE: Please consult with your attorney and auditors to make sure that the list of entities/individuals who can receive allegations of misconduct will work for your district. Ultimately, it is important to provide for multiple avenues to report misconduct. For districts with in-house legal counsel, it may be more appropriate for the school attorney to receive reports of wrongdoing. For districts that contract with outside counsel (who work at the direction of the Board), it may not be as appropriate for the attorney to be a first point of contact to receive reports. While an outside attorney would not conduct any investigation without Board direction, they could bring reported misconduct to the Board's attention.

Employees and officers who know or have reasonable cause to believe that wrongful conduct has occurred are encouraged to report such conduct, if they feel comfortable, to the Board of Education, or the ~~shall report such mismanagement, fraud or abuse to the~~ Superintendent of Schools ~~(or Designee), the~~ or School Attorney, ~~or the~~ Internal Auditor, External/Independent Auditor, or Audit Committee, who must notify the Board. Building Principals or other supervisory personnel may also receive such reports, and must notify the Superintendent, unless the Superintendent is a subject of the report. ~~Each of these Board-designated officers~~ Upon receiving a report of alleged wrongful conduct, the Board, Superintendent, or designee may will ~~shall~~ take immediate steps to ~~conduct~~ authorize an appropriate investigation.

NOTE: *The text below reflects the state regulations which require direct reporting to SED, consistent with Civil Service Law §75-b.*

Staff members who suspect that a violation of state testing procedures has occurred by a certified educator, or non-certified individual involved in the state testing program, must report their concerns to the State Education Department (SED) in the manner prescribed by the Commissioner of Education. Employees are also encouraged, if they feel comfortable, to ~~and must also~~ report concerns to the Superintendent or Board of Education. Any Building Principal receiving such a report ~~shall~~ must relay this information to the Superintendent, or directly to the Board, if the Superintendent is a subject of the report.

The Board or Superintendent or designee must ~~School Attorney or the Independent Auditor~~ ~~shall~~ maintain a written record of the allegation and the results of any ~~conduct an investigation. to ensure that the appropriate unit (auditors, police, SED, etc.) investigates the disclosure, and notify the Board when appropriate to do so.~~ The Board or Superintendent or designee may also refer the matter to any appropriate entity or agency (e.g., auditors, police, SED, State Comptroller, etc.), and the Superintendent or designee will notify the Board when appropriate to do so.

Except as otherwise provided in either state and/or federal law, the Board-designated officer ~~shall~~ will make all reasonable attempts to protect the identity of the employee making the disclosure in a confidential manner, as long as doing so does not interfere with conducting an investigation of the specific allegations or taking corrective action.

NOTE: *The first sentence below outlines the protections of Civil Service Law 75-b. We have removed the requirement to notify the district prior to notified governmental entities of suspected wrongdoing.*

The district ~~shall~~ will not take adverse employment action against an employee who has, in good faith, notified the district and/or a governmental body of wrongdoing, including but not limited to instances where an employee has reported misconduct when mandated to do so by federal or state law or regulation (e.g., child abuse, state testing misconduct). ~~allowing the district the opportunity to investigate and correct the misconduct. The district shall not take adverse action against an employee who has reported misconduct when mandated to do so by federal or state law or regulation.~~

Complaints of Reprisal

An employee who has been subject to an adverse employment action based on his or her prior disclosure of alleged or actual wrongful conduct may contest the action by filing a written complaint of reprisal with the Superintendent or designee, or if the Superintendent is the subject of the complaint, Board President or designee, in consultation with the school attorney, who will review the complaint expeditiously to make a preliminary determination as to: ~~The Board President, or his/her designee, will review the complaint expeditiously to determine~~

- whether the complainant made a disclosure of alleged wrongful conduct before an adverse employment action was taken;
- whether the responding party could reasonably have been construed to have had knowledge of the disclosure and the identity of the disclosing employee;
- whether the complainant has in fact suffered an adverse employment action after having made the disclosure; and
- whether the complainant alleges that adverse employment action occurred as a result of the disclosure.

NOTE: *To streamline the process, we recommend the Superintendent or designee (or Board President or designee) investigate the claim, rather than a separate review officer or panel.*

If all of the above elements are present, the Superintendent or designee, or Board President or designee in consultation with the school attorney, if the Superintendent is the subject of the report or allegation, will investigate the claim and make a recommendation to the Board. The Superintendent or designee will inform the complainant and the respondent, in writing, of:

~~If the designee determines that~~ all of the above elements are present, the Superintendent or designee, or Board President or designee in consultation with the school attorney if the Superintendent is the subject of the report or allegation, will investigate the claim and make a recommendation to the Board. ~~he or she shall appoint a review officer or panel to investigate the claim and make a recommendation to the Board. At the time of appointment, The Superintendent or designee shall will~~ inform the complainant and the respondent, in writing, of:

- the intent to proceed with an investigation;
- the specific allegations to be investigated;
- the appointment of the review officer or panel; and
- the opportunity of each party to support or respond, in writing, to the allegation.

Once ~~the review officer or panel~~ the Superintendent or designee, or Board President or designee in consultation with the school attorney if the Superintendent is the subject of the report or allegation has conducted a review and considers the investigation to be complete, the Board will be notified of its completion. ~~the officer or panel will notify the designee of its completion.~~ From the date of that notice, ~~the review officer~~ Superintendent or designee, or Board President or designee, has 15 days to report ~~his or her~~ the findings and make any recommendations ~~he or she~~ deemed appropriate to the ~~designee~~ Board. The Superintendent or designee, or Board President or designee, in conferral with the Board and school attorney, if appropriate, administrator shall will make a final determination and issue a letter of findings to both the complainant and the respondent.

The decision of the review officer or panel is binding.

Nothing in this policy is intended to interfere with legitimate employment decisions.

The Superintendent of Schools shall establish regulations necessary to implement this policy.

This policy and any accompanying regulations shall be published in employee handbooks, posted in employee lounges and given to all employees with fiscal accounting and/or money handling responsibilities on an annual basis.

The Superintendent of Schools, the Auditor, the School Attorney ~~Administrator of Business and Operations~~ and others involved in implementing this policy ~~shall~~ **will** meet with the Board ~~Policy Committee~~ once a year to evaluate the effectiveness of this policy and to make appropriate adjustments, if any, to the policy and any accompanying regulations, prior to Board approval.

NOTE: *We have removed the citation to the Garrity case, which the provisions of amended Civil Service Law §75-b rendered obsolete (regarding requiring an initial reporting of allegations to employers prior to disclosure to outside agencies). A citation to Education Law §3028-d has been added, which addresses protections for school employees who report fiscal misconduct to employers and/or governmental agencies.*

Ref:

[Civil Service Law §75-b](#)

[Education Law §3028-d](#)

[Labor Law §740](#)

[8 NYCRR §§102.3; 102.4](#) (testing misconduct)

~~*Garrity v. University at Albany*, 301 A.D. 2d 1015 (3rd Dept. 2003) (Article 75-b protections only apply if employee first discloses wrongdoing to employer, allowing for investigation and correction prior to disclosure to outside agencies)~~

Matter of Brey v. Bd. of Educ., 245 A.D. 2d 613 (3rd Dept. 1997) (termination based on work deficiency, not retaliation)

Adoption date: March 11, 2021

Revised:

Seneca Falls Central School District

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESSEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Section V Athletics Combined Teams Application 2022-2023

Today's date 1/17/2023

Sport: Boys Lacrosse ☐

Gender: M ☒ F ☐

Host school: Mynderse Academy

New request: Yes ☒ No ☐ it is a continuation of a previous request.

Level:
Varsity ☐
JV ☐
Modified ☒

The percentage is dependent upon NYSPHSAA's "Sport Specific classification cut-off numbers"

Use the link below to see the NYSPHSAA sport specific classification cut-off numbers:
<http://nysphsaa.org/ADs-Coaches/Classifications>

Five Classes (100%, 100%, 100%, 40%, 30%)

Four Classes (100%, 100%, 40%, 30%)

Three Classes (100%, 40%, 30%)

Two Divisions (100%, 40%)

Combined Teams:

List below all the schools involved in the combined teams request. Start with the largest school, using the actual BEDS number and the sport specific classifications.

The Section Executive Director will confirm the math calculations according to the procedure adopted by the NYSPHSAA. This number determines the final classification of the combined schools.

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

<u>Requesting schools</u>	<u>Actual ADA</u>	<u>Schools Adjusted ADA</u>	<u>League</u>	<u>Section V's calculation</u>
1) <u>Mynderse Academy</u> <i>Largest school of combined team</i>	<u>312</u>	<u>312</u>	<u>Finger Lakes East</u>	<u> </u>
2) <u>Romulus</u>	<u>81</u>	<u>32</u>	<u> </u>	<u> </u>
3) <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4) <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5) <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u> </u>	<u> </u>		<u>344</u>
	<i>Total ADA</i>	<i>Adjusted Total</i>		<i>Section V Total</i>

Signature of the Requesting Superintendent(s) and Athletic Director(s)

CSO Michelle Reed AD Keri Kgenese
 CSO AD
 CSO AD
 CSO AD
 CSO AD

See next page for league and section approval

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

League Action: Approved ☐ Denied ☐ Signed & Dated _____

League Action: Approved ☐ Denied ☐ Signed & Dated _____

League Recommendations, if any:

Section Action: Approved ☐ Denied ☐ Signed & Dated _____

Any combined team that reaches an enrollment of two and one half (2 ½) times the enrollment of the smallest school in its classification must petition the Executive Committee in order to participate in sectional competition.

Section Recommendations, if any:

Criteria used for evaluating combined team applications and determining the level of "dominance":

Rationale for combined team request:

- ☐ Help to grow an existing program
- ☐ Help a program that is in danger of dropping
- ☒ Help provide opportunities for athletes whose schools do not offer a program

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Are there any financial considerations associated with this request? Yes ☐ No ☒

If yes, what are the considerations?

A brief description of the program (Modified, JV, Varsity) history prior to requesting a combined team:

The modified A team at Mynderse Academy has agreed to host 1 individual from Romulus. Romulus does not carry a boy's lacrosse program

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



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OFFICE: (315) 332-7324
FAX: (315) 332-7343

Anticipated participation numbers (Modified, JV, Varsity) for each school on the combined team application:

School	# of Participants
Mynderse	18

List prior league and sectional performances/placements as a combined team or as an individual school:

League

Sectional

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



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OFFICE: (315) 332-7324
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List post-season honors/awards for both team and individuals:

Please save completed form, attach documents as requested below, and send them electronically to Section V Athletics electronically.

Please attach anticipated team roster with grade level and level of experience for each student athlete. Designate (*) if a student athlete is a new student to your school/program or a transfer student.

Please attach an upcoming season schedule.



SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESSEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Section V Athletics Combined Teams Application 2022-2023

Today's date 12/12/22

Sport: Girls Lacrosse

Gender: M ☐ F ☒

Host school: Mynderse Academy

New request: Yes ☐ No ☒ it is a continuation of a previous request.

Level:

Varsity ☒

JV ☐

Modified ☒

The percentage is dependent upon NYSPHSAA's "Sport Specific classification cut-off numbers"

Use the link below to see the NYSPHSAA sport specific classification cut-off numbers:
<http://nysphsaa.org/ADs-Coaches/Classifications>

Five Classes (100%, 100%, 100%, 40%, 30%)

Four Classes (100%, 100%, 40%, 30%)

Three Classes (100%, 40%, 30%)

Two Divisions (100%, 40%)

Combined Teams:

List below all the schools involved in the combined teams request. Start with the largest school, using the actual BEDS number and the sport specific classifications.

The Section Executive Director will confirm the math calculations according to the procedure adopted by the NYSPHSAA. This number determines the final classification of the combined schools.

SECTION V ATHLETICS



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Requesting schools	Actual ADA	Schools Adjusted ADA	League	Section V's calculation
1) Mynderse Academy <i>Largest school of combined team</i>	312	100% (312)	Finger Lakes East	
2) <u>Amulus</u>	81	40% (32)		
3) _____	_____	_____	_____	_____
4) _____	_____	_____	_____	_____
5) _____	_____	_____	_____	_____
	<u>Total ADA</u>	<u>Adjusted Total</u>		<u>344</u> Section V Total

Signature of the Requesting Superintendent(s) and Athletic Director(s)

CS0 <u>Michelle Reed</u>	AD <u>Keri King</u>
CS0 <u>[Signature]</u>	AD <u>Michael Pone</u>
CS0 _____	AD _____
CS0 _____	AD _____
CS0 _____	AD _____

See next page for league and section approval

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

League Action: Approved ☐ Denied ☐ Signed & Dated _____

League Action: Approved ☐ Denied ☐ Signed & Dated _____

League Recommendations, if any:

Section Action: Approved ☐ Denied ☐ Signed & Dated _____

Any combined team that reaches an enrollment of two and one half (2 ½) times the enrollment of the smallest school in its classification must petition the Executive Committee in order to participate in sectional competition.

Section Recommendations, if any:

Criteria used for evaluating combined team applications and determining the level of "dominance":

Rationale for combined team request:

- ☐ Help to grow an existing program
- ☒ Help a program that is in danger of dropping
- ☒ Help provide opportunities for athletes whose schools do not offer a program

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGSTON • MONROE • PRIVATE PAROCHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Are there any financial considerations associated with this request? Yes ☐ No ☒

If yes, what are the considerations?

A brief description of the program (Modified, JV, Varsity) history prior to requesting a combined team:

Mynders lacrosse program allows Romulus students to join because they do not offer a team at Romulus CSD.

SECTION V ATHLETICS

ALLEGANY • FINGER LAKES • GENESEE
LIVINGTON • MONROE • PRIVATE PARISHIAL
ROCHESTER CITY ATHLETIC CONFERENCE • STEUBEN • WAYNE

SECTION



connect@sectionv.org

OFFICE: (315) 332-7324
FAX: (315) 332-7343

Anticipated participation numbers (Modified, JV, Varsity) for each school on the combined team application:

School	# of Participants
Varsity	16
JV	0
Modified	16

List prior league and sectional performances/placements as a combined team or as an individual school:

League

17-8 overall record.

Sectional

Lost in the opening round of Class D.

**MEMORANDUM OF AGREEMENT
UNIVERSITY OF ROCHESTER
WARNER SCHOOL OF EDUCATION**

THIS MEMORANDUM OF AGREEMENT is entered into this 18th day of October 2022 by and between **Seneca Falls Central School District**, lead agent for the Rural Mental Health Professionals Expansion Program, and the Warner School of Education at the University of Rochester.

Whereas, the Warner School of Education at the University of Rochester has New York State and CACREP approved School Counseling, Mental Health Counseling, and Counselor Education programs, which curriculum requires practicum and internship experiences; and

Whereas, Seneca Falls CSD has school site placement and will provide supervision suitable for the practicum and internship needs of students in the School Counseling, Mental Health Counseling, and Counselor Education programs at the Warner School of Education at the University of Rochester; and

Whereas, it is to the benefit of Seneca Falls CSD that the School Counseling, Mental Health Counseling, and Counselor Education practicum and internship will prepare students to serve as school-based mental health services providers and provide opportunities for required field experience for **up to five (5) internship students** per year to enhance their capabilities as practitioners, with specific focus on the needs of high-need school communities; and

Whereas, Seneca Falls CSD enters into an agreement with the Warner School of Education at the University of Rochester to develop an interdisciplinary model of supervision appropriate for all school-based mental health providers; and

Whereas, Seneca Falls CSD enters into an agreement with the Warner School of Education at the University of Rochester to provide a tuition stipend for a Graduate Assistantship placement for a doctoral level mental health provider; and

Whereas, the Rural Mental Health Professionals Expansion Program Project Director will engage with the Warner School of Education to implement and evaluate this project.

Term.

- 1.1 This Agreement shall commence on January 1, 2023, and terminate on September 30, 2028, unless modified or extended by Federal Grant stipulations.
- 1.2 Section 1.1 above notwithstanding, either Party may terminate on forty-five (45) days written notice for any reason; provided, however, in the event Wayne Finger Lakes BOCES terminates this Agreement, such termination shall not become effective until the student interns scheduled for and/or participating in the Program

at the time of notice of termination shall have an opportunity to complete the educational experience in the school(s) for the then current semester.


- 1.3 Seneca Falls CSD and the Warner School of Education may also, with respect to a particular individual candidate, mutually agree to terminate a placement as to that individual for reasons of health, performance or other reasons to the extent allowed by law.


IN WITNESS WHEREOF, the Parties hereto have executed this Agreement the day and year noted below.

**WARNER SCHOOL OF EDUCATION
UNIVERSITY OF ROCHESTER**

SENECA FALLS CSD

Date: 10/24/2022

By: 
Its: Associate Dean for Graduate Studies
Director of the Advanced Certificate Program in
Mind/Body Healing and Wellness

Date: 1/23/2023

By: Dr. Michelle Reed
Its: Superintendent of Schools

MEMORANDUM OF AGREEMENT MEDAILLE UNIVERSITY

THIS MEMORANDUM OF AGREEMENT is entered into this 18th day of October 2022 by and between **Seneca Falls Central School District**, lead agent for the Rural Mental Health Professionals Expansion Program, and **Medaille University**.

Whereas, Medaille University has an approved Mental Health Counseling program, which curriculum requires practicum and internship experiences; and

Whereas, Seneca Falls CSD has school site placement and will provide supervision suitable for the practicum and internship needs of diverse students in the Mental Health Counseling program at Medaille University; and

Whereas, it is to the benefit of Seneca Falls CSD that the Mental Health Counseling practicum and internship will prepare students to serve as school-based mental health services providers and provide opportunities for required field experience for **up to five (5) internship students** to enhance their capabilities as practitioners, with specific focus on the needs of high-need school communities; and

Whereas, Seneca Falls CSD will provide tuition payment for up to five (5) Clinical Mental Health Counseling PMC students at Medaille University per year; and

Whereas, Seneca Falls CSD and Medaille University will partner to plan to provide up to three (3) college credits for the Grow Your Own Rural Mental Health Professionals Secondary School Internship program; and,

Whereas, the Rural Mental Health Professionals Expansion Program Project Director will engage with the Medaille University to implement and evaluate this project.

Term.

- 1.1 This Agreement shall commence on January 1, 2023 and terminate on September 30, 2028, unless extended by Federal Grant stipulations.
- 1.2 Section 1.1 above notwithstanding, either Party may terminate on forty-five (45) days written notice for any reason; provided, however, in the event Wayne Finger Lakes BOCES terminates this Agreement, such termination shall not become effective until the student interns scheduled for and/or participating in the Program at the time of notice of termination shall have an opportunity to complete the educational experience in the school(s) for the then current semester.

- 1.3 Seneca Falls CSD and Medaille University may also, with respect to a particular individual candidate, mutually agree to terminate a placement as to that individual for reasons of health, performance or other reasons to the extent allowed by law.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement the day and year noted below.

MEDAILLE UNIVERSITY

SENECA FALLS CSD

Dated: October 24, 2022

Dated: January 23, 2023



By: Helena Boersma
Its: Program Director,
Clinical Mental Health
Counseling Program
Medaille College

By: Dr. Michelle Reed
Its: Superintendent of Schools

MEMORANDUM OF AGREEMENT
New York State School Counselor Association

THIS MEMORANDUM OF AGREEMENT is entered into this 25th day of October 2022 by and between **Seneca Falls Central School District**, lead agent for the Rural Mental Health Professionals Expansion Program, and the **New York State School Counselor Association (NYSSCA)**.

Whereas, NYSSCA will provide two trainings per year for our internship students, supervisors, IHEs, and regional school-based mental health providers to train and expand the capacity of school-based mental health service providers in high-needs LEAs; and

Whereas, NYSSCA host quarterly multidisciplinary Communities of Practice.; and

Whereas, NYSSCA will continue to operate an advocacy committee to increase the number of school-based mental health professionals in high needs districts through efforts to increase the ratio of school counselors to students congruent with the national recommendation of 250:1; and

Whereas, the Rural Mental Health Professionals Expansion Program Project Director will engage with NYSSCA to implement and evaluate this project.

Term.

- 1.1 This Agreement shall commence on January 1, 2023 and terminate on September 30, 2028, unless extended by Federal Grant stipulations.
- 1.2 Section 1.1 above notwithstanding, either Party may terminate on forty-five (45) days written notice for any reason.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement the day and year noted below.

NYSSCA

Dated: Oct. 24, 2022

Robert S. Rotunda

By: Robert S. Rotunda,
Executive Director

Seneca Falls CSD

Dated: 11/23, 202³

Dr. Michelle Reed,
Superintendent of Schools

**MEMORANDUM OF AGREEMENT
PEACEFUL SCHOOLS**

THIS MEMORANDUM OF AGREEMENT is entered into this 31st day of October by and between **Seneca Falls Central School District**, lead agent for the Rural Mental Health Professionals Expansion Program, and Peaceful Schools.

Whereas, through evidence-based pedagogical practices in mental health, Peaceful Schools will provide to internship students, site supervisors, community agencies and families, professional development that is all inclusive of race, ethnicity, culture, language, disability, and for students who identify as LGBTQI+

Whereas, it is to the benefit of Seneca Falls CSD that Peaceful Schools will provide a 1.0 FTE Mental Health Community Coordinator to build alignment across school districts, examine screening data to provide information to stakeholders about what services need to be increased and support the referral and intake process for our PreK – 12 students and families,

Whereas, the Rural Mental Health Professionals Expansion Program Project Director will engage with Peaceful Schools to implement and evaluate this project.

Term.

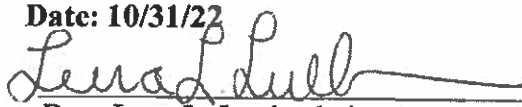
- 1.1 This Agreement shall commence on January 1, 2023, and terminate on September 30, 2028, unless modified or extended by Federal Grant stipulations.
- 1.2 Section 1.1 above notwithstanding, either Party may terminate on forty-five (45) days written notice for any reason; provided, however, in the event Seneca Falls CSD terminates this Agreement, such termination shall not become effective until the student interns scheduled for and/or participating in the Program at the time of notice of termination shall have an opportunity to complete the educational experience in the school(s) for the then current semester.
- 1.2 Seneca Falls CSD and Peaceful Schools may also, with respect to a particular individual candidate, mutually agree to terminate a placement as to that individual for reasons of health, performance or other reasons to the extent allowed by law.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement the day and year noted below.

PEACEFUL SCHOOLS

SENECA FALLS CSD

Date: 10/31/22



By: Lura L. Lunkenheimer, Ed.D.

Its: President and CEO

Date:



By:

Its: Superintendent of Schools