

2025-2026
SENECA FALLS CENTRAL SCHOOL DISTRICT

Mission Statement

The Seneca Falls Central School District is committed to fostering academic excellence, equitable opportunities, and the unique potential of every student. By creating safe, nurturing, and supportive environments, we aim to develop confident, independent, and responsible individuals who are prepared to succeed academically and contribute meaningfully to their communities.

Vision

Rooted in a strong community; inspiring excellence for every student to learn, grow, and shape their future.

August 21, 2025
Board Meeting/Public
Hearings

6:00 PM

Public Meeting #4
Robert McKeveny 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
Erica Sinicropi
Heather Zellers
Kyah Lajewski, Student BOE Member

Dr. Michelle Reed, Superintendent
Jodie Verkey, Assistant Superintendent of Instruction
James Bruni, Business Administrator
Monica Kuney, District Clerk

SENECA FALLS CENTRAL SCHOOL DISTRICT
Board of Education Meeting/Public Hearings
August 21, 2025-6:00 PM
Robert McKeveny Board/Training Room

I. Meeting called to order

II. Quorum Check

III. Pledge of Allegiance

IV. Public Hearings

- A. 2025-2026 Seneca Falls Central School District Code of Conduct (6:00 pm)
- B. 2025-2026 Seneca Falls Central School District Safety Plan (immediately following the District Code of Conduct public hearing)

V. Approval of Agenda

MOTION: to approve the agenda as listed.

VI. Approve or Amend

A. Board Minutes

- 1. August 7, 2025

MOTION: to approve the Board of Education minutes dated August 7, 2025.

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

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

VII. Recognitions, Celebrations and Presentations

- A. Town of Seneca Falls Comprehensive Plan Implementation Committee (Judy Wentzel)

VIII. Public Comment

For anyone interested in addressing the Board, please review the Public Comment statement below.

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.

IX. Committee Reports-None at this time.

X. Information

A. . Warrants 07/01/2025-07/31/2025

Warrant A (5)	\$ 540,540.35
Warrant A (6)	\$ 10,965.64
Warrant C (2)	\$ 1,372.07
Warrant H (5)	\$ 489,587.80

B. Student Board Member

C. Assistant Superintendent of Instruction

D. Business Administrator

E. Superintendent Report

F. BOE President Report

G. BOE Member Comments

H. Important Dates to Remember

September 2, 2025-Superintendent Conference Day

September 3, 2025-First Day of School

September 4, 2025 -4 County SBA Board of Directors Mtg.-Hybrid-(5:45 pm)

September 13, 2025- Senior Parking Lot Painting Day (8:00 am- 1:00 pm)

4 County SBA Legislative Mtg. -Zoom (9:00-10:30 am)

September 23, 2025- SFMS Open House (5:30-6:30)

October 2, 2025-BOE Meeting (6:00 pm)

October 9, 2025-Emergency Dismissal Drill

Elizabeth Cady Stanton Elementary Open House (6:30-7:30 pm)

October 16, 2025-Frank Knight Elementary School Open House (6:00-7:00 pm)

Gr. 6-12 Band Concert (7:00-9:00 pm)

October 18, 2025-Homecoming Dance

October 22, 2025-Gr. 6-12 Chorus Concert (7:00-8:00 pm)

October 23, 2025-BOE Meeting (6:00 pm)

October 23 - 25, 2025-2025 Annual Convention & Education Expo, New York City

XI. Consent Agenda

A. Resignations/Retirements/Terminations

1. SFEA-Resignation

Upon the recommendation of the Superintendent, the Board of Education accepts the following SFEA resignation:

a. Name: William Kise

Position: Teaching Assistant

Effective: at the end of the day on 09/01/2025

2. SFSSA-Resignations

Upon the recommendation of the Superintendent, the Board of Education accepts the following SFSSA resignations:

a. Name: Kevin Cappello

Position: Cleaner

Effective: at the end of the day on 08/21/2025

b. Name: Janita Barnard

Position: Cashier/FSH

Effective: at the end of the day on 08/31/2025

c. Name: Sarah Salerno

Position: Teacher Aide

Effective: at the end of the day on 08/31/2025

3. Confidential Employees-Retirements

Upon the recommendation of the Superintendent, the Board of Education accepts the following Confidential Employee resignations for the purpose of retirement and to grant them any and all applicable benefits per the current Confidential Employees Agreement (July1, 2024-June 30, 2028):

a. Name: Jacqueline Brown

Position: Senior Typist

Effective: at the end of the day on 12/31/2025

B. Appointments

1. Professional Appointment(s) -None at this time.

2. 2025-2026 Annual Appointment(s)

Upon the recommendation of the Superintendent, the Board of Education approves following annual appointments for the 2025-2026 school year.

Position	Employee	Stipend
Teacher Mentor	Elizabeth Tanner	\$1,283.00

3. 2025-2026 Coaching

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

Employee	Sport	Stipend	Certification
	FOOTBALL		
Chris Smolinski	Modified A Non-Paid Assistant	n/a	Pending
	VOLLEYBALL		
William Page	Modified Girls Volleyball Coach	\$2,255.00	Physical Education Teacher

4. Civil Service Appointments

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

a. Name: Kevin Cappello

Position: Custodian

Effective: 08/22/2025

Probationary Period: 08/22/2025 through 08/21/2026

Hours per day: 8

Hourly Rate: \$17.03

b. Name: Janita Barnard

Position: Teacher Aide

Effective: 09/02/2025

Probationary Period: 09/02/2025 through 09/01/2026

Hours per day: 6

Hourly Rate: \$16.97

c. Name: Brandon Burnley

Position: Teacher Aide

Effective: 09/02/2025

Probationary Period: 09/02/2025 through 09/01/2026

Hours per day: 6

Hourly Rate: \$16.97

d. Name: Crysti Larizza

Position: Teacher Aide

Effective: 09/02/2025
Probationary Period: 09/02/2025 through 09/01/2026
Hours per day: 6
Hourly Rate: \$16.97

- e. Name: Marissa Premo
Position: Teacher Aide
Effective: 09/02/2025
Probationary Period: 09/02/2025 through 09/01/2026
Hours per day: 6
Hourly Rate: \$16.97

5. Substitute Appointments

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

- a. Annual list of Substitute Teachers-See attached list
b. Annual list of Substitute Support Staff-See attached list

6. 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
Brianna Cuny	Typist	09/23/2025

C. CSE Minutes

Upon the recommendation of the Superintendent, the Board of Education approves the following CSE Minutes: 07/14/2025, 07/31/2025, 08/04/2025 (1), 08/04/2025 (2), 08/04/2025 (3), 08/08/2025

D. Gifts and Donations-None at this time

E. Transportation Requests-None at this time.

F. Overnight Conference Requests/Field Trips

Upon the recommendation of the Superintendent, the Board of Education approves the following student field trip as presented, pending compliance with Board of Education Policy 4531-Field Trips and Excursions:

1. 2026 MA Baseball Spring Break Trip
March 27-April 3, 2026
Disney World, Orlando, Florida

MOTION: To approve the consent agenda as listed.

XII. Old Business-None at this time.

XIII. New Business

A. Certification of Lead Evaluators

MOTION: By virtue of the fact of having participated in the Lead Evaluator Training provided by the NYS Education Department, WFL BOCES, Seneca Falls Central School District and the NYS Council of School Superintendents, which included the required components, the following people as listed are considered as Certified Lead Evaluators for the 2025-2026 School Year:

- Dr. Michelle Reed Principals
- Jodie Verkey Principals

- Karissa Blamble Teachers
- Faith Lewis Teachers
- Carrie Heffron Teachers
- Kevin Rhinehart Teachers
- Kevin Korzeniewski Teachers
- Amy Hibbard Teachers
- Janet Clendenen Teachers

B. District Code of Conduct-2025-2026

MOTION: upon the recommendation of the Superintendent, and Policy 2410 (Policy Development, Adoption, Implementation and Review), the Board of Education approves the one and only reading of the District Code of Conduct, with revisions, as presented for the 2025-2026 school year

C. 2025-2026 SFCSD Public Safety Plan

MOTION: to approve the 2025-2026 Seneca Falls Central School District Public Safety Plan as presented.

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

XV. Adjourn

MOTION: to adjourn the meeting.

5300.30 PROHIBITED STUDENT CONDUCT

Required

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may learn from their behavior and grow in self-discipline.

The Board recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior.

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
 - 1. Running or otherwise unsafe behavior in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which disrupts the normal operation of the school community.
 - 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; **unauthorized use of personal internet enabled devices**, or any other violation of the district's acceptable use policy.
- B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples these types of behavior include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
 - 2. Lateness for, missing or leaving school without permission.

3. Skipping detention.

- C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:
1. Inappropriate public sexual contact
 2. Display or use of **internet enabled** personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
- D. Engage in conduct that is violent. Examples of these types of behavior include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee, another student or any other person on school property.
 2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 3. Displaying what appears to be a weapon.
 4. Threatening to use any weapon.
 5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 6. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such this type of behavior include, but are not limited to:
1. Attempting to engage in or perform an act of violence noted in Section D.
 2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
 6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 8. Hazing, which includes an induction, initiation or membership process, involving harassment (see policy 0115 for a more complete definition).
 9. Selling, using, distributing or possessing obscene material.

10. Using vulgar or abusive language, cursing or swearing.
 11. Smoking a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).
 12. Possessing, consuming, selling, distributing or exchanging tobacco, tobacco products, vape/hyde, alcoholic beverages, marijuana, synthetic marijuana or illegal substances, or being under the influence of alcohol, marijuana, synthetic marijuana or an illegal substance. "Illegal substances" include, but are not limited to, inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, or synthetic cannabinoids, and any substances commonly referred to as "designer" or "look alike" drugs which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically similar to, illegal drugs, which may or may not be labeled for human consumption.
 13. Inappropriately using or sharing prescription and over-the-counter drugs.
 14. Gambling.
 15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 17. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.
- F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. Students must behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to Policy 0115, Student Harassment and Bullying Prevention and Intervention).
- I. Engage in any conduct that compromises the safety of others during a pandemic or other health crisis. The district will institute all safety recommendations from the Center for

Disease Control and Prevention and/or New York State Department of Health and/or the District's physician.

Ref:

[Education Law §§10 – 18](#) (Dignity for All Students Act)

[Mahanoy Area School District v. B.L.](#), 594 U.S. ____ (2021)

[Policy 5695-Students and Personal Electronic Devices](#)

Adoption date: 08/08/2019

Revised: 08/12/2020

Revised 08/04/2021

Revised: 02/17/2022

Revised: 06/23/2022

Revised: 10/06/2022

Revised: 11/03/2022

Reviewed: 08/22/2024

Revised:

Seneca Falls Central School District

5300.40 DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Historically, the discipline of students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the board authorizes restorative justice practices to be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and re-entry circles to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

The main principles of restorative justice are valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional punishments in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize restorative justice practices where appropriate in addressing student disciplinary issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

Consequences, and if needed discipline, are most effective when they deal directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Consequences and disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary consequence, school personnel authorized to impose disciplinary consequences will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff are empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to their disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Consequences

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with disciplinary issues.

Should a parent or student over the age of 18 opt out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

1. Oral warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension **or lunch detention** – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged inappropriate behavior and must investigate, to the extent necessary, the facts surrounding the alleged misbehavior. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

Students who are to be given consequences other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals and the Superintendent may use after school detention **or lunch detention** as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. **After school** detention will be imposed as consequence only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.

2. Suspension from transportation

If students do not conduct themselves properly on a bus, the bus driver is expected to bring such misbehavior to the Transportation Director's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to [Education Law §3214](#). However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the consequence involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to [Education Law §3214](#). However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequence involved.

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher **or teaching assistant**.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to [Education Law §3214](#). However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the consequence involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor

or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social and emotional behavior. Examples of these include using affective statements, using affective questions, establishing relationship with students, giving positive directives that state expectations, and giving positive and specific feedback etc.

On occasion, a student's behavior may become more disruptive than a teacher can manage. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the district's code of conduct.
- The conduct warrants suspension from school pursuant to [Education Law §3214](#) and a suspension will be imposed.

The Principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher will be offered continued educational programming and activities until they are permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from their class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from class until they have has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

Suspension from school is a severe consequence, which may be imposed only upon students who are severely insubordinate, disorderly, violent, or severely disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

Suspensions will be used to the minimum degree necessary to promote improve student behavior and maximize student attendance.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the district.

a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misbehavior for five days or less pursuant to [Education Law §3214\(3\)](#), the suspending authority must immediately notify the student orally. If the student denies the misbehavior the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice will provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference will be in the dominant language or mode of communication used by the parents. At the conference, the parents will be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference will take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal will promptly advise the parents in writing of the decision. The Principal will advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent will issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five days may be warranted, they must give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student will have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

The Superintendent will personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer will be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing will be maintained, but no stenographic transcript be required. A tape recording will be deemed a satisfactory record. The hearing officer will make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer will be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in restorative conference, reentry circles, counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing. However, if the student violates the agreed-upon terms

and conditions within a certain time period, the unserved portion of the suspension may be re-imposed.

e. Minimum Periods of Suspension

1. Students who bring or possess certain weapons on school property

Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to [Education Law §3214](#). The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

A student with a disability may be suspended in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing certain weapons on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, will be subject to suspension from school for at least one-day. If the proposed consequence is the minimum one-day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension.

The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one-day. For purposes of this code of

conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to [Education Law § 3214](#) (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed consequence is the minimum one-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of [Article 65 of the Education Law](#).
- b. Being ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Engaging in prostitution in violation of [Penal Law §230.00](#) (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee); or
- d. Appearing to be a sexually exploited child under [Social Services Law §447-a](#)(1)(a), (c), or (d), but the student must consent to filing the PINS petition.

For items ‘a’ and ‘b’ above, when filing the petition, the district must describe the diversion efforts it has undertaken or services provided to the student, and the grounds for concluding the allegations cannot be resolved without the petition.

3. Juvenile Delinquents and Juvenile Offenders

For students found to have brought either a weapon (defined in [18 USC §930](#)(g) (2) or firearm (defined in [18 USC §921](#)), the Superintendent is required to make the following referrals:

- a. To the County Attorney for a juvenile delinquency proceeding before the Family Court:

All students under age 16, except student age 14 or 15 who qualify for juvenile offender status under the [Criminal Procedure Law 1.20](#)(42).

b. To the appropriate law enforcement authorities:

All students age 16 or older, and all student age 14 or 15 who qualify for juvenile offender status under [Criminal Procedure Law 1.20](#)(42).

Adoption date: 08/08/2019

Revised: 08/12/2020

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Revised:

Seneca Falls Central School District

5300.60 STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in A. and B., if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have **“reasonable suspicion”** to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, the quality of the knowledge that lead to the reasonable suspicion and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct and/or Policy 5695-**Students and Personal Electronic Devices** ~~Student Use of Electronic Devices~~. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

D. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or the Principal's designee will be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or designee

shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

E. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function.

Before police officials are permitted to question or search any student, the Principal or designee must first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search will not be conducted, unless the student is 16 years of age or older. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

[Reference: Policy 5695-Students and Personal Electronic Devices](#)

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Revised:

Seneca Falls Central School District



SENECA FALLS CENTRAL SCHOOL DISTRICT



DISTRICT SAFETY PLAN 2025-2026

**GENERAL CONTACT
(315) 568-5500**

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensure a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well-developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. The Seneca Falls Central School District uses the NYS planning format in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The organization of this plan supports two key practices that have been adopted in New York State. First, the Seneca Falls Central School District Emergency Response Plan provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting within the SFCSD ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes

The SFCSD Plan standardizes language and provides a structured framework similar to statewide plans. Individualized policies and procedures have been developed locally based on the Seneca Falls Central School District's unique circumstances and resources. Tools to manage an emergency along with response procedures have been developed through threat assessments, safety audits, planning, and training. The Seneca Falls Emergency Response

Plan, in conjunction with the New York State Guide to School Emergency Response, provides for the development of annexes to meet each school's unique circumstances. In the "Functional Annexes" portion of the plan there is a focus on critical operational functions within the school district and the courses of action developed to carry them out. To ensure consistency, Seneca Falls, as well as New York State, will use standardized definitions and operational practices for the following Functional Annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Secure
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter what Seneca Falls CSD school building they are in.

Actions and best practices have been outlined in the Threat/Hazard Annexes section of the Building Emergency Response Plan, which includes details on what to do in the event of various emergencies.

A copy of the building level safety plan and any amendments thereto, shall be kept on file with the appropriate local law enforcement agencies and with the NY State Police.

Each school year, the Seneca Falls Central School District shall conduct the required number of safety drills, which will include drills from the list of "Functional Annexes" listed above in addition to the traditional fire evacuation drill.

DISTRICT SAFETY COMMITTEE

Dr. Michelle Reed	Superintendent
James Bruni	Administrator of Business & Operations
Jodie Verkey	Assistant Superintendent of Instruction
Karissa Blamble	Director of Special Programs
Kevin Korzeniewski	Athletic Director
Janet Clendenen	Frank M. Knight Elementary School Principal
Amy Hibbard	Elizabeth Cady Stanton School Principal
Kevin Rhinehart	Seneca Falls Middle School Principal
Faith Lewis	Mynderse Academy Principal
Carrie Heffron	Mynderse Academy Assistant Principal
Vickie Burm	Nurse Supervisor
Richard LaBour	Director of Facilities
Jacqueline Brown	Safety Committee Secretary
Stephanie Lawrence	Food Service Manager
Monica Kuney	District Clerk/ Admin. Assistant
Timothy Snyder	Seneca Falls Police Chief
Michael Poole	School Resource Officer
Douglas Jones	SFEA Representative
James Marley	SFSSA Representative
Michael Mirras	Board of Education President
Denise Lorenzetti	Board of Education Vice President
TBD	Parent Representative

THE BASIC PLAN

The District shall institute and maintain a Safety Team. The Safety Team shall include school personnel and local emergency agency representatives.

The Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP.

The complete Seneca Falls Central School District Emergency Response Plan shall be distributed to the Seneca Falls Police Department, Seneca County Sheriff's Department and the NYS Police Department. The SFCSD ERP shall be updated and maintained and dates of re-distribution recorded.

The school district shall take into consideration the following possible emergencies, but not excluding other possible emergencies.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	<ul style="list-style-type: none">• Earthquakes• Tornadoes• Lightning• Severe wind• Hurricanes• Floods• Wildfires• Extreme temperatures• Landslides or mudslides• Winter precipitation• Wildlife
Technological Hazards:	<ul style="list-style-type: none">• Explosions or accidental release of toxins from industrial plants• Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills• Hazardous materials releases from major highways or railroads• Radiological releases from nuclear power stations• Dam failure• Power failure• Water failure
Biological Hazards:	<p>Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</p> <p>Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i></p> <p>Toxic materials present in school laboratories</p>

Adversarial, Incidental, and Human-caused Threats:	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide
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Concept of Operations

The overall strategy of a SFCSD ERP is to execute effective and timely decisions and actions that prevent harm, protect lives, and property, mitigate damages, restore order, and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

NaviGate Prepared - School Incident Command System (ICS)

The NaviGate - Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction.

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the **NaviGate 360 Emergency Management Suite - Incident Command System (ICS)**.

Staff are assigned to serve within the NaviGate - ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

The NaviGate Emergency Response software shall be used by district personnel and coordinated with the Seneca Falls Police Department, to record all emergency activities and drills.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS, depending upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees, or is aware of, an emergency shall activate the ERP.

Organization and Assignment of Responsibilities

The SFCSD recognizes the operational organization that will be relied upon to manage an incident.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions
- Take steps necessary to ensure the safety of students, staff, and others
- Determine which emergency protocols to implement
- Coordinate/Cooperate with emergency responders
- Keep the Superintendent informed of the situation

Teachers / Teaching Assistants / Substitute Teachers / Student-Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site.
- Report missing students to the appropriate Emergency Response Team Member.
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals.
- Provide appropriate direction to students.
- Render first aid, CPR, and/or psychological aid if trained to do so.
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency.
- Administer counseling services as deemed necessary during, or after, an incident.
- Execute assignments as directed by the Incident Commander.

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Execute assignments as directed by the Incident Commander.

Custodial/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water, and electricity. Ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Control locks and physical security as directed by the Incident Commander.
- Keep Incident Commander informed of the condition of the school.
- Execute assignments as directed by the Incident Commander.

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving/providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Provide assistance to the Incident Commander/Principal.
- Monitor radio emergency broadcasts.
- Execute assignments as directed by the Incident Commander.

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus.
- Transfer students to assigned location/s when directed.
- Execute assignments as directed by the Incident Commander.

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills.
- Follow directions given by faculty and staff.
- Be aware of student emergency actions and assist fellow students in an incident.
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards. Take measures to protect against and mitigate those threats/hazards.

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early/late dismissals, and other related release information.
- Listen to and follow directions as provided by the School District.

Training and Exercises

The SFCSD understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

- Minimum of 12 drills (e.g. fire drills, lockdown drills, etc.) each school year.
 - Schools must hold drills at least twelve times in each school year, eight of which required drills shall be held between September 1st and December 31st of each such year. Eight of all such drills shall be evacuation drills, four of all such required drills shall be lockdown drills.
- The emergency response plan shall be tested, including sheltering and early dismissal drills (no earlier than 15 minutes before normal dismissal).

FUNCTIONAL ANNEXES

The SFCSD shall employ the following functional annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Secure
- Lockdown

1. Shelter-in-Place

Purpose: A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

2. Hold-in-Place

Purpose: If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

3. Evacuation

Purpose: This annex focuses on the courses of action that the SFCSD will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Specific actions, directions and locations have been excluded from the public version of the District Emergency Response Plan for security reasons.

4. Secure

Purpose

This annex describes the courses of action the SFCSD will execute to secure school buildings and grounds during incidents that pose an imminent concern **outside** of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

5. Lockdown

Purpose

This annex describes the courses of action the SFCSD will execute to secure school buildings and grounds during incidents that pose an **immediate threat of violence** in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Crime Scene Management

Purpose

The SFCSD has outlined procedures for securing and restricting access to a potential school district crime scene in order to preserve evidence in cases of violent crimes on school property.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Communications

Purpose

The SFCSD ERP includes communication and coordination during, and following, emergencies and disasters, both internal and external communication. Procedures include emergency notification of persons in a parental relation.

The SFCSD ERP includes policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media.

Medical and Mental Health Emergency Annex

Purpose

The SFCSD ERP outlines the course of action the district will implement to address emergency medical (e.g. first aid) and mental health issues. The SFCSD will coordinate these efforts with appropriate local emergency medical services, local law enforcement, local fire department and local emergency management representatives.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Education Law §2801-a Regarding Pandemic Planning

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in our District-Wide Emergency Response Plan that also incorporates our Building-Level School Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide Emergency Response Plan. The District-Wide Emergency Response Team assumes responsibility for development and compliance with all

provisions of this Plan and implementation at the building level through the Building-Level Safety Team. The list of Emergency Response Team members and positions can be found in the Building-Level School Emergency Response Plans. This team, based on the specific circumstances, will determine who is essential to assist in response to a pandemic or a communicable disease outbreak.

Prevention/Mitigation

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

- Report suspected and confirmed cases of influenza on the monthly school's Communicable Disease Report, (DMS485.7/93; HE-112.4/81) and submit to: Seneca County Department of Health (315-539-1920) or other NYS agencies as required by the adoption of emergency regulations.

The Seneca County Department of Health will monitor County-wide cases of influenza or other communicable diseases and inform school districts as to appropriate actions. The SFCSD Superintendent will coordinate our Pandemic planning in collaboration with the District-wide School Safety Team that has the responsibility of reviewing all recommendations and incorporating them into the daily operating schedule. Along with health concerns, the District-wide School Safety Team will need to consider issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

The school district will emphasize and teach good hygiene practices such as hand-washing and cough/sneezing etiquette through educational campaigns including any CDC-related materials. The district will continue to educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose. If necessary, we will implement a daily health screening for all students and staff to be completed prior to loading a school bus or reporting to a school building.

Preparedness

The District's Health Management Plan for a Pandemic outlines several key components to staying prepared in case of a pandemic. The detailed plan can be found on the District Website. This plan includes the following:

- General Practices including guidelines for physical distancing, personal responsibility, hand hygiene, face coverings, work screening guidelines, cleaning of areas, common areas
- Communication including how information is shared to the school community and posters/signage
- Building Considerations including security cameras and software, fire code compliance, cleaning and disinfecting, HVAC and water system guidelines
- Training
- Procedures for cleaning all areas of the district
- Emergency drills and closure considerations

- Standard operating procedures as they relate to each department (custodial/maintenance, general offices, information technology, nursing, mental health professionals, food service, classrooms and libraries, itinerant services, and transportation)

Continuity of operations could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

- Overall Operations – we have defined the following decision making authority for the district (Board of Education, Superintendent (in conjunction with the Leadership Team). Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communications during a pandemic will be through virtual meetings, email, cell phones, and the district automated notification system.
- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing, payroll, and operations responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Transportation Supervisor, Facilities Director, Director of Technology, Purchasing Agent, Administrator of Business and Operations, District Clerk and Senior Account Clerks. Recognizing the need for job cross-training, we have trained the necessary individuals to assist with any absences. We have also established the ability to maintain these essential functions off-site (working remotely). Off-site functions will be tested annually. The Central Business Office (WFL BOCES) as well as the local Business Office will alternate employees in order to continue operation and ensure payroll and accounts payable continue. For other essential employees, an alternative schedule may be developed in order to carry out necessary basic functions. This schedule will be driven by need and parameters outlined by the local and/or state level agency (Department of Health).
- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided Head Building custodians with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building functions and cleaning of critical areas such as bathrooms. Teachers may be asked to assist with these efforts. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Training for teachers on this process will be provided annually.
- Principals will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented. The Principals will provide cross-training of staff to ensure essential functions annually to help develop the Plan, in conjunction with all bargaining units, for emergency use of

personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc.

Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with the school community (parents, students, staff). Communication methods may include: district mass notification systems, school website postings; general mailings; emails; special presentations; phones and cell phones, and the public media. The Superintendent has been designated to coordinate this effort and act as the central point for all communication. The Superintendent will also retain responsibility for establishing and maintaining contact with accepted media partners. The Superintendent will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar and instructional models may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:

- Hard copy, self-directed lessons
- On-line instruction; on-line resources; on-line textbooks
- Communication modalities for assignment postings and follow-up through an automated notification system (email, text, phone, postings) and District website.

Response

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Seneca County Department of Health and other experts.

- Each Building Level Safety Team will be informed that the Plan has been activated. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The Superintendent will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Safety Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Superintendent will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Administrator of Business and Operations will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Administrator of Business and Operations will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with all personnel. The Facility Director will work closely with the Administrator of

Business and Operations or designee to implement the different phases of the Plan as necessary.

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

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible.

- We will work toward a smooth transition from the continuity of instruction plan back to our normal model of daily instruction.
- We will use all described communication methods and the Superintendent or designee will keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and appropriate maintenance and cleaning procedures. Including, flushing the water supply if there was ever a building closure.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-wide Emergency Response Team and Building-Level School Safety Team will meet to debrief and determine lessons learned.

Accounting for All Persons & Reunification

Purpose

The SFCSD has developed a course of action to account for the whereabouts of students, staff, and visitors, while identifying those who may be missing. Each SFCSD building principal shall maintain their own unique reunification annex that details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Continuity of Operations Plan (COOP)

Purpose

The SFCSD has outlined a plan in which a school and/or school district will ensure that essential functions continue during an emergency and its immediate aftermath. This plan includes the continuity of essential functions including business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning. The district has implemented a one-to-one computing initiative for all students and staff.

Recovery

Purpose

Including a plan for both immediate and potential long-term recovery needs supports the school community and continuity of education in any emergency. As the end and beginning of the emergency management cycle, recovery is necessary to mitigate the negative impact of emergencies.

Immediate Recovery

(Academic, physical, fiscal, psychological and emotional recovery)

Long-term Recovery

(Assess needs for long-term recovery)

Organizations we partner with to support emotional needs, financial needs, etc.

Carbon Monoxide Annex

Purpose

The SFCSD has installed carbon monoxide detectors in all school buildings. The district has enacted a plan to respond to a CO alarm. This plan provides all staff with the required response actions in the event of a CO alarm. The plan lays out specific directions in response to a CO alarm's location(s). District carbon monoxide alarms include a series of audible beeps coupled with an LED strobe indicator.

Alyssa's Law Annex

Alyssa's Law, effective June 2022, requires schools to consider the installation of silent panic alarm systems in any school.

Panic alarm system: a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement.

THREAT AND HAZARD SPECIFIC ANNEXES

Purpose

The SFCSD has developed annexes to ensure that there are procedures in place to protect students/staff and school property in the event of; an active shooter on school grounds in a school building, actual bomb materials or bomb threats on school grounds, and/or pandemic preparedness.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

MENTAL HEALTH/STUDENT SUPPORT

Purpose

The Seneca Falls School District has developed, maintained and updated a Code of Conduct as specified in district policies 5300.00 – 5300.70.

All District policies can be found at the following web link

https://www.boardpolicyonline.com/?b=seneca_falls_csd

5300.00 Why Do We Have a Code of Conduct?
5300.05 Introduction
5300.10 Definitions
5300.15 Student Rights and Responsibilities
5300.20 Essential Partners
5300.25 Student Dress Code
5300.30 Prohibited Student Conduct
5300.35 Reporting Violations
5300.40 Disciplinary Consequences, Procedures and Referrals
5300.45 Alternative Instruction
5300.50 Discipline of Students with Disabilities
5300.55 Corporal Punishment
5300.60 Student Searches and Interrogations
5300.65 Visitors to Schools
5300.70 Public Conduct on School Property
5300.75 Dissemination and Review

DIGNITY FOR ALL STUDENTS ACT

The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. The Dignity Act also focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate.

Among the Dignity Act's provisions, is the requirement that all public school districts (districts) and Boards of Cooperative Educational Services (BOCES) include provisions in their Codes of Conduct prohibiting the discrimination and harassment against students by students and/or school employees on school property or at a school function, as well as provisions for responding to acts of discrimination and harassment against students by students and/or school employees. The Dignity Act upholds New York State's commitment to provide safe and orderly schools for its students.

Key Terms

The following terms' definitions come from the NYSED and NYS Center for School Safety:

Bullying: is described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet. Bullying generally involves the following characteristics:

An Imbalance of Power
The Intent to Cause Harm
Repetition

Cyberbullying: occurs when harassment or bullying happens through any form of electronic communication.

Harassment: is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:

- Reasonably and substantially interfere with a student's educational performance, opportunities or benefits
- Would reasonably be expected to cause a student to fear for his or her physical safety.

Discrimination: is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

Under New York State's "Dignity for all Students Act" (DASA), the annual public report for the Seneca Falls Central School District can be found at the web link below.

https://www.boardpolicyonline.com/?b=seneca_falls_csd&s=1024843

The Seneca Falls Central School District has implemented two options for anonymous reporting of DASA-related incidents and/or safety concerns: What are the two options?

Online DASA Reporting Form: All school's Reporting Forms are available online on our district website and a hard copy is available in each main office:

* Mynderse Academy: <https://mynderseacademy.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Middle School: <https://sfmiddleschool.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Cady Stanton Elementary: <https://cadystanton.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Frank Knight Elementary: <https://frankknight.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

THREAT ASSESSMENT / PREVENTION STRATEGIES

Purpose

The Seneca Falls Central School District, in coordination with the Seneca Falls Police Department, are studying methods and programs to assess and monitor student threat potential. This Threat Assessment initiative may include preventative components such as.

- An anonymous Tip Line
SpeakUp for Safety Email Address: speakup@senecafallscsd.org
SpeakUp for Safety Phone # (Voicemail & Text): 315-902-0028

While these are important resources to help keep our school safe, if the situation is an emergency call 911.

If you or someone you know is experiencing a mental health crisis, call 988 or 211.

- Threat assessment matrix
- Threat assessment committee
- Historical student record
- Preventative strategies
Gaggle Online Safety Management Program-premiere student safety software enabling K-12 schools to monitor student activity on school-provided devices for concerning content.
- Cyber security

[District Cyber Security Incident Response Plan](https://www.senecafallscsd.org/fs/resource-manager/view/a307b80e-9a9e-41ec-9b66-fae6564187fc) :

<https://www.senecafallscsd.org/fs/resource-manager/view/a307b80e-9a9e-41ec-9b66-fae6564187fc>

- Intervention services
- Threat assessment tool for district facilities and functions

LOCAL AGREEMENTS

Business/Agency

Generations Bank
Northeast College of Health Sciences
Seneca Falls Police Department - Timothy Snyder
Seneca County 911

Service Provided Expiration

Ongoing
Ongoing
Access to Live Security Video Feed
Access to Live Security Video Feed

SENECA FALLS CENTRAL SCHOOL DISTRICT
Board of Education Meeting
August 7, 2025-6:00 PM
Robert McKeveny Board/Training Room

Deborah Corsner, Anthony Ferrara, Cara Lajewski, Matthew Lando, Denise Lorenzetti, Joseph McNamara, Michael Mirras, Erica Sinicropi, and Heather Zellers

BOE Absent
None
Others Present

Dr. Michelle Reed, Jodie Verkey, James Bruni, Karissa Blamble, Janet Clendenen, Amy Hibbard, Kevin Rhinehart, Kevin Korzeniewski, Faith Lewis, and Carrie Heffron, and Jesse Federman

Michael Mirras 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

Michael Mirras asked for a motion to approve the agenda with addendums as listed.

Add under X. Consent Agenda

A. Resignations/Retirements/Terminations

- 1. SFEA-Resignation
- b. Name: Katherine Mosca
Position: Social Studies Teacher
Effective: at the end of the day on August 30, 2025
- 2. SFSSA-Resignation
- b. Name: Jada Buck
Position: School Monitor, Bus Monitor, Teacher Aide
Effective: the end of the day on 08/15/2025

Remove under B. Appointments

- 1. Professional Appointment(s)-David Cheney (Special Education).
- 2. Annual Appointments-
Remove Bethany Boyes (Teacher Mentor)

Add:

<u>Wellness THRIVE WELL Coordinator</u>	<u>William Page</u>	Excellus
<u>Plant Based Coordinator</u>	<u>William Page</u>	Excellus

Add:

3. Fall Coaches

Position	Employee	Stipend	Certification
<u>Nick Bielowicz</u>	<u>Varsity Non-Paid Assistant</u>	<u>n/a</u>	<u>Pending</u>
<u>Kaleb Stenquist</u>	<u>Modified A Non-Paid Assistant</u>	<u>n/a</u>	<u>Pending</u>
	<u>SOCCER</u>		
<u>Dan Montoney</u>	<u>Boys Soccer Non-Paid Asst. Coach</u>	<u>\$2,000.00</u>	<u>TCL 2nd-4th Exp. 8/31/25- Renewal Pending</u>

Add XI. Old Business

A. Correction to July 10, 2025 Appointment

XII. Consent Agenda

B. Appointments

- 1. Annual Appointments
2025-2026 Mynderse Academy

<u>FAC, Health & Business Depart. Chair</u>	<u>Lindsay Wilson</u>	<u>\$2,190.00 \$2,881.00</u>
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Add under XII. New Business

A. Contracts, Agreements and MOA's

- 11. 2025-2028 Agri-Business Child Development Seneca County Head Start LETTER OF UNDERSTANDING (assist families in the transition process to Frank Knight Elementary School)
- 12. 2025-2026 Agri-Business Child Development-Seneca County Head Start AGREEMENT

F. Surplus

Dispose of:

Kenmore Dryer (District Tag# 20080259)

Auction:

- 26 Alpine pairs of snowshoes
- 30 Skis and poles

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

Approve or Amend
Board Minutes
July 10, 2025

Michael Mirras asked for a motion to approve the Board of Education minutes dated July 10, 2025.

Anthony made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

July 28, 2025

Michael Mirras asked for a motion to approve the Special Meeting of the Board of Education minutes dated July 28, 2025.

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

Treasurer's Report
None at this time

Extra-Curricular Treasurer's Report
June 2025

Michael Mirras asked for a motion to approve the Extra-Curricular Treasurer’s Report for June 2025.
Deborah Corsner made the motion, seconded by Joseph McNamara.
Yes 9 No 0 Abstain 0 Motion carried

Recognitions, Celebrations and Presentations

Board of Education and Administrator Retreat
Special Programs Department-Karissa Blamble

Between 2022 and 2025, our district saw an increase in the overall number of school-age students with disabilities, rising thirteen percent.
These trends reflect a growing need for services in communication, behavior, and health support, as well as early identification.

English Language Learner Programs

- Students generally move from Entering → Expanding → Transitioning → Commanding over 5–6 years, though this varies by age, support, and individual factors.
- Most Expanding students are in their 2nd to 3rd year of ENL, which is developmentally consistent.
- Commanding students demonstrate that with consistent support, proficiency can be attained by Year 4–5.
- Some students are considered late-entry (Grades 9–10) at Expanding or Transitioning may have had interrupted formal education or less prior support, which can affect progression.

By the end of the 2025-2026 school year, Seneca Falls District will build a supportive and inclusive learning environment for English Language Learners by strengthening teacher knowledge of ENL strategies, developing individualized learning profiles, and fostering collaboration between ENL and content teachers

- Provide sustained, high-quality professional development that builds integrated instruction for ELLs
- Design and implement ELL Learner Profiles to inform instruction, support differentiation, and communicate learner needs effectively across content areas.
- Develop collaborative teaching partnerships between TESOL and general education/content teachers

Alignment: Special Education Goals and District Comprehensive Improvement Plan (DCIP)

- Developing Relevant, Data-Focused IEP Goals: Planned professional development ensures teachers create SMART goals aligned with students’ unique needs, directly supporting the district-wide goal.
- Improving Progress Monitoring Practices: Annual reviews and ongoing teacher training in data collection tools equip staff to provide accurate, consistent progress reports. This aligns with the goal of employing sound data collection practices and standardized progress descriptors.
- Embedding Grade-Level Expectations and Accommodations: Training on including grade-level expectations and necessary accommodations within IEPs helps ensure goals are rigorous yet accessible, fostering better academic outcomes consistent with the district’s plan
- Structured Monitoring and Feedback: Monthly department meetings and data check-ins (January & March 2026) support continuous review of progress monitoring, allowing for timely adjustments that improve goal attainment and intervention effectiveness
- Family Communication: Standardized progress reports at each report card period, featuring data-based statements and descriptors, enhance transparency and collaboration with families, reinforcing individualized instruction and accountability.

Big Picture Connection 2024-25 to 2025-26-Jodie Verkey

Key focuses in 2024-2025 were:

Literacy Program

- Gathered a literacy committee
- Identified purpose
- District visits
- Representative presentations
- Debriefs
- Survey
- Identified resources based on determined needs
- Purchased, distributed, provided implementation support & expectations
- Created support plan for 25-26 school year

NY Inspires:

- Met with School Counselors to discuss timeline of transition
- Informed staff of upcoming shifts
- Piloting digital portfolio component with teachers & students
- Created implementation timeline of tasks/shifts
- Created job description for dedicated professional to support requirements
- Included Portrait of a Graduate in Strategic Plan
- Developed SIP (School Improvement Plan) and Oct PD Day plan for rollout of Portrait of a Graduate.

DCIP

- Reducing Chronic Absenteeism
- Intervention groups
- Intervention frameworks
- SEL(Social Emotional Learning) Lessons
- Increasing Achievement
- Intervention support

- Differentiation
- Professional Learning Committees (PLC) to discuss student achievement

Preparation for Upcoming Shifts

- Understanding the Science of Reading Literacy Framework
- Create a literacy support model for curriculum implementation
- Create support plan for ongoing literacy PD
- Introducing Portrait of a Graduate components
- Discussing and designing project-based learning activities
- MTSS (Multi-Tiered Support System) Coordinator Model Shift
- Communicate it all

2025-2026 Key Focuses are:

- LETRS (Language Essentials for Teachers of Reading) Training all PreK-5 Staff
- Into Reading Implementation
- NY Inspires Requirement Implementation
- MTSS Support
- PreK-5 & 6-12 Coordinator Model
- Professional Learning Communities - continued development
- Increase Attendance Rates PreK-12
- Continued Training for Special Education Staff to Support DCIP
- Cell Phone Policy Implementation

Mynderse Academy 2025-2026 Goals/Focus

- Decrease the rate of chronic absenteeism for all students (30% or less with a stretch goal of 25%)
- Graduation rate of 90% (stretch goal of 95%) for the 22-23 Cohort.
- Continue to enhance a positive and safe school environment by decreasing negative behaviors as measured by a 15% reduction of behavioral referrals. (325 referrals without frequently late to class)

SF Middle School 2025-2026 Goals/Focus

- Based on I-Ready reading scores, SFMS will increase the number of students reading in grades 6-8 to 80%.
- Improve social/emotional health and well-being of students by decreasing negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education/disruptive behavior, disrespect to staff members, and fighting.
- The chronic absenteeism rate for SFMS will decrease for all students (10 or more absences) 15% or less.

Cady Stanton School 2025-2026 Goals/Focus

- 70% of all students will score approaching, at or above grade level as assessed by the Fountas & Pinnell Benchmark 3 times/year.
- The chronic absenteeism rate for Cady Stanton School will be 13% or less. Strategic Plan: Engaged & Empowered Life Long Learners School/Community Connections
- Decrease the number of student classroom removals by at least 15 referrals in the second and third trimester compared to the first trimester.

Frank Knight School 2025-2026 Goals/Focus

- 2025-2026 Anticipated Goal: 75% of students will meet the grade level benchmark are on the new assessment tools (LETRS Screener & iReady ORF)
- 2025-2026 Anticipated Goal: 95% of students will meet their individualized growth target on the iReady Math Diagnostic.
- 100% of K-2 students will feel safe in the building and identify personal connections in the building, including peers and adults, as indicated on the Panorama SEL survey.

Business Manager 2025-2026 Goals

- Create and implement a transition plan for the accounts payable and human resources department personnel
- Prepare negotiation data for the upcoming SFSSA Contract
- Maximizing local, state, and federal grant spending in case of future grant losses

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.

Committee Reports

None at this time

Information

Warrants 06/01/2025-06/30/2025

Warrant A (100)	\$ 618,265.12
Warrant A (103)	\$ 173,136.48
Warrant C (42)	\$ 15,684.81
Warrant C (43)	\$ 1,636.03
Warrant CM (3)	\$ 574.00
Warrant CM (4)	\$ 625.00
Warrant CM (5)	\$ 100.00
Warrant F (44)	\$ 7,648.18
Warrant F (45)	\$ 41,615.50
Warrant H (28)	\$ 260,246.80
Warrant H (29)	\$ 45,525.77

Warrants 07/01/2025-07/31/2025

Warrant A (1)	\$ 33,145.28
Warrant A (2)	\$ 2,641.61
Warrant C (1)	\$ 603.06
Warrant F (1)	\$ 267.35
Warrant H (1) AP	\$ 21,567.91
Warrant H (2)	\$ 11,809.00
Warrant H (3) AP	\$ 413,768.85
Warrant H (4)	\$ 358.00

Business AdministratorJames Bruni reported the following:

Would like to update Policy 6240-Investments. First reading would be Aug. 21 and the second reading would be Sept. 11. The rates are at 4.13% and would like to invest soon.
The school tax rate for this year will be submitted to NYS tomorrow (rates are on the agenda for approval tonight).

Superintendent ReportDr. Reed reported the following:

- Thanked the administrators for participating in the Board/Administrators retreat tonight.
- The Board will receive the Superintendent goals at the end of the month. Handed out the list of roundtables and administrator reporting for the 2025-2026 school year.
- Thanked Jesse Federman for working in our office this summer as an intern. Because Jesse's work with James Bruni, Business Administrator, Jesse has decided to pursue the School Business Leadership program.

Jesse Federman thanked the Board of Education and Dr. Reed for the opportunity to intern here this summer.

BOE President Report

Michael Mirras asked the Board members if they had received their committee assignments and if they were happy with them. Any Board member who could reach out to the Board President if they had an issue.

He also asked the Board members if they would be interested in developing goals for the Board of Education. All members were interested in doing so. He will discuss with Dr. Reed to build sessions into upcoming meetings.

BOE Member Comments

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Important Dates to Remember

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Consent Agenda

Resignations/Retirements/Terminations
SFEA-Resignation

Upon the recommendation of the Superintendent, the Board of Education accepts the following SFEA resignation:

Name: Matthew Bienvenue
Position: Social Studies Teacher
Effective: at the end of the day on August 17, 2025

Name: Katherine Mosca
Position: School Psychologist
Effective: at the end of the day on August 30, 2025

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Resignation

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Position: AV Technician
Effective: 07/08/2025

Name: Jada Buck
Position: School Monitor, Bus Monitor, Teacher Aide
Effective: the end of the day on 08/15/2025

Confidential Employees
Retirement

Upon the recommendation of the Superintendent, the Board of Education accepts the following Confidential Employee resignations for the purpose of retirement and to grant them any and all applicable benefits per the current Confidential Employees Agreement (July1, 2024-June 30, 2028):

Name: Patricia Ward
Position: Account Clerk
Effective: 10/30/2025

Appointments
Professional Appointment(s)
None at this time.

2025-2026 Annual Appointment(s)

Upon the recommendation of the Superintendent, the Board of Education approves following annual appointments for the 2025-2026 school year.

Position	Employee	Stipend
Streaming Coordinator	Robert Wood	\$3,154.00
LIFT Project Coordinator	Amanda Fleig	Excellus
Wellness Co-Coordinator	Amanda Fleig	Excellus
Wellness Co-Coordinator	Lindsay Willson	Excellus
Wellness THRIVE WELL Coordinator	William Page	Excellus
Plant Based Coordinator	William Page	Excellus

2025-2026 Coaching

Upon the recommendation of the Superintendent, the Board of Education appoints the following coaches
(All appointments are conditional until paperwork is completed and fingerprints are cleared).

Position	Employee	Stipend	Certification
	FOOTBALL		
Mason Hawker	Varsity Football Coach	\$4,510.00	TCL Football 2 nd -4 th Exp. 8/31/25- Renewal Pending
Shawn Mulheron	Varsity Paid Assistant	\$2,000.00	TCL Football Exp. 01/31/26
Brian Oddi	Varsity Paid Assistant	\$2,000.00	Certified PE Teacher
Nick Bielowicz	Varsity Non-Paid Assistant	n/a	Pending
Michael Miller	Modified A Football Coach	\$3,215.00	Certified PE. Teacher
William Corwin	Modified A Football Paid Assist.	\$2,000.00	Certified Teacher
Robert Bush	Modified A Football Paid Assist.	\$2,000.00	TCL 1 st Exp. 8/31/25- Renewal Pending
Kaleb Stenquist	Modified A Non-Paid Assistant	n/a	Pending
	SOCCKER		
Peter Doell	Varsity Boys Soccer Coach	\$4,645.00	Permanent Cert. School Social Worker
Ryan Major	JV Boys Soccer Coach	\$2,750.00	Certified Teacher
Greg Snyder	Modified Boys Soccer Coach	\$2,255.00	Certified Teacher
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Jessica Lambert	JV Girls Soccer Coach	\$3,215.00	Certified PE Teacher
Ashley Leederman	Modified Girls Soccer Coach	\$2,255.00	Certified PE. Teacher

David Major	Varsity Girls NON-PAID Assistant	n/a	Certified Teacher
	CROSS COUNTRY		
Don Densmore	Varsity Cross Country Coach	\$5,025.00	Certified PE Teacher
Vacant	Modified Cross Country Coach		
	GOLF		
Rhett Ticconi	Varsity Golf Coach	\$3,465.00	TCL 1 st Exp. 8/31/25- Renewal Pending
Jake Jones	JV Golf Coach	\$2,255.00	Certified Teacher
	TENNIS		
Scott Redding	Varsity Girls Tennis Coach	\$3,975.00	Certified PE. Teacher
Joe Jacuzzo	Modified Girls Tennis Coach	\$2,685.00	PCL-Exp. 8/31/26
	VOLLEYBALL		
Sharon Esposito	Varsity Girls Volleyball Coach	\$5,025.00	PCL-Volleyball
Michael Mirras	Varsity Girls Volleyball NON-PAID Assistant	n/a	PCL-Exp. 8/31/27
Melissa Koepke	JV Girls Volleyball Coach	\$3,710.00	Certified Teacher

Civil Service Appointments
None at this time

Substitute Appointments

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

Name: Tyler Spencer
Position: Technology Teacher- Long Term Substitute (Level I)
NYSED Certification: Pending
Effective date: 08/06/2025 (retro)
Salary: \$40,000

Name: Andrea Dow
Position: FK Elementary School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

Name: Maranda Marr
Position: ECS Elementary School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

Name: Brian Edwards
Position: MA School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

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
Michelle Quigley	Bus Driver	08/23/2025
Mary Fulkerson	Cashier/FSH	08/26/2025
Kathy Martin	Teacher Aide	08/28/2025
Scott Short	Cleaner	09/03/2025
Meaghan Hagadorn	Teacher Aide	09/03/2025
Jenna Strong	Teacher Aide	09/03/2025

CSE Minutes

Upon the recommendation of the Superintendent, the Board of Education approves the following CSE Minutes:
05/12/2025, 06/16/2025, 06/17/2025, 06/18/2025, 06/30/2025, 07/07/2025, 07/08/2025, 07/09/2025, 07/10/2025, 07/11/2025, 07/14/2025, 07/16/2025, 07/17/2025, 07/21/2025, 07/23/2025, 07/25/2025

Gifts and Donations
None at this time

2025-2026 Transportation Requests

Upon the recommendation of the Superintendent, the Board of Education approves the following requests for transportation for the 2025-2026 school year.

Student	Transport Request
Asher Gilbert	Finger Lakes Christian School, 2291 Route 89 Seneca Falls

Overnight Conference Requests/Field Trips

2026 Mynderse Academy Senior Class Trip
Woodloch Pines Resort
Hawley, PA

April 29, 2026 through May 1, 2026

Extra-Classroom

Rename Project Graduation to Senior Ball Bash.

Michael Mirras asked for a motion to approve the consent agenda as listed.
Matthew Lando made the motion, seconded by Cara Lajewski.

Discussion: Matthew Lando wanted to wish Matt Bienvenue well in his new position. Michael Mirras concurred and stated that he will be missed.

Yes 9 No 0 Abstain 0 Motion carried

Old Business
Correction to July 10, 2025 Appointment

Michael Mirras asked for a motion to correct the stipend for the FAC/Health/Business Department Chairperson appointed on July 10, 2025 as follows:

XII. Consent Agenda

B. Appointments

1. Annual Appointments

2025-2026 Mynderse Academy

<i>FAC, Health & Business Depart. Chair</i>	<i>Lindsay Wilson</i>	<i>\$2,881.00</i>
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Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

New Business
Contracts, Agreements and MOA's

Michael Mirras asked for a motion that upon the recommendation of the Superintendent, the Seneca Falls Board of Education approves the following Contracts, Agreements and MOA's:

SFEA MOA-CSE Chair

Juul Agreement-August 7, 2025

2025-2026 Stephanie Lyon-Lawrence-Independent Contractor Agreement

2025-2026 Internal Claims Auditor Agreement

2025-2026 Community Schools Coordinator (Funded through STOP Grant) -Stephanie Betts

2025-2026 Marcus Whitman CSD Agreement-12:1:1 Extended School Year (ESY) Program

North East College of Health Sciences Agreement for 4-Credit Course-*Principle of Human Anatomy & Physiology* (09/01/25- 06/30/26)

Soldiers and Sailors Memorial Hospital -Physicians Services (Aug. 1, 2025 through July 31, 2028)

2025-2026 Seneca Falls Family Counseling of the Finger Lakes

2025-2026 Seneca County Head Start-Seneca Falls ABCD Agreement

2025-2028 Agri-Business Child Development Seneca County Head Start Letter of Understanding (assist families in the transition process to Frank Knight Elementary School)

2025-2026 Agri-Business Child Development-Seneca County Head Start Agreement

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Levy

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Tax Levy in the amount of fourteen million, six hundred ninety-one thousand, one hundred fifty-nine dollars (\$14,691,159.00).

Matthew Lando made the motion, seconded by Anthony Ferrara.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Rates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Assessed Value Tax Rates as listed:

	<u>School Rate</u>	<u>Library Rate</u>
Seneca Falls	\$17.881407	\$0.4710
Fayette	\$28.547510	\$0.7520
Tyre	\$24.654668	\$0.6495

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Collection Dates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the following tax collection dates for the 2025-2026 school year:

September 2, 2025 to October 1, 2025 No Penalty

October 2, 2025 to October 31, 2025 2% Penalty

November 1, 2025 to November 29, 2025 3% Penalty

No taxes accepted after November 29, 2025

Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Standard Work Days

Michael Mirras asked for a motion that the Seneca Falls Central School District, Location code 74502, hereby establishes the following as standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained and submitted by these members to the clerk of this body:

STANDARD WORK DAY HOURS NYSLRS 2025-2026	
NAME OF POSITION	HRS for SWD
Administrative Assistant	7
Senior Account Clerk/Typist	7
Account Clerk/Typist	7
Account Clerk	7
Clerk	7
Data Entry Machine Operator	7
Sr. Typist	7
Typist	7
Library Aide	6
Teacher Aide	6
School Monitor	6
Health Aide	7
Registered Professional Nurse (School)	7
School Messenger	6
Network Administrator	8
Application Services Support Assistant	8
AV Technician	8
Computer Network Specialist	8
Director of Facilities II	8
Senior Building Maintenance Mechanic	8
Building Maintenance Mechanic/School Bus Driver	8
Building Maintenance Mechanic	8
Sr. Custodian	8
Custodian	8
Cleaner	8
Groundskeeper	8
Transportation Supervisor	8
School Bus Dispatcher	8
Head Automotive Mechanic	8
Automotive Mechanic/School Bus Driver	8
Automotive Mechanic Assistant/School Bus Driver	8
Automotive Mechanic Helper	8
School Bus Driver	6
School Bus Driver/Food Service Helper	6
School Bus Monitor	6
School Bus Monitor/Food Service Helper	6
School Bus Driver/Messenger	6
Cook Manager	7
Food Transporter/Food Service Helper	7
Sr. Food Service Helper	6
Cashier/Food Service Helper	6
Food Service Helper	6
Laborer	8

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

Surplus

Michael Mirras asked for a motion to dispose of the following surplus items as listed through sale, donation, disposal or auction according to Board Policy #6900

Technology-Non-working Equipment Discard List:

- 2-triumph board
- 1-hp monitor
- 1-hp LaserJet printer
- 2-hp Chromebook
- 12-ipad
- 1-light speed amp
- 3-Printers
- 3-Scanners (HP and Cannon)
- 1-podcaster
- 15-headphones
- 7-ti 83 calculator
- 3-Desktop phones
- 1-Sanyo tv
- 7-Yamaha keyboard
- 1-smart slate 7761

- 1-officejet4562
- 4-sony speakers
- 3-VCR
- 1-techics stereo
- 1-qsc amp
- 1-panasonic camera
- 1-pulldown screen

Dispose of:
Kenmore Dryer (District Tag# 20080259)

Auction:
26 Alpine pairs of snowshoes
30 Skis and poles

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

Executive Session
None at this time

Michael Mirras asked for a motion to adjourn the meeting at 7:55 pm. Adjourn

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

Monica Kuney, District Clerk

Michael Mirras asked for a motion to approve the Extra-Curricular Treasurer’s Report for June 2025.
Deborah Corsner made the motion, seconded by Joseph McNamara.
Yes 9 No 0 Abstain 0 Motion carried

Recognitions, Celebrations and Presentations

Board of Education and Administrator Retreat
Special Programs Department-Karissa Blamble

Between 2022 and 2025, our district saw an increase in the overall number of school-age students with disabilities, rising thirteen percent.
These trends reflect a growing need for services in communication, behavior, and health support, as well as early identification.

English Language Learner Programs

- Students generally move from Entering → Expanding → Transitioning → Commanding over 5–6 years, though this varies by age, support, and individual factors.
- Most Expanding students are in their 2nd to 3rd year of ENL, which is developmentally consistent.
- Commanding students demonstrate that with consistent support, proficiency can be attained by Year 4–5.
- Some students are considered late-entry (Grades 9–10) at Expanding or Transitioning may have had interrupted formal education or less prior support, which can affect progression.

By the end of the 2025-2026 school year, Seneca Falls District will build a supportive and inclusive learning environment for English Language Learners by strengthening teacher knowledge of ENL strategies, developing individualized learning profiles, and fostering collaboration between ENL and content teachers

- Provide sustained, high-quality professional development that builds integrated instruction for ELLs
- Design and implement ELL Learner Profiles to inform instruction, support differentiation, and communicate learner needs effectively across content areas.
- Develop collaborative teaching partnerships between TESOL and general education/content teachers

Alignment: Special Education Goals and District Comprehensive Improvement Plan (DCIP)

- Developing Relevant, Data-Focused IEP Goals: Planned professional development ensures teachers create SMART goals aligned with students’ unique needs, directly supporting the district-wide goal.
- Improving Progress Monitoring Practices: Annual reviews and ongoing teacher training in data collection tools equip staff to provide accurate, consistent progress reports. This aligns with the goal of employing sound data collection practices and standardized progress descriptors.
- Embedding Grade-Level Expectations and Accommodations: Training on including grade-level expectations and necessary accommodations within IEPs helps ensure goals are rigorous yet accessible, fostering better academic outcomes consistent with the district’s plan
- Structured Monitoring and Feedback: Monthly department meetings and data check-ins (January & March 2026) support continuous review of progress monitoring, allowing for timely adjustments that improve goal attainment and intervention effectiveness
- Family Communication: Standardized progress reports at each report card period, featuring data-based statements and descriptors, enhance transparency and collaboration with families, reinforcing individualized instruction and accountability.

Big Picture Connection 2024-25 to 2025-26-Jodie Verkey

Key focuses in 2024-2025 were:

Literacy Program

- Gathered a literacy committee
- Identified purpose
- District visits
- Representative presentations
- Debriefs
- Survey
- Identified resources based on determined needs
- Purchased, distributed, provided implementation support & expectations
- Created support plan for 25-26 school year

NY Inspires:

- Met with School Counselors to discuss timeline of transition
- Informed staff of upcoming shifts
- Piloting digital portfolio component with teachers & students
- Created implementation timeline of tasks/shifts
- Created job description for dedicated professional to support requirements
- Included Portrait of a Graduate in Strategic Plan
- Developed SIP (School Improvement Plan) and Oct PD Day plan for rollout of Portrait of a Graduate.

DCIP

- Reducing Chronic Absenteeism
- Intervention groups
- Intervention frameworks
- SEL(Social Emotional Learning) Lessons
- Increasing Achievement
- Intervention support

- Differentiation
- Professional Learning Committees (PLC) to discuss student achievement

Preparation for Upcoming Shifts

- Understanding the Science of Reading Literacy Framework
- Create a literacy support model for curriculum implementation
- Create support plan for ongoing literacy PD
- Introducing Portrait of a Graduate components
- Discussing and designing project-based learning activities
- MTSS (Multi-Tiered Support System) Coordinator Model Shift
- Communicate it all

2025-2026 Key Focuses are:

- LETRS (Language Essentials for Teachers of Reading) Training all PreK-5 Staff
- Into Reading Implementation
- NY Inspires Requirement Implementation
- MTSS Support
- PreK-5 & 6-12 Coordinator Model
- Professional Learning Communities - continued development
- Increase Attendance Rates PreK-12
- Continued Training for Special Education Staff to Support DCIP
- Cell Phone Policy Implementation

Mynderse Academy 2025-2026 Goals/Focus

- Decrease the rate of chronic absenteeism for all students (30% or less with a stretch goal of 25%)
- Graduation rate of 90% (stretch goal of 95%) for the 22-23 Cohort.
- Continue to enhance a positive and safe school environment by decreasing negative behaviors as measured by a 15% reduction of behavioral referrals. (325 referrals without frequently late to class)

SF Middle School 2025-2026 Goals/Focus

- Based on I-Ready reading scores, SFMS will increase the number of students reading in grades 6-8 to 80%.
- Improve social/emotional health and well-being of students by decreasing negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education/disruptive behavior, disrespect to staff members, and fighting.
- The chronic absenteeism rate for SFMS will decrease for all students (10 or more absences) 15% or less.

Cady Stanton School 2025-2026 Goals/Focus

- 70% of all students will score approaching, at or above grade level as assessed by the Fountas & Pinnell Benchmark 3 times/year.
- The chronic absenteeism rate for Cady Stanton School will be 13% or less. Strategic Plan: Engaged & Empowered Life Long Learners School/Community Connections
- Decrease the number of student classroom removals by at least 15 referrals in the second and third trimester compared to the first trimester.

Frank Knight School 2025-2026 Goals/Focus

- 2025-2026 Anticipated Goal: 75% of students will meet the grade level benchmark are on the new assessment tools (LETRS Screener & iReady ORF)
- 2025-2026 Anticipated Goal: 95% of students will meet their individualized growth target on the iReady Math Diagnostic.
- 100% of K-2 students will feel safe in the building and identify personal connections in the building, including peers and adults, as indicated on the Panorama SEL survey.

Business Manager 2025-2026 Goals

- Create and implement a transition plan for the accounts payable and human resources department personnel
- Prepare negotiation data for the upcoming SFSSA Contract
- Maximizing local, state, and federal grant spending in case of future grant losses

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.

Committee Reports

None at this time

Information

Warrants 06/01/2025-06/30/2025

Warrant A (100)	\$ 618,265.12
Warrant A (103)	\$ 173,136.48
Warrant C (42)	\$ 15,684.81
Warrant C (43)	\$ 1,636.03
Warrant CM (3)	\$ 574.00
Warrant CM (4)	\$ 625.00
Warrant CM (5)	\$ 100.00
Warrant F (44)	\$ 7,648.18
Warrant F (45)	\$ 41,615.50
Warrant H (28)	\$ 260,246.80
Warrant H (29)	\$ 45,525.77

Warrants 07/01/2025-07/31/2025

Warrant A (1)	\$ 33,145.28
Warrant A (2)	\$ 2,641.61
Warrant C (1)	\$ 603.06
Warrant F (1)	\$ 267.35
Warrant H (1) AP	\$ 21,567.91
Warrant H (2)	\$ 11,809.00
Warrant H (3) AP	\$ 413,768.85
Warrant H (4)	\$ 358.00

Business AdministratorJames Bruni reported the following:

Would like to update Policy 6240-Investments. First reading would be Aug. 21 and the second reading would be Sept. 11. The rates are at 4.13% and would like to invest soon.
The school tax rate for this year will be submitted to NYS tomorrow (rates are on the agenda for approval tonight).

Superintendent ReportDr. Reed reported the following:

- Thanked the administrators for participating in the Board/Administrators retreat tonight.
- The Board will receive the Superintendent goals at the end of the month. Handed out the list of roundtables and administrator reporting for the 2025-2026 school year.
- Thanked Jesse Federman for working in our office this summer as an intern. Because Jesse's work with James Bruni, Business Administrator, Jesse has decided to pursue the School Business Leadership program.

Jesse Federman thanked the Board of Education and Dr. Reed for the opportunity to intern here this summer.

BOE President Report

Michael Mirras asked the Board members if they had received their committee assignments and if they were happy with them. Any Board member who could reach out to the Board President if they had an issue.

He also asked the Board members if they would be interested in developing goals for the Board of Education. All members were interested in doing so. He will discuss with Dr. Reed to build sessions into upcoming meetings.

BOE Member Comments

Heather Zellers shared another point of pride for the district. She was speaking with David Frank (NYSED Assistant Commissioner) and was informed that Mr. Frank loved being in our district, and referenced the district building principals by name. It shows what an impact our district had on his visit.

Cara Lajewski thanked Dr. Reed, James Bruni and Jodie Verkey for working with Jesse Federman this summer.

Joseph McNamara was pleased that Jesse had nothing but positive things to say about the district.

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Position: Social Studies Teacher
Effective: at the end of the day on August 17, 2025

Name: Katherine Mosca
Position: School Psychologist
Effective: at the end of the day on August 30, 2025

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Position: School Monitor, Bus Monitor, Teacher Aide
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	CROSS COUNTRY		
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Vacant	Modified Cross Country Coach		
	GOLF		
Rhett Ticconi	Varsity Golf Coach	\$3,465.00	TCL 1 st Exp. 8/31/25- Renewal Pending
Jake Jones	JV Golf Coach	\$2,255.00	Certified Teacher
	TENNIS		
Scott Redding	Varsity Girls Tennis Coach	\$3,975.00	Certified PE. Teacher
Joe Jacuzzo	Modified Girls Tennis Coach	\$2,685.00	PCL-Exp. 8/31/26
	VOLLEYBALL		
Sharon Esposito	Varsity Girls Volleyball Coach	\$5,025.00	PCL-Volleyball
Michael Mirras	Varsity Girls Volleyball NON-PAID Assistant	n/a	PCL-Exp. 8/31/27
Melissa Koepke	JV Girls Volleyball Coach	\$3,710.00	Certified Teacher

Civil Service Appointments
None at this time

Substitute Appointments

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

Name: Tyler Spencer
Position: Technology Teacher- Long Term Substitute (Level I)
NYSED Certification: Pending
Effective date: 08/06/2025 (retro)
Salary: \$40,000

Name: Andrea Dow
Position: FK Elementary School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

Name: Maranda Marr
Position: ECS Elementary School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

Name: Brian Edwards
Position: MA School Contracted Per-Diem Substitute (Uncertified)
Effective date: 2025-2026 school year

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
Michelle Quigley	Bus Driver	08/23/2025
Mary Fulkerson	Cashier/FSH	08/26/2025
Kathy Martin	Teacher Aide	08/28/2025
Scott Short	Cleaner	09/03/2025
Meaghan Hagadorn	Teacher Aide	09/03/2025
Jenna Strong	Teacher Aide	09/03/2025

CSE Minutes

Upon the recommendation of the Superintendent, the Board of Education approves the following CSE Minutes:
05/12/2025, 06/16/2025, 06/17/2025, 06/18/2025, 06/30/2025, 07/07/2025, 07/08/2025, 07/09/2025, 07/10/2025, 07/11/2025, 07/14/2025, 07/16/2025, 07/17/2025, 07/21/2025, 07/23/2025, 07/25/2025

Gifts and Donations
None at this time

2025-2026 Transportation Requests

Upon the recommendation of the Superintendent, the Board of Education approves the following requests for transportation for the 2025-2026 school year.

Student	Transport Request
Asher Gilbert	Finger Lakes Christian School, 2291 Route 89 Seneca Falls

Overnight Conference Requests/Field Trips

2026 Mynderse Academy Senior Class Trip
Woodloch Pines Resort
Hawley, PA

April 29, 2026 through May 1, 2026

Extra-Classroom

Rename Project Graduation to Senior Ball Bash.

Michael Mirras asked for a motion to approve the consent agenda as listed.
Matthew Lando made the motion, seconded by Cara Lajewski.

Discussion: Matthew Lando wanted to wish Matt Bienvenue well in his new position. Michael Mirras concurred and stated that he will be missed.

Yes 9 No 0 Abstain 0 Motion carried

Old Business
Correction to July 10, 2025 Appointment

Michael Mirras asked for a motion to correct the stipend for the FAC/Health/Business Department Chairperson appointed on July 10, 2025 as follows:

XII. Consent Agenda

B. Appointments

1. Annual Appointments

2025-2026 Mynderse Academy

<i>FAC, Health & Business Depart. Chair</i>	<i>Lindsay Wilson</i>	<i>\$2,881.00</i>
---	-----------------------	-------------------

Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

New Business
Contracts, Agreements and MOA's

Michael Mirras asked for a motion that upon the recommendation of the Superintendent, the Seneca Falls Board of Education approves the following Contracts, Agreements and MOA's:

SFEA MOA-CSE Chair

Juul Agreement-August 7, 2025

2025-2026 Stephanie Lyon-Lawrence-Independent Contractor Agreement

2025-2026 Internal Claims Auditor Agreement

2025-2026 Community Schools Coordinator (Funded through STOP Grant) -Stephanie Betts

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North East College of Health Sciences Agreement for 4-Credit Course-*Principle of Human Anatomy & Physiology* (09/01/25- 06/30/26)

Soldiers and Sailors Memorial Hospital -Physicians Services (Aug. 1, 2025 through July 31, 2028)

2025-2026 Seneca Falls Family Counseling of the Finger Lakes

2025-2026 Seneca County Head Start-Seneca Falls ABCD Agreement

2025-2028 Agri-Business Child Development Seneca County Head Start Letter of Understanding (assist families in the transition process to Frank Knight Elementary School)

2025-2026 Agri-Business Child Development-Seneca County Head Start Agreement

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Levy

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Tax Levy in the amount of fourteen million, six hundred ninety-one thousand, one hundred fifty-nine dollars (\$14,691,159.00).

Matthew Lando made the motion, seconded by Anthony Ferrara.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Rates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Assessed Value Tax Rates as listed:

	<u>School Rate</u>	<u>Library Rate</u>
Seneca Falls	\$17.881407	\$0.4710
Fayette	\$28.547510	\$0.7520
Tyre	\$24.654668	\$0.6495

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Collection Dates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the following tax collection dates for the 2025-2026 school year:

September 2, 2025 to October 1, 2025 No Penalty

October 2, 2025 to October 31, 2025 2% Penalty

November 1, 2025 to November 29, 2025 3% Penalty

No taxes accepted after November 29, 2025

Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Standard Work Days

Michael Mirras asked for a motion that the Seneca Falls Central School District, Location code 74502, hereby establishes the following as standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained and submitted by these members to the clerk of this body:

STANDARD WORK DAY HOURS NYSLRS 2025-2026	
NAME OF POSITION	HRS for SWD
Administrative Assistant	7
Senior Account Clerk/Typist	7
Account Clerk/Typist	7
Account Clerk	7
Clerk	7
Data Entry Machine Operator	7
Sr. Typist	7
Typist	7
Library Aide	6
Teacher Aide	6
School Monitor	6
Health Aide	7
Registered Professional Nurse (School)	7
School Messenger	6
Network Administrator	8
Application Services Support Assistant	8
AV Technician	8
Computer Network Specialist	8
Director of Facilities II	8
Senior Building Maintenance Mechanic	8
Building Maintenance Mechanic/School Bus Driver	8
Building Maintenance Mechanic	8
Sr. Custodian	8
Custodian	8
Cleaner	8
Groundskeeper	8
Transportation Supervisor	8
School Bus Dispatcher	8
Head Automotive Mechanic	8
Automotive Mechanic/School Bus Driver	8
Automotive Mechanic Assistant/School Bus Driver	8
Automotive Mechanic Helper	8
School Bus Driver	6
School Bus Driver/Food Service Helper	6
School Bus Monitor	6
School Bus Monitor/Food Service Helper	6
School Bus Driver/Messenger	6
Cook Manager	7
Food Transporter/Food Service Helper	7
Sr. Food Service Helper	6
Cashier/Food Service Helper	6
Food Service Helper	6
Laborer	8

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

Surplus

Michael Mirras asked for a motion to dispose of the following surplus items as listed through sale, donation, disposal or auction according to Board Policy #6900

Technology-Non-working Equipment Discard List:

- 2-triumph board
- 1-hp monitor
- 1-hp LaserJet printer
- 2-hp Chromebook
- 12-ipad
- 1-light speed amp
- 3-Printers
- 3-Scanners (HP and Cannon)
- 1-podcaster
- 15-headphones
- 7-ti 83 calculator
- 3-Desktop phones
- 1-Sanyo tv
- 7-Yamaha keyboard
- 1-smart slate 7761

- 1-officejet4562
- 4-sony speakers
- 3-VCR
- 1-techics stereo
- 1-qsc amp
- 1-panasonic camera
- 1-pulldown screen

Dispose of:
Kenmore Dryer (District Tag# 20080259)

Auction:
26 Alpine pairs of snowshoes
30 Skis and poles

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

Executive Session
None at this time

Michael Mirras asked for a motion to adjourn the meeting at 7:55 pm. Adjourn

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

Monica Kuney, District Clerk

Michael Mirras asked for a motion to approve the Extra-Curricular Treasurer’s Report for June 2025.
Deborah Corsner made the motion, seconded by Joseph McNamara.
Yes 9 No 0 Abstain 0 Motion carried

Recognitions, Celebrations and Presentations

Board of Education and Administrator Retreat
Special Programs Department-Karissa Blamble

Between 2022 and 2025, our district saw an increase in the overall number of school-age students with disabilities, rising thirteen percent.
These trends reflect a growing need for services in communication, behavior, and health support, as well as early identification.

English Language Learner Programs

- Students generally move from Entering → Expanding → Transitioning → Commanding over 5–6 years, though this varies by age, support, and individual factors.
- Most Expanding students are in their 2nd to 3rd year of ENL, which is developmentally consistent.
- Commanding students demonstrate that with consistent support, proficiency can be attained by Year 4–5.
- Some students are considered late-entry (Grades 9–10) at Expanding or Transitioning may have had interrupted formal education or less prior support, which can affect progression.

By the end of the 2025-2026 school year, Seneca Falls District will build a supportive and inclusive learning environment for English Language Learners by strengthening teacher knowledge of ENL strategies, developing individualized learning profiles, and fostering collaboration between ENL and content teachers

- Provide sustained, high-quality professional development that builds integrated instruction for ELLs
- Design and implement ELL Learner Profiles to inform instruction, support differentiation, and communicate learner needs effectively across content areas.
- Develop collaborative teaching partnerships between TESOL and general education/content teachers

Alignment: Special Education Goals and District Comprehensive Improvement Plan (DCIP)

- Developing Relevant, Data-Focused IEP Goals: Planned professional development ensures teachers create SMART goals aligned with students’ unique needs, directly supporting the district-wide goal.
- Improving Progress Monitoring Practices: Annual reviews and ongoing teacher training in data collection tools equip staff to provide accurate, consistent progress reports. This aligns with the goal of employing sound data collection practices and standardized progress descriptors.
- Embedding Grade-Level Expectations and Accommodations: Training on including grade-level expectations and necessary accommodations within IEPs helps ensure goals are rigorous yet accessible, fostering better academic outcomes consistent with the district’s plan
- Structured Monitoring and Feedback: Monthly department meetings and data check-ins (January & March 2026) support continuous review of progress monitoring, allowing for timely adjustments that improve goal attainment and intervention effectiveness
- Family Communication: Standardized progress reports at each report card period, featuring data-based statements and descriptors, enhance transparency and collaboration with families, reinforcing individualized instruction and accountability.

Big Picture Connection 2024-25 to 2025-26-Jodie Verkey

Key focuses in 2024-2025 were:

Literacy Program

- Gathered a literacy committee
- Identified purpose
- District visits
- Representative presentations
- Debriefs
- Survey
- Identified resources based on determined needs
- Purchased, distributed, provided implementation support & expectations
- Created support plan for 25-26 school year

NY Inspires:

- Met with School Counselors to discuss timeline of transition
- Informed staff of upcoming shifts
- Piloting digital portfolio component with teachers & students
- Created implementation timeline of tasks/shifts
- Created job description for dedicated professional to support requirements
- Included Portrait of a Graduate in Strategic Plan
- Developed SIP (School Improvement Plan) and Oct PD Day plan for rollout of Portrait of a Graduate.

DCIP

- Reducing Chronic Absenteeism
- Intervention groups
- Intervention frameworks
- SEL(Social Emotional Learning) Lessons
- Increasing Achievement
- Intervention support

- Differentiation
- Professional Learning Committees (PLC) to discuss student achievement

Preparation for Upcoming Shifts

- Understanding the Science of Reading Literacy Framework
- Create a literacy support model for curriculum implementation
- Create support plan for ongoing literacy PD
- Introducing Portrait of a Graduate components
- Discussing and designing project-based learning activities
- MTSS (Multi-Tiered Support System) Coordinator Model Shift
- Communicate it all

2025-2026 Key Focuses are:

- LETRS (Language Essentials for Teachers of Reading) Training all PreK-5 Staff
- Into Reading Implementation
- NY Inspires Requirement Implementation
- MTSS Support
- PreK-5 & 6-12 Coordinator Model
- Professional Learning Communities - continued development
- Increase Attendance Rates PreK-12
- Continued Training for Special Education Staff to Support DCIP
- Cell Phone Policy Implementation

Mynderse Academy 2025-2026 Goals/Focus

- Decrease the rate of chronic absenteeism for all students (30% or less with a stretch goal of 25%)
- Graduation rate of 90% (stretch goal of 95%) for the 22-23 Cohort.
- Continue to enhance a positive and safe school environment by decreasing negative behaviors as measured by a 15% reduction of behavioral referrals. (325 referrals without frequently late to class)

SF Middle School 2025-2026 Goals/Focus

- Based on I-Ready reading scores, SFMS will increase the number of students reading in grades 6-8 to 80%.
- Improve social/emotional health and well-being of students by decreasing negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education/disruptive behavior, disrespect to staff members, and fighting.
- The chronic absenteeism rate for SFMS will decrease for all students (10 or more absences) 15% or less.

Cady Stanton School 2025-2026 Goals/Focus

- 70% of all students will score approaching, at or above grade level as assessed by the Fountas & Pinnell Benchmark 3 times/year.
- The chronic absenteeism rate for Cady Stanton School will be 13% or less. Strategic Plan: Engaged & Empowered Life Long Learners School/Community Connections
- Decrease the number of student classroom removals by at least 15 referrals in the second and third trimester compared to the first trimester.

Frank Knight School 2025-2026 Goals/Focus

- 2025-2026 Anticipated Goal: 75% of students will meet the grade level benchmark are on the new assessment tools (LETRS Screener & iReady ORF)
- 2025-2026 Anticipated Goal: 95% of students will meet their individualized growth target on the iReady Math Diagnostic.
- 100% of K-2 students will feel safe in the building and identify personal connections in the building, including peers and adults, as indicated on the Panorama SEL survey.

Business Manager 2025-2026 Goals

- Create and implement a transition plan for the accounts payable and human resources department personnel
- Prepare negotiation data for the upcoming SFSSA Contract
- Maximizing local, state, and federal grant spending in case of future grant losses

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.

Committee Reports

None at this time

Information

Warrants 06/01/2025-06/30/2025

Warrant A (100)	\$ 618,265.12
Warrant A (103)	\$ 173,136.48
Warrant C (42)	\$ 15,684.81
Warrant C (43)	\$ 1,636.03
Warrant CM (3)	\$ 574.00
Warrant CM (4)	\$ 625.00
Warrant CM (5)	\$ 100.00
Warrant F (44)	\$ 7,648.18
Warrant F (45)	\$ 41,615.50
Warrant H (28)	\$ 260,246.80
Warrant H (29)	\$ 45,525.77

Warrants 07/01/2025-07/31/2025

Warrant A (1)	\$ 33,145.28
Warrant A (2)	\$ 2,641.61
Warrant C (1)	\$ 603.06
Warrant F (1)	\$ 267.35
Warrant H (1) AP	\$ 21,567.91
Warrant H (2)	\$ 11,809.00
Warrant H (3) AP	\$ 413,768.85
Warrant H (4)	\$ 358.00

Business AdministratorJames Bruni reported the following:

Would like to update Policy 6240-Investments. First reading would be Aug. 21 and the second reading would be Sept. 11. The rates are at 4.13% and would like to invest soon.
The school tax rate for this year will be submitted to NYS tomorrow (rates are on the agenda for approval tonight).

Superintendent ReportDr. Reed reported the following:

- Thanked the administrators for participating in the Board/Administrators retreat tonight.
- The Board will receive the Superintendent goals at the end of the month. Handed out the list of roundtables and administrator reporting for the 2025-2026 school year.
- Thanked Jesse Federman for working in our office this summer as an intern. Because Jesse's work with James Bruni, Business Administrator, Jesse has decided to pursue the School Business Leadership program.

Jesse Federman thanked the Board of Education and Dr. Reed for the opportunity to intern here this summer.

BOE President Report

Michael Mirras asked the Board members if they had received their committee assignments and if they were happy with them. Any Board member who could reach out to the Board President if they had an issue.

He also asked the Board members if they would be interested in developing goals for the Board of Education. All members were interested in doing so. He will discuss with Dr. Reed to build sessions into upcoming meetings.

BOE Member Comments

Heather Zellers shared another point of pride for the district. She was speaking with David Frank (NYSED Assistant Commissioner) and was informed that Mr. Frank loved being in our district, and referenced the district building principals by name. It shows what an impact our district had on his visit.

Cara Lajewski thanked Dr. Reed, James Bruni and Jodie Verkey for working with Jesse Federman this summer.

Joseph McNamara was pleased that Jesse had nothing but positive things to say about the district.

Important Dates to Remember

August 21, 2025-BOE Meeting (6:00 pm)
September 2, 2025-Superintendent Conference Day
September 3, 2025-First Day of School
September 4, 2025 -4 County SBA Board of Directors Mtg.-Hybrid-(5:45 pm)
September 13, 2025- Senior Parking Lot Painting Day (8:00 am- 1:00 pm)
4 County SBA Legislative Mtg. -Zoom (9:00-10:30 am)
September 23, 2025- SFMS Open House (5:30-6:30)
October 2, 2025-BOE Meeting (6:00 pm)
October 9, 2025-Emergency Dismissal Drill
Elizabeth Cady Stanton Elementary Open House (6:30-7:30 pm)
October 16, 2025-Frank Knight Elementary School Open House (6:00-7:00 pm)
Gr. 6-12 Band Concert (7:00-9:00 pm)
October 18, 2025-Homecoming Dance
October 22, 2025-Gr. 6-12 Chorus Concert (7:00-8:00 pm)
October 23, 2025-BOE Meeting (6:00 pm)
October 23 - 25, 2025-2025 Annual Convention & Education Expo, New York City

Resignations/Retirements/Terminations
SFEA-Resignation

Upon the recommendation of the Superintendent, the Board of Education accepts the following SFEA resignation:

Name: Matthew Bienvenue
Position: Social Studies Teacher
Effective: at the end of the day on August 17, 2025

Name: Katherine Mosca
Position: School Psychologist
Effective: at the end of the day on August 30, 2025

SFSSA
Resignation

Upon the recommendation of the Superintendent, the Board of Education accepts the following SFSSA resignation:

Name: Robert Wood
Position: AV Technician
Effective: 07/08/2025

Name: Jada Buck
Position: School Monitor, Bus Monitor, Teacher Aide
Effective: the end of the day on 08/15/2025

Confidential Employees
Retirement

Upon the recommendation of the Superintendent, the Board of Education accepts the following Confidential Employee resignations for the purpose of retirement and to grant them any and all applicable benefits per the current Confidential Employees Agreement (July1, 2024-June 30, 2028):

Name: Patricia Ward
Position: Account Clerk
Effective: 10/30/2025

Appointments
Professional Appointment(s)
None at this time.

2025-2026 Annual Appointment(s)

Upon the recommendation of the Superintendent, the Board of Education approves following annual appointments for the 2025-2026 school year.

Position	Employee	Stipend
Streaming Coordinator	Robert Wood	\$3,154.00
LIFT Project Coordinator	Amanda Fleig	Excellus
Wellness Co-Coordinator	Amanda Fleig	Excellus
Wellness Co-Coordinator	Lindsay Willson	Excellus
Wellness THRIVE WELL Coordinator	William Page	Excellus
Plant Based Coordinator	William Page	Excellus

2025-2026 Coaching

Upon the recommendation of the Superintendent, the Board of Education appoints the following coaches (All appointments are conditional until paperwork is completed and fingerprints are cleared).

Position	Employee	Stipend	Certification
	FOOTBALL		
Mason Hawker	Varsity Football Coach	\$4,510.00	TCL Football 2 nd -4 th Exp. 8/31/25- Renewal Pending
Shawn Mulheron	Varsity Paid Assistant	\$2,000.00	TCL Football Exp. 01/31/26
Brian Oddi	Varsity Paid Assistant	\$2,000.00	Certified PE Teacher
Nick Bielowicz	Varsity Non-Paid Assistant	n/a	Pending
Michael Miller	Modified A Football Coach	\$3,215.00	Certified PE. Teacher
William Corwin	Modified A Football Paid Assist.	\$2,000.00	Certified Teacher
Robert Bush	Modified A Football Paid Assist.	\$2,000.00	TCL 1 st Exp. 8/31/25- Renewal Pending
Kaleb Stenquist	Modified A Non-Paid Assistant	n/a	Pending
	SOCCKER		
Peter Doell	Varsity Boys Soccer Coach	\$4,645.00	Permanent Cert. School Social Worker
Ryan Major	JV Boys Soccer Coach	\$2,750.00	Certified Teacher
Greg Snyder	Modified Boys Soccer Coach	\$2,255.00	Certified Teacher
Dan Montoney	Boys Soccer Non-Paid Asst. Coach	\$2,000.00	TCL 2 nd -4 th Exp. 8/31/25- Renewal Pending
Melissa Morrin	Varsity Girls Soccer Coach	\$5,025.00	Certified Teacher
Jessica Lambert	JV Girls Soccer Coach	\$3,215.00	Certified PE Teacher
Ashley Leederman	Modified Girls Soccer Coach	\$2,255.00	Certified PE. Teacher

David Major	Varsity Girls NON-PAID Assistant	n/a	Certified Teacher
	CROSS COUNTRY		
Don Densmore	Varsity Cross Country Coach	\$5,025.00	Certified PE Teacher
Vacant	Modified Cross Country Coach		
	GOLF		
Rhett Ticconi	Varsity Golf Coach	\$3,465.00	TCL 1 st Exp. 8/31/25- Renewal Pending
Jake Jones	JV Golf Coach	\$2,255.00	Certified Teacher
	TENNIS		
Scott Redding	Varsity Girls Tennis Coach	\$3,975.00	Certified PE. Teacher
Joe Jacuzzo	Modified Girls Tennis Coach	\$2,685.00	PCL-Exp. 8/31/26
	VOLLEYBALL		
Sharon Esposito	Varsity Girls Volleyball Coach	\$5,025.00	PCL-Volleyball
Michael Mirras	Varsity Girls Volleyball NON-PAID Assistant	n/a	PCL-Exp. 8/31/27
Melissa Koepke	JV Girls Volleyball Coach	\$3,710.00	Certified Teacher

Civil Service Appointments
None at this time

Substitute Appointments

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

Name: Tyler Spencer
 Position: Technology Teacher- Long Term Substitute (Level I)
 NYSED Certification: Pending
 Effective date: 08/06/2025 (retro)
 Salary: \$40,000

Name: Andrea Dow
 Position: FK Elementary School Contracted Per-Diem Substitute (Uncertified)
 Effective date: 2025-2026 school year

Name: Maranda Marr
 Position: ECS Elementary School Contracted Per-Diem Substitute (Uncertified)
 Effective date: 2025-2026 school year

Name: Brian Edwards
 Position: MA School Contracted Per-Diem Substitute (Uncertified)
 Effective date: 2025-2026 school year

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
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Mary Fulkerson	Cashier/FSH	08/26/2025
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Gifts and Donations
None at this time

2025-2026 Transportation Requests

Upon the recommendation of the Superintendent, the Board of Education approves the following requests for transportation for the 2025-2026 school year.

Student	Transport Request
Asher Gilbert	Finger Lakes Christian School, 2291 Route 89 Seneca Falls

Overnight Conference Requests/Field Trips

2026 Mynderse Academy Senior Class Trip
 Woodloch Pines Resort
 Hawley, PA

April 29, 2026 through May 1, 2026

Extra-Classroom

Rename Project Graduation to Senior Ball Bash.

Michael Mirras asked for a motion to approve the consent agenda as listed.
Matthew Lando made the motion, seconded by Cara Lajewski.

Discussion: Matthew Lando wanted to wish Matt Bienvenue well in his new position. Michael Mirras concurred and stated that he will be missed.

Yes 9 No 0 Abstain 0 Motion carried

Old Business
Correction to July 10, 2025 Appointment

Michael Mirras asked for a motion to correct the stipend for the FAC/Health/Business Department Chairperson appointed on July 10, 2025 as follows:

XII. Consent Agenda

B. Appointments

1. Annual Appointments

2025-2026 Mynderse Academy

<i>FAC, Health & Business Depart. Chair</i>	<i>Lindsay Wilson</i>	<i>\$2,881.00</i>
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Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

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2025-2026 Community Schools Coordinator (Funded through STOP Grant) -Stephanie Betts

2025-2026 Marcus Whitman CSD Agreement-12:1:1 Extended School Year (ESY) Program

North East College of Health Sciences Agreement for 4-Credit Course-*Principle of Human Anatomy & Physiology* (09/01/25- 06/30/26)

Soldiers and Sailors Memorial Hospital -Physicians Services (Aug. 1, 2025 through July 31, 2028)

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2025-2026 Seneca County Head Start-Seneca Falls ABCD Agreement

2025-2028 Agri-Business Child Development Seneca County Head Start Letter of Understanding (assist families in the transition process to Frank Knight Elementary School)

2025-2026 Agri-Business Child Development-Seneca County Head Start Agreement

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Levy

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Tax Levy in the amount of fourteen million, six hundred ninety-one thousand, one hundred fifty-nine dollars (\$14,691,159.00).

Matthew Lando made the motion, seconded by Anthony Ferrara.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Rates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the 2025-2026 Assessed Value Tax Rates as listed:

	<u>School Rate</u>	<u>Library Rate</u>
Seneca Falls	\$17.881407	\$0.4710
Fayette	\$28.547510	\$0.7520
Tyre	\$24.654668	\$0.6495

Cara Lajewski made the motion, seconded by Matthew Lando.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Tax Collection Dates

Michael Mirras asked for a motion that Upon the recommendation of the Superintendent, the Board of Education approves the following tax collection dates for the 2025-2026 school year:

September 2, 2025 to October 1, 2025 No Penalty

October 2, 2025 to October 31, 2025 2% Penalty

November 1, 2025 to November 29, 2025 3% Penalty

No taxes accepted after November 29, 2025

Anthony Ferrara made the motion, seconded by Cara Lajewski.

Yes 9 No 0 Abstain 0 Motion carried

2025-2026 Standard Work Days

Michael Mirras asked for a motion that the Seneca Falls Central School District, Location code 74502, hereby establishes the following as standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained and submitted by these members to the clerk of this body:

STANDARD WORK DAY HOURS NYSLRS 2025-2026	
NAME OF POSITION	HRS for SWD
Administrative Assistant	7
Senior Account Clerk/Typist	7
Account Clerk/Typist	7
Account Clerk	7
Clerk	7
Data Entry Machine Operator	7
Sr. Typist	7
Typist	7
Library Aide	6
Teacher Aide	6
School Monitor	6
Health Aide	7
Registered Professional Nurse (School)	7
School Messenger	6
Network Administrator	8
Application Services Support Assistant	8
AV Technician	8
Computer Network Specialist	8
Director of Facilities II	8
Senior Building Maintenance Mechanic	8
Building Maintenance Mechanic/School Bus Driver	8
Building Maintenance Mechanic	8
Sr. Custodian	8
Custodian	8
Cleaner	8
Groundskeeper	8
Transportation Supervisor	8
School Bus Dispatcher	8
Head Automotive Mechanic	8
Automotive Mechanic/School Bus Driver	8
Automotive Mechanic Assistant/School Bus Driver	8
Automotive Mechanic Helper	8
School Bus Driver	6
School Bus Driver/Food Service Helper	6
School Bus Monitor	6
School Bus Monitor/Food Service Helper	6
School Bus Driver/Messenger	6
Cook Manager	7
Food Transporter/Food Service Helper	7
Sr. Food Service Helper	6
Cashier/Food Service Helper	6
Food Service Helper	6
Laborer	8

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

Surplus

Michael Mirras asked for a motion to dispose of the following surplus items as listed through sale, donation, disposal or auction according to Board Policy #6900

Technology-Non-working Equipment Discard List:

- 2-triumph board
- 1-hp monitor
- 1-hp LaserJet printer
- 2-hp Chromebook
- 12-ipad
- 1-light speed amp
- 3-Printers
- 3-Scanners (HP and Cannon)
- 1-podcaster
- 15-headphones
- 7-ti 83 calculator
- 3-Desktop phones
- 1-Sanyo tv
- 7-Yamaha keyboard
- 1-smart slate 7761

- 1-officejet4562
- 4-sony speakers
- 3-VCR
- 1-techics stereo
- 1-qsc amp
- 1-panasonic camera
- 1-pulldown screen

Dispose of:
Kenmore Dryer (District Tag# 20080259)

Auction:
26 Alpine pairs of snowshoes
30 Skis and poles

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

Executive Session
None at this time

Michael Mirras asked for a motion to adjourn the meeting at 7:55 pm. Adjourn

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

Monica Kuney, District Clerk

SENECA FALLS CSD

Check Warrant Report For A - 5: GENERAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
612723	07/23/2025	8729	AMAZON CAPITAL SERVICES INC	A 5510.450-00-0000	260267	89.90	89.90
					Check Total:	89.90	
612724	07/23/2025	10857	BICCUM JAMES W.	A 5510.400-00-4300		10.00	
				A 5510.400-00-4300		10.00	
					Check Total:	20.00	
612725	07/23/2025	8696	BLUEINK	A 2250.400-00-0000	260400	960.00	960.00
					Check Total:	960.00	
612726	07/23/2025	8883	BUELL FUEL LLC-STATE BID	A 5510.450-00-5710	260264	972.19	972.19
					Check Total:	972.19	
612727	07/23/2025	7858	SHAWN BURNS	A 5510.400-00-4300		10.00	
					Check Total:	10.00	
612728	07/23/2025	296	CAROLINA BIOLOGICAL SUPPLY CO	A 2110.450-04-1100	260160	23.72	23.72
					Check Total:	23.72	
612729	07/23/2025	6488	CINTAS CORPORATION	A 5510.400-00-0000	260262	141.59	141.59
					Check Total:	141.59	
612730	07/23/2025	7633	ECONOMY PRODUCTS & SOLUTIONS	A 1620.450-00-0000	260249	181.97	181.97
					Check Total:	181.97	
612731	07/23/2025	2298	ELAN FINANCIAL SERVICES	A 5510.450-00-0000	260259	79.92	79.92
				A 1621.450-00-0000	260251	318.00	318.00
					Check Total:	397.92	
612732	07/23/2025	11042	EVERWAY LLC	A 2630.460-00-0000	260353	2,782.00	2,782.00
					Check Total:	2,782.00	
612733	07/23/2025	6263	EXCELLUS HEALTH PLAN - GROUP				

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SENECA FALLS CSD

Check Warrant Report For A - 5: GENERAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
				A 9060.800-00-8010	260387	14,957.64	14,957.64
				A 9060.800-00-8030	260387	393,372.73	393,372.73
				A 9060.800-00-8040	260387	35,773.11	35,773.11
				A 9060.800-00-8040	260387	8,692.65	8,692.65
				A 9060.800-00-8040	260387	6,342.94	6,342.94
				A 9060.800-00-8040	260387	25,025.37	25,025.37
					Check Total:	484,164.44	
612734	07/23/2025	3030	JIM FAIRBANKS				
				A 5510.400-00-4300		10.00	
					Check Total:	10.00	
612735	07/23/2025	2478	FEDERAL EXPRESS				
				A 2020.400-04-0000	250873	39.19	39.19
				A 2020.400-04-0000		264.49	
					Check Total:	303.68	
612736	07/23/2025	660	FERRARA LUMBER				
				A 1621.450-00-0000	260250	2.78	2.78
				A 1621.450-00-0000	260250	80.02	80.02
				A 1621.450-00-0000	260250	179.99	179.99
				A 1621.450-00-0000	260250	53.24	53.24
					Check Total:	316.03	
612737	07/23/2025	687	FINGER LAKES TIMES				
				A 1010.400-00-0000	260311	43.62	43.62
					Check Total:	43.62	
612738	07/23/2025	701	FLINN SCIENTIFIC, INC.				
				A 2110.450-05-1100	260230	24.85	24.85
					Check Total:	24.85	
612739	07/23/2025	11044	ROBERT HATCH				
				A 5510.400-00-4300		10.00	
					Check Total:	10.00	
612740	07/23/2025	1736	J.C.EHRLICH., INC.				
				A 1620.400-00-0000	260289	83.28	83.28
				A 1620.400-00-0000	260289	68.58	68.58
				A 1620.400-00-0000	260289	83.28	83.28

SENECA FALLS CSD

Check Warrant Report For A - 5: GENERAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
612741	07/23/2025	6972	K & D DISPOSAL INC.		Check Total:	235.14	
				A 1620.400-00-0000	260290	1,026.10	1,026.10
					Check Total:	1,026.10	
612742	07/23/2025	3103	MATRIX ACQUISITION GROUP, LLC				
				A 1621.400-00-0000	260293	862.50	862.50
				A 1621.400-00-0000	260293	1,143.75	1,143.75
					Check Total:	2,006.25	
612743	07/23/2025	1356	NASCO				
				A 2110.450-05-0600	260127	22.50	22.50
				A 2110.450-04-0400	260124	9.28	9.28
				A 2110.450-01-0003	260143	31.67	31.67
				A 2110.450-05-0800	260147	42.16	42.16
				A 2250.450-02-00RS	260174	30.18	30.18
				A 2110.450-02-0010	260199	40.40	40.40
				A 2110.450-05-1100	260168	21.00	21.00
				A 2110.450-05-1100	260165	20.24	20.24
					Check Total:	217.43	
612744	07/23/2025	9216	NAVIGATE360 LLC				
				A 2020.400-04-0000	260399	1,381.25	1,381.25
				A 2630.460-00-0000	260399	1,267.88	1,267.88
					Check Total:	2,649.13	
612745	07/23/2025	6951	NOCO ENERGY CORP.-FUELS				
				A 5510.450-00-5720	260263	418.15	418.15
					Check Total:	418.15	
612746	07/23/2025	6655	NYSOPRHP				
				A 2855.400-00-0000	260401	100.00	100.00
					Check Total:	100.00	
612747	07/23/2025	4431	NYSSMA				
				A 2850.400-00-0900	260379	1,000.00	1,000.00
					Check Total:	1,000.00	
612748	07/23/2025	8469	PDQ.COM CORPORATION				
				A 2630.460-00-0000	260377	701.25	701.25

SENECA FALLS CSD

Check Warrant Report For A - 5: GENERAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
612749	07/23/2025	9007	PROJECT LEAD THE WAY		Check Total:	701.25	
				A 2110.400-04-0410	260388	3,200.00	3,200.00
					Check Total:	3,200.00	
612750	07/23/2025	1722	REALLY GOOD STUFF LLC				
				A 2110.450-01-0003	260178	27.74	27.74
				A 2110.450-01-0003	260176	34.69	34.69
					Check Total:	62.43	
612751	07/23/2025	9034	MICHELLE REED				
				A 1240.400-00-0000	260355	197.40	197.40
					Check Total:	197.40	
612752	07/23/2025	6856	RURAL SCHOOLS ASSOCIATION				
				A 1240.400-00-0000	251076	250.00	250.00
					Check Total:	250.00	
612753	07/23/2025	1906	SENECA FALLS HISTORICAL SOCIETY				
				A 2110.400-00-0000	260349	3,106.48	3,106.48
					Check Total:	3,106.48	
612754	07/23/2025	6518	TOWN OF SENECA FALLS DEPARTMENT				
				A 1620.400-01-4040	260335	862.00	862.00
				A 1620.400-02-4040	260335	862.00	862.00
				A 1620.400-04-4040	260335	862.00	862.00
				A 1620.400-05-4040	260335	862.00	862.00
				A 1620.400-07-4040	260335	1,625.38	1,625.38
				A 5530.400-00-4040	260335	212.02	212.02
					Check Total:	5,285.40	
612755	07/23/2025	4805	MARY ELLEN TRUE				
				A 5510.400-00-4300		10.00	
					Check Total:	10.00	
612756	07/23/2025	7170	UNITED STATES TREASURY-				
				A 9060.800-00-0000		951.51	
					Check Total:	951.51	
612757	07/23/2025	2259	USI				

SENECA FALLS CSD

Check Warrant Report For A - 5: GENERAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
				A 2110.450-01-0000	260325	609.40	609.40
					Check Total:	609.40	
612758	07/23/2025	3624	VERIZON WIRELESS	A 2630.400-00-0000	260346	311.18	311.18
					Check Total:	311.18	
612759	07/23/2025	10945	VIKING PURE SOLUTIONS, LLC	A 1621.400-00-0000	260402	28.79	28.79
				A 1621.400-00-0000	260402	10,800.00	10,800.00
					Check Total:	10,828.79	
612760	07/23/2025	6815	W. B. MASON CO., INC.	A 2110.450-05-0000	251058	16,922.40	16,922.40
					Check Total:	16,922.40	
Number of Transactions: 38						Warrant Total:	540,540.35
						Vendor Portion:	540,540.35

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7-25-25

Date

Cathy Rose

Auditor's Signature

Title

SENECA FALLS CSD

Check Warrant Report For A - 6: GENERAL AP-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
612761	07/23/2025	5524	FINGER LAKES CHRISTIAN SCHOOL	A 600	250583	576.44	
					Check Total:	576.44	
612762	07/23/2025	9249	GEORGE JUNIOR REPUBLIC UFSD	A 600	250582	5,194.60	
				A 600	250582	5,194.60	
					Check Total:	10,389.20	
					Warrant Total:	10,965.64	
					Vendor Portion:	10,965.64	

Number of Transactions: 2

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$_____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$_____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Auditor's Signature

Title

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SENECA FALLS CSD

Check Warrant Report For C - 2: CAFETERIA-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
207755	07/23/2025	6760	STEPHANIE LYON-LAWRENCE	C 2860.400-00-0000	260392	1,372.07	1,372.07
						Check Total:	1,372.07
						Warrant Total:	1,372.07
						Vendor Portion:	1,372.07

Number of Transactions: 1

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7-25-25
Date

Cathy Pres
Auditor's Signature

Title

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SENECA FALLS CSD

Check Warrant Report For H - 5: CAPITAL-7/23/25 For Dates 7/1/2025 - 7/31/2025



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
102185	07/23/2025	10969	FIELDTURF USA, INC.	H24 2110.297-99-0000	251070	201,856.00	201,856.00
						Check Total:	201,856.00
102186	07/23/2025	1177	LOZIER ENVIRONMENTAL CONSULTING INC.	H24 1620.299-97-0000	250912	315.00	315.00
						Check Total:	315.00
102187	07/23/2025	8612	NAIRY MECHANICAL LLC	H24 1620.294-00-0000	251045	287,416.80	287,416.80
						Check Total:	287,416.80
						Warrant Total:	489,587.80
						Vendor Portion:	489,587.80

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ _____. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Auditor's Signature

Title

RECEIVED

JUL 31 2025

DISTRICT OFFICE