In Attendance: Mike Johnson, Eric Nelson, Kelly Perez, Rosann Ward, David Willman, and Barbara Yamrick

Staff: Chad Burns, Marci Elder, Julie Stelzer, and Cris Veteto

Kelly welcomed everyone to the meeting and called the board meeting to order.

Approval of Agenda
Kelly asked for a motion to approve the agenda. Barbara made a motion to approve the agenda and Rosann seconded. The motion was unanimously approved.

Approval of Minutes
Kelly asked if there were any corrections for the minutes; there were none. Barbara made a motion to approve the minutes and David seconded. The minutes were unanimously approved.

Executive Director Report
Chad said that as the year comes to a close, every crew has wrapped up their final travel experience of the school year. Chad thanked the countless number of staff and volunteers that accompany students on their annual spring trip. This year, like many years, got interrupted from unexpected spring weather conditions. While staff could default to a cancelation, they never settle and always find a way to support students in “getting out.” Most recently, the week began with temperatures in the forties with rain/snow above 6,000 feet; the team adjusted the trip and they were still able to have a spring trip at an alternative location. This type of planning and adjustment is a testament to RMSEL’s teachers and adventure team.

Once students return from their respective trip, they jump into, or back into, the preparation of their annual portfolio. Last weekend, RMSEL hosted over 125 parent and community volunteers on campus for portfolio reading day. Each student’s portfolio is poured over by a panel of three readers. The panel digs into each individual student’s “story of a learner.” This past year, the RMSEL staff collaboratively worked to establish a set of beliefs and common portfolio sections across all school levels. Within each level, the complexity of the work increased as students prepared his/her portfolio. Our team has received feedback that the revised portfolio process allowed each panelist to read each piece with fidelity and better understand the process of learning at RMSEL.

Professional Development Summary – May 2016
As has been shared throughout the year, the main focus of professional development has been the revision of our student portfolios to align with the core beliefs staff members hold about portfolios. Student portfolios at RMSEL are authentic and complete representations of a student’s learning over the course of the year. As such, student growth is documented throughout the portfolio, and personal reflection is incorporated often. Construction of the portfolio happens throughout the school year to accurately portray a student’s learning experience.

In grades 3, 5, 8, 10, and 12, students participate in the portfolio passage process, where they prepare their portfolios to be read by and presented to an authentic outside audience called a “passage panel.” The role of the passage panel is to prompt each student to reflect deeply about their work. On the first day, panelists come to know each student through the work in their portfolio (Reading Day). On the second day, students come prepared to present their portfolio and answer any probing questions the panel may have (Presentation Day). The passage process is a moving and powerful experience for both students and panelists alike.

Since the end of April, professional development has been focused on preparing for the passage portfolio process. Since RMSEL portfolios were revised significantly throughout the school year, the components of this process needed to be revised to align with the new format, as well. Depending on the grade level, the modifications included changes to the
format of student presentations, updates to documents given to passage panelists, and revision of the content of training sessions for passage panelists.

Each year is challenging in the spring as teachers, students, and staff plan for the subsequent school year. During the 14-15 school year, we observed a transition rate of teaching staff of 18% (5 teachers across all school levels and departments), this school year we observe a transition rate of 22% (6 teachers across all school levels and departments). While this percentage of transition is higher than other metro area school districts, the effect of a single departure on the percentage is substantial as each teacher represents 4% of the calculation. Our transitions this past year are tied to teachers welcoming children and electing not to return, retirement, opportunity to open new school models, relocation, and/or growth opportunities. While transition is challenging, it also inspires growth and development as a staff.

We are entering the time where we close out the school year and prepare for the summer months. In preparation for the 2016-2017 school year, RMSEL’s Expeditionary Learning Work Plan will be developed within the first two weeks of June. This collaboratively-created plan guides RMSEL’s work in professional development and decision making for the course of the school year. In addition to the annual Work Plan, the administrative team will be reviewing registration forms, code of conduct, school policies, and adventure policies. This process allows the administrative team to critique RMSEL’s work and alignment to practice to ensure that decision and actions support student achievement in the classroom. The first two weeks in June are a great opportunity to begin the critical work of preparing for the subsequent school year.

Finally, Chad shared an opportunity for his professional growth. He said that a close friend and colleague in Cherry Creek was displaced from an Administrative Position in 2007. While it is challenging to be displaced, this professional had the opportunity to reenter the classroom as part of the displacement. This transition for many professionals is next to impossible; this teacher did it with grace and humility. Chad said when he asked the professional, “how was the school year?” he responded, “every administrator should get back in the classroom every couple years as it is refreshing to work directly with kids.” Chad said he has always thought about this idea; however, in the hustle and bustle of administrative work, it always felt like there is not enough time. Next year, Chad will be jumping back into classroom instruction one day a week teaching RMSEL’s Senior Grade Level Rotation – Senior Learning Experience/Senior Graduation Portfolio course. Chad said he was able to start the year off right, meeting with his students for the first time last week. He said he could not be more excited and inspired to jump back into the classroom working firsthand with students. While he might not “have enough time,” this is a valuable and refreshing opportunity.

**Open Forum**

No one was present for open forum.

**Consent Agenda**

- **Item #1 – Personnel Matters**
  David made a motion to approve Item #1 – Personnel Matters, and Rosann seconded. The consent agenda was unanimously approved.

**Action Items**

- **2015-2016 Budget (Supplemental)**
- **Policy GBGE – Staff Family and Medical Leave (Modification)**
  Mike made a motion to approve the 2015-2016 Supplemental Budget and Policy GBGE – Staff Family and Medical Leave, and David seconded. The motion was unanimously approved.

**Report Items**

- **Budget Update** – Julie noted that the Management Summary was included in the electronic BOCES packet as well as the printed version distributed today and is contained below in its entirety for the minutes.

**Revenue**

PPR funding is paid from DPS according to the following schedule: 25% is funded in July, 25% in October and the remaining 50% is paid in January less any adjustments or rescissions from CDE. PPR funding for 2015-2016 breaks down as follows:
25% funded in July 2015 based on 10/1/14 count (381.50 FTE X $7,633.42/FTE) $ 728,037.43
25% funded in October 2015 based on 10/1/14 count (381.50 FTE X $7,633.42/FTE) $ 728,037.44
50% funded in January 2016 based on 10/1/15 count (386.50 FTE X $7,558.86/FTE) $1,465,424.53
Additional at-risk funding received in March 2016 (27 FTE X $16.23/FTE) $ 438.21
January-June 2016 Supplemental (386.50 FTE X $53.44/FTE) $ 20,654.56

The difference in budgeted PPR of $21,092.78 (at-risk funding and supplemental) is adjusted on the Supplemental Budget presented to the BOCES.

Kindergarten financial aid (#42500) is fully expended. There remains $10,966.40 in fieldwork financial aid (#67800). Under RMSEL’s fieldwork fee structure, families with three (3) or more children at RMSEL have the option to take a 10% discount on their fieldwork fees. To date, three (3) families have opted to take advantage of this discount.

Per the Budget Appropriation resolution approved by the board in January, $140,000 of beginning fund balance is reflected on the budget for Prior Year Budget Carryover (#43503). This is in alignment with the provisions of GASB 54 and the categorization of fund balance assigned for budget carryover.

Per HB 12-1345, $214,415.06 was received in August to assist the BOCES with meeting state educational priorities determined by CDE. These funds are used to employ key personnel to implement a Response to Intervention (RtI) process for monitoring student achievement with 20% of our school population in grades K-12.

In August, we received $12,682.26 per the READ Act to support reading intervention for students in grades K-3 as identified from state assessment scores.

The amounts reflected in the Fieldwork Carryover-Landmark Trips (#43600) line items include fieldwork fees carried over from 2014-2015 as well as 10% landmark trip allocation from the 2015-2016 fieldwork fees. These amounts are allocated toward funding the landmark 5th grade Sailing trip, 6th grade Yellowstone trip, 8th grade Civil Rights trip, and the 11th grade trip to Costa Rica.

The revenue derived from kindergarten tuition (state only funds .58 FTE for kindergarten) remains on target, with 2 months (May-June 2016) remaining to be invoiced.

Facility Use Rental revenue (#45000) is over-budget by $1,970, and this line item is adjusted on the Supplemental Budget.

Athletic Program revenue (#45300) and the corresponding expense (#55300) are greater than originally budgeted, and the net of these line items will be rolled forward to the 2016-2017 school year in alignment with GASB 54.

Afterschool Enrichment Program (#45500) revenue is under-budget by $5,985 due to the cancellation of Session 5 enrichments. This line item as well as the corresponding expense (#55500) are adjusted on the Supplemental Budget.

Classroom revenue for vocal/instrumental music (#46210) in the amount of $3,648.93 represents ticket and concessions from the *Seussical* music production.

Classroom revenue (#46400, #46500, #46550 and #46600) represents the student contribution toward the 5th grade Sailing ($5,844), 6th grade Yellowstone ($5,000), 8th grade Civil Rights ($7,050) and 11th grade Costa Rica ($17,375.35) landmark trips.

A donation from a parent in the amount of $6,000 received in August was designated as $5,000 for HS Science (#46602) and $1,000 for HS Humanities (#46603) to be used to purchase classroom equipment and supplies.
School-based fundraising revenue (#47000) and costs (#57000) are adjusted on the Supplemental Budget presented to the BOCES.

Miscellaneous income (#49000) is greater than anticipated due to the write-off of fieldwork fee deposits for students that decided not to attend RMSEL. This line item is adjusted on the Supplemental Budget.

Interest Income #80000 is $1,140 greater than budgeted due to better than expected rate of return on the CSAFE investment account. This line item is adjusted on the Supplemental Budget.

**Expenses**

Line items with notable variances or exceptions are explained below.

Lease #60020 – this variance is due to a timing difference related to the lease payments of $75,000 to DPS which are due 11/1 and 5/1.

Building Improvements #60030 – these accounts are adjusted on the Supplemental Budget.

Recruitment #62850 – this account is adjusted on the Supplemental Budget.

Gas & Electric #63110 – this expense account is over-budget; however, the overage should adjust out with the remaining months left in this fiscal year.

Vocal/Instrumental Music #66210 – this account is over-budget and offset against the classroom revenue account #46210 for materials and supplies related to the *Seussical* music production.

MS Supplies #66501 – this account is over-budget and offset against a parent donation in account #46501 for the purchase of a classroom bookshelf.

HS Science Supplies #66602 – this account is over-budget and offset against a parent donation in account #46602 for the purchase of additional science supplies.

Elementary Fieldwork #67402 & #67403 – these expense accounts are offset against funds in the Fieldwork Carryover-Landmark Trips #43610 and Classroom Revenue #46400 for the 2015-2016 Sailing trip.

Middle School Fieldwork #67500 – these expense accounts are offset against funds in the Fieldwork Carryover-Landmark Trips #43640 and Classroom Revenue #46500 and #46550 for the 6th grade Yellowstone trip and the 8th grade Civil Rights trip to Birmingham, AL; Little Rock, AR and Memphis, TN.

High School Fieldwork #67600 – these expense accounts are offset against funds in the Fieldwork Carryover-Landmark Trips #43671 and Classroom Revenue #46600 for the 2015-2016 Costa Rica trip.

Rosann made a motion to accept the Management Summary as presented, and David seconded. The Management Summary was unanimously accepted as presented.

**Discussion Items**

- **Proposed 2016-2017 Budget** – Julie noted that the budget is currently built on an estimated enrollment of 390, but projected enrollment is actually 401 at this time. David asked Julie to address some of the challenges faced by PACK. Julie said the PACK board changes every 2 years. This year they raised slightly less than the previous year, and are budgeting for slightly less next year as well. Each year, the main fundraisers include a Run & Ride, an Auction, a Kids Run (students get pledges for the number of laps they will run), and the Annual Fund. With the hot lunch program being added, Pizza Friday was discontinued; it had been an unintentional fundraiser. Chad added that PACK met their budget goals for the current year. RMSEL has a consistent fundraising history of approximately $100,000, and that is mostly internally funded with occasional funds from people who are outside of the RMSEL community. Two new buses were purchased this year. PACK is developing their strategy for what they would like to
work toward funding next year. Barbara mentioned that her district is going to leased buses and asked if RMSEL can piggyback on one of the districts for leasing buses in order to maintain even more available buses. Chad said that leasing internally was not an option because of pricing. Cooperating with a district is a question that he can investigate. David asked where the new lunch program falls in the budget. Julie said it is not a part of RMSEL’s budget at all; it is completely self-contained by DPS. David commented about there being a couple of foundation grants that are not in the budget. Julie added that the grants will be applied for and added to the budget once they are received. David also noted that there was a significant decrease in building improvement expense. Julie replied that new carpet, cabinets, sinks, countertops, and other classroom renovations were all funded this year, which will not be an annual budget requirement. David asked about the drop in funding for K-12 instructional support resources from $30,000 to $15,000. Julie said that last year, $30,000 was budgeted for a District Assessment Coordinator, which ended up not being needed due to the decrease in testing hours. David noted the EL MOU decrease under Professional Development, and noted the addition of AVID. Chad said the EL MOU drops $10,000 because of rollover funds from this year; there isn’t an actual decrease in services for next year. The decrease in lab substitutes and stipends is just a budget adjustment that is closer to the actual cost for this year. There is an additional $10,000 to support the new AVID position. Rosann asked about professional development in regard to Math. Chad said that there has been significant improvement with the addition of offering two levels of math per grade level and flexible grouping. This summer’s plan will include a strong focus on math, and what may be done to improve the math program. Rosann said that RMSEL staff is welcome to attend any of PEBC’s Math Institutes at no cost. Marci responded that as new teachers are brought on, that opportunity can be taken advantage of. Chad commented about the continuation of that professional development once a teacher goes to the institute. Kelly asked about the cost of the staff retreat increasing by $1,000. Chad said the actual cost of having a fall and spring retreat has been historically higher than what was budgeted, so the budget is being adjusted accordingly. Julie said the budget will be presented for board approval on June 14th.

- **HB 12-1345 BOCES Supplemental Funding Application SY16-17** – Chad said the board has in their packet the funding application, which includes a narrative as to how the funds will be used to support students. The funding will continue to be used for interventionists, the new AVID program plus two tutors to support the classroom work. It is a significant increase in cost to add the AVID program. He said about 1 in 4 of middle/high school students struggle with executive functioning and organization. Students are deep thinkers and opinionated, they do exceptional work through Socratic seminars, or the development of an essay, or hands-on learning assignment. As an example, Chad said that two 11th grade boys studying high school security interviewed him and the DPS head of security. What Chad observed was these students struggled with organizing their questions and thoughts and resources. AVID can really support students in this area. The AVID Summer Institute will be attended by Chad, the AVID instructor, and two tutors. This funding application has been submitted and approved. Board members need to garner their superintendents’ signatures on the application and return it to Chad. David commented that this is very similar to last year, and with the addition of AVID, he believes this is a good use of the BOCES funds. Chad said that RMSEL is very strategic in that every dollar possible gets used for servicing students. Kelly asked if these funds must be applied for each year. Chad said RMSEL has received the funding every year for the last 4 years, and he expects to continue to receive the funds each year. The use of funds is relatively vague, but still must be tied to student achievement specifically. David added that HB 12-1345 is basically a line item now in the School Finance Act. This BOCES is pretty unique; not every BOCES has the same need as RMSEL, and not every BOCES applies for and receives this funding.

- **Bi-Annual Community SY15-16 Analysis** – Chad said that the BOCES received an electronic compilation in their board packet of the results from the community survey. In addition to that survey, alignment to the TELL survey is included. This survey is specific to leadership, with results of what teachers and staff say about leadership at RMSEL. It includes the 13-14 and 15-16 TELL survey questions, percent of change over the years, the comparison to the state average for other schools, and Chad highlighted, in green or red, areas of significance (areas of 10% or higher improvement or decline). Chad noted a significant improvement in communication. One area that shows an improvement, but also ties to an area needing improvement, is around teacher evaluations, and their effectiveness in impacting instructional strategies. There is still about a quarter of staff that says evaluations do not have a positive impact on instruction. RMSEL is still 23% above the state average in this area. Chad noted a drop in satisfaction in “school leadership consistently supports teachers” from 100% to 88.9%, and agreed this is in area of concern.
believes this mirrors the area of new teacher support, which has risen about 10%, showing that efforts have been focused on support those new teachers while showing a drop in support of veteran teachers. Comments include themes of communication, and consistency in response to code of conduct violations (only 85% of staff agreed that leadership is consistent in this area). Regarding the parent survey, comments expressing a significant need were around communication about Google classroom, and math. At the same time, 96% of families say that their kids love attending RMSEL. Mike asked if staff surveys were anonymous; Chad replied yes. Mike asked if these issues are able to be addressed openly during staff meetings, where staff can freely express concern and discuss them. Chad said if there is an item that needs open discussion, the opportunity is provided. Mike asked if staff feel the freedom during staff meeting to address areas of concern. Chad said that historically, staff has not done so during staff meeting, and noted that this is an area that can be improved. There are team meetings and leadership meetings that seem to be an effective time for those discussions to take place. Kelly asked if the staff feel comfortable coming to Chad and expressing areas of concern; Chad referred to the survey and said that 80% of the respondents said yes to that question, but acknowledged that it means that 2 in 10 staff members are not comfortable in doing so. Kelly asked about comments from parent surveys regarding the new field and it not being able to be used as playground space. Chad commented that the field was installed and finished at the end of the last school year as a field for athletic use and fitness classes. This year, the field has been reserved for those purposes in order to sustain it. If it is determined that the field can be maintained while also being used as playground surface, it will be allowed. Eric asked about an area of need for teacher support, as expressed by the survey. Chad said he doesn’t have the exact answer, and this is an issue that is burning in his mind. As an analogy, he said RMSEL is a school that is achieving well, but is RMSEL winning the state title or just going to the state tournament? Chad had a conversation with a Harvard professor who asked him, “What is the sense of urgency for RMSEL?” Chad acknowledged that the answer to that question is not yet defined. Once that is determined, efforts and resources will be funneled in support of that sense of urgency. RMSEL makes it to the state tournament every year, but doesn’t win. It is important work to do as a team, and Chad is hopeful of being able to answer some of those questions in June. Barbara reiterated her comments from the last meeting about the correlation between UIPs, teacher evaluations, and root causes. She drew an analogy between special education students 40 years ago and now. In the past, all students could play with blocks; now all do, but students with Down’s Syndrome, ADD, or autism do it in a different way. She asks why evaluations do not improve student scores, and said that root causes have not been identified. Rosann commented that there is a book that talks about sense of urgency, but also not stepping into a sense of panic. She will send Chad an email with information about the book. Mike asked if there is information on where RMSEL graduates are going when they leave. Chad said yes, and Mike said that might give some insight into sense of urgency.

Items for Future Agenda
- Bond progress – Chad will bring any updates to the June meeting.

Adjournment
Kelly asked for a motion to adjourn the meeting. David made a motion to adjourn the regular meeting and move into Executive Session, per C.R.S. 24-6-402(4)(f)(1) – Matters pertaining to personnel for the Executive Director Evaluation, and Rosann seconded. The regular meeting was unanimously adjourned, and the board moved into Executive Session.

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Kelly Perez, President

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Rosann Ward, Secretary/Treasurer