In Attendance: Anne-Marie Lemieux, Janice McDonald, Kelly Perez, and Barbara Yamrick

Staff: Chad Burns, Marci Elder, and Cris Veteto

Guests: Margaret Bierman, DAC President; and Mark Elmshauser, CliftonLarsonAllen LLP

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 Janice 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 Anne-Marie seconded. The minutes were unanimously approved.

Executive Director Report
Chad read his Executive Director Report, which is contained below in its entirety for the minutes.

Many of our sponsoring school districts have shared communications with students and families in the past few weeks as a response to the recent outcome of our presidential election. At RMSEL, we provide a safe space for students to engage in constructive dialogue and express their individual feelings regarding the outcome of our electoral process. Our staff and teachers have done an exceptional job in navigating and educating our students during the past few weeks, using our classrooms as a space to enrich their understanding and continue to develop questions as they may arise during critical conversation. Our children are consuming information at an exponential rate from a variety of media sources through various outlets. This exponential increase in availability and consumption of information further drives the importance of our educators in developing students who can synthesize, deconstruct, question, and generate conjectures that lead to further understanding and possible solutions to complex scientific and humanitarian issues. I want to express my appreciation for the team of teachers that make up our “crew” at RMSEL. We are engaged in important work, possibly the most important work, as we strive through our vision to build “RMSEL scholars [who] will demonstrate pride and ownership as they grow into responsible citizens, who strive for high academic achievement and character excellence.” It is of great importance at our school to strike the balance between achievement and character of our students.

As a reference for BOCES members, I am including the communication sent to the RMSEL community on Wednesday, November 9, 2016.

Dear RMSEL Parent Community,

Today marks an end and beginning to a period of time spanning over approximately the last twelve months that has seen the worst and best of our great nation. During this time we have observed spirited conversations and debate about the best path forward. While at times our agreements, and certainly disagreements, have run high, I hope to assist as a school in connecting us to the very reason why we are afforded these freedoms. The United States Pledge of Allegiance reminds us upon reciting, “to the Republic for which it stands…” The sovereignty of a Republic and freedoms afforded by the constitutional design of the nation are that of the individual citizens of our country. The United States Constitution begins in the preamble with, “We the People of the United States.”

The freedom and right of “we the people,” in our Republic to vote began with the ideas established when the Declaration of Independence was signed on July 4, 1776. An important reminder to us as citizens is to ensure that we
demonstrate appreciation and honor to the men and women of our armed services who are currently serving or are veterans of service that have sacrificed to protect the freedoms of our Republic.

This Friday, November 11, 2016, Veteran’s Day, our staff and students will be afforded the opportunity during the day to write a Tribute Card to a family member who has served or to an anonymous member of the armed services. The Saluting America Program delivers these cards to veterans and active service members around the country and world throughout the year as an ongoing appreciation for their sacrifice and service. While the gesture is simple, the response to this program has been amazing around the world as active duty members of the armed services and veterans have shared that the cards hang above their bunks in the barracks or on the refrigerator at home; they are genuine demonstrations of appreciation and love for your fellow man.

The men and women who have sacrificed to protect the freedoms of our Republic in turn have protected the value that every child shall be provided a public education. This value is of the highest regard as we strive to provide an exceptional educational experience to your son/daughter at RMSEL. An education that, in our vision, states, “RMSEL scholars will demonstrate pride and ownership as they grow into responsible citizens who strive for high academic achievement and character excellence.” This balance of achievement and character is rooted in the foundation of our design in which Kurt Hahn, Founder of Outward Bound, stated in his address to the Old Centralians, the Old Student Association of the City and Guilds College and of Finsbury Technical College, “There are two passions not likely to die out in this world, the love of country and the love of freedom, but they can be kept pure by one thing which can tame yet not weaken them – the tenderest love for your fellow man. This is the cause which I believe you are serving and whose tradition is in your keeping.” Through the coming months, I encourage our community to embrace our tenth design principle in which Hahn stated, “…and above all compassion, we are crew not passengers.”

Sincerely,

Chad

Most of the time recently has been spent at an administrative level in working collaboratively with our partner school districts to ensure that our Intergovernmental Agreement is finalized for the 2017-2018 SY.

I think it is important to recognize the work of our teachers and students before the BOCES. One of the best parts of being an administrator at RMSEL is having the ability to see students in action in all aspects of our school and program, especially in the classroom. In kindergarten, students are starting their very first learning expedition of the school year focusing on the role of individuals in a community. At school they are interviewing administrators, office staff, educational assistants, adventure coordinators, and other teachers to understand the role each member of the school has in service of the community. Kindergarten students are now transitioning to the second case study in their expedition and looking outside of RMSEL to the men and women that serve in our local community. They are visiting local law enforcement officers and firefighters in the next two weeks as they continue to connect the important role members of our community have in service of serving and protecting our local neighborhoods. It is important for our students to demonstrate respect and appreciation to members of our community that serve in keeping us safe.

In our 2/3 classrooms, students are wrapping up their learning expedition studying rocks and minerals. The students have each been assigned a mineral in which they have created a description and illustration for the creation of a crew field guide. The students have investigated the scientific properties of their respective mineral as well as uses for the mineral. The final product is a demonstration of authentic documentation and collaboration. Students have created multiple drafts and gone through various feedback cycles to ensure that their page in the field guide is of the highest quality. I received a snapshot of the final product and was astounded, not by the minerals, but by the craftsmanship of each student in ensuring that their work was a demonstration of excellence.

At various points in our K-12 school, students and families consider the possibility of transferring to another school. Each month I host an Open House along with student ambassadors to share with prospective parents what RMSEL has to offer in our pursuit of academic achievement and character excellence. While it is important for respective families to interact with school leadership, it is valuable for them to hear the perspective of the student body as well. Fourth and fifth grade students study the process of persuasive writing tied to state standards each year in writer’s workshop. To make this process more authentic, Leah asked if students could write letters to prospective parents to
share at Open House. Wow, what an amazing way to connect standards of literacy to authentic purpose! I cannot wait to share a student letter with families at our next Open House.

Seventh and eighth grade students are actively engaged in learning about the Water Cycle and use in the community. This week our students ventured to Denver Water to interact with experts in the field to deepen their understanding of water usage and cycle in a metropolitan community such as Denver. While the wastewater treatment plant may not be the most glamorous site to conduct fieldwork, it provides students with an understanding of the complex cycle of water as it reaches the faucets of our home.

Finally, while not present in the classroom the past two weeks, our high school community is diligently working on building community during their grade level trips or working in service of their independent learning internship and senior learning expedition. The 9th graders are backpacking in small groups independently problem solving their daily routes and logistics for food and water. This act of independence stretches students beyond their typical comfort zone while ensuring they can safely accomplish their daily objectives. At times students may “storm;” the act of “storming” as referenced by Outward Bound is exactly as it implies. During a multi-week backpacking trip, there will come a time when the group is worn out, cold, wet, and beginning to be hungry; through this type of challenge trip participants take ownership and problem solve with one another. By solving each challenge without the direct support of the adult leader or guide, students demonstrate perseverance. Teachers and leaders use this demonstration of ownership in transference to the classroom when they return to school. Solving a complex math problem requires many of the same skills utilized by students in the field when they are storming.

I appreciate and value the opportunity to work in a school that lifts up learning and authentic experiences. Our instructional framework places value and need upon each student. Kurt Hahn summarized this best when he said; “There are many ways of trying to win the young. There is persuasion, there is compulsion and there is attraction. You can preach at them, this is the hook with no worm; you can say, ‘you must volunteer,’ and that is of the devil; and you can tell them ‘you are needed,’ that appeal hardly ever fails.”

On Monday, October 31st, we returned from Fall Break to a full day of professional development. On this day, teachers had the morning to plan and collaborate in teams and then enjoyed a catered staff appreciation lunch sponsored by our Parent Action Crew for Kids (PACK). After lunch, teachers met in triad groups to continue to refine their understanding of how the Workshop 2.0 Model supports student learning. To prepare for this time, each teacher filmed a segment of a Workshop 2.0 lesson, and documented their corresponding lesson plan. Triad teams worked diligently to provide feedback to each other following a modified tuning protocol, concentrating on a focus area that the teacher shared, such as delivery of instruction, student understanding, or student engagement.

This month, for Wednesday morning professional development, teachers had the opportunity to differentiate their learning based on personal choice. Teachers were given a Target Menu of eight different options, most connected to Workshop 2.0. Working independently or with a partner, teachers selected one option each week and tracked their thinking on a note-catcher. Moving forward in December, we will be looking at student engagement through protocols, as well as preparing for the start of internal classroom labs.

Included in your BOCES packet today is the most recent final draft of the Intergovernmental Agreement submitted by Coulter Bump at Caplan and Earnest. Molly Ferrer, legal counsel, Denver Public Schools, electronically conferenced with Coulter and I on Friday, November 18, 2016, regarding additional comments and concerns as expressed by representatives of the district. Coulter and I clarified three specific sections and corresponding legal analysis with Molly. These sections pertained directly to the enrollment of students of the Denver Public School District in Article 9 Student Admission, Article 20 Student Expulsion Procedures, and Article 1 Students with Disabilities. Based on the conference, Molly requested the opportunity to revise once again these sections with comments and respond to the BOCES accordingly. At this time, Molly is representing Denver Public Schools in a case on December 7, 2016, and is unable to respond to the BOCES prior to the 7th. I expressed concern regarding this timeline as we are working to ensure the final document is complete as soon as possible, as RMSEL is actively engaged in the process of enrollment for the 2017-2018 school year. I will provide an update to the BOCES immediately after receipt of final comment.
As part of establishing our Long Range Planning Committee with our District Accountability Committee, we are launching our first triennial quality survey to gather feedback specifically related to electronic communication through Google Classroom and transportation cost as related to RMSEL Fieldwork Fees. We are attempting to improve the use of the Google Classroom to support effective communication between all related parties at RMSEL. We are seeking feedback in order to streamline the use and design of the tool in service of our students and parents as connected to student achievement. At this time, RMSEL charges an annual Fieldwork Fee per student that is a restricted fee as outlined in the Fieldwork Fee Guidelines. The Fieldwork Fee Guideline establishes the use of fees as connected to fieldwork and adventure programming. A percentage of the annual fee is allocated to the tax, title, insurance, and maintenance of our bus fleet. The fee does not constitute a replacement cost for the capital asset of our bus fleet.

Parents have expressed concern that each year we are allocating fundraising revenue to the ongoing replacement of the bus fleet. To better understand this concern we are seeking feedback from the parent community regarding transportation and associated costs with our program. These surveys will serve as a platform for ongoing Long Range Planning conversations with the community in the event we elect to modify or further expand our school program. I appreciate the input of our DAC.

Finally, I want to express gratitude to the BOCES for providing me the opportunity to attend the 2016 Colorado Association of School Boards Conference. I appreciate the direction and support from the BOCES as I continue to develop in the role of Executive Director.

Open Forum
Nothing was presented for open forum discussion.

Action Items
- Audit Presentation (Mark Elmshauser, CliftonLarsonAllen LLP) – Mark said that the auditors have completed all of their field review, and the audit materials are now in the process of being reviewed by an unassociated individual, and final documents will be submitted upon completion. He mentioned the new GASB Statement No. 72, which requires disclosures to be made about fair value measurements, the level of fair value hierarchy, and valuation techniques. He said RMSEL’s fair value measurements have not changed as a result of the implementation. He also mentioned that accounting estimates are made for depreciation and pension liability. Mark said there were no significant issues that arose as a result of the audit. In reviewing the audited financial statements, he noted that the net pension liability is due to the required amount of PERA employee retirement funds being allocated as a future expense for RMSEL. Kelly asked Mark about the increased building expenses; Chad responded that most of those expenses relate to the building improvements that took place this year: new countertops and sinks, stage rebuilding, new lockers, and other improvements. The total does also include the $150,000 annual lease payment. Mark noted that, as happens each year, an area of concern is noted in segregation of duties. This is due to the small size of RMSEL’s staff and duties assigned. He commented that RMSEL has continued to take good measures for accounting protection, including Chad reviewing all expenses, dual signatures on checks over $5,000, reviewing bank statements, and other measures. Kelly asked if RMSEL is doing everything possible, in regard to the segregation of duties concern, outside of hiring an additional staff member; Mark said this is not considered a material weakness, and that RMSEL has done everything possible without hiring an additional staff member or outside firm, which is not financially feasible. Chad expressed his appreciation for Mark and his staff in the work they’ve done in the audit, and said it is a significant improvement in quality over previous auditing firms. Barbara asked Mark who makes the investments for the pension plan; he said that is all done by PERA. Chad said it is required for the board to vote on the financial statements as presented by the auditors. Barbara made a motion to approve the audited financial statements, and Anne-Marie seconded. The financial statements were unanimously approved.

- Intergovernmental Agreement Renewal 2017-2022 – Chad said the IGA is listed on the agenda for today’s meeting as an action item, but that it needs to be moved to a discussion item due to still waiting on DPS for their final input. He said that DPS feels that their district has a more weighted say in the IGA process, and they still have concerns about how RMSEL operates in comparison with DPS choice and charter schools. Chad and Coulter spent about an hour and a half on the phone with their legal counsel to articulate that each member of the BOCES holds an equal share in that process, and that RMSEL is a district. DPS is still grappling with the admissions process, suspension/expulsion processes at RMSEL, and the special education services that RMSEL hires from DPS, in the form of itinerant...
employees servicing special education students. RMSEL’s legal counsel and the other four districts agree that RMSEL is its own open enrollment entity and should have its own admission policies. DPS removed RMSEL’s proposed terminology for suspension and expulsion (Article 19) and copy/pasted their district process for expulsion in the IGA. However, per legal counsel, that is not being done; the Expeditionary BOCES has the right to expel as a district, without having to go back to any of the five supporting districts for approval, and RMSEL’s redefined terminology was replaced back into the IGA. DPS wanted every aspect of suspension and expulsion explicitly defined in the IGA, but that is not the purpose of the IGA. The purpose of the IGA is to say that this board has the authority to suspend and expel students, and this board has authority to write and vote on corresponding J policies. The IGA must be finalized before those policies can be revised and approved by this board. Legal counsel does not want RMSEL’s processes to be dependent on decisions from the five supporting districts; RMSEL should have its own district policies. Chad said that DPS legal counsel is in the middle of a Supreme Court case and has said they will not address the IGA until after December 7th. Kelly reiterated that RMSEL is its own district, and thanked Chad for the work that he and legal counsel have done in the preparation of the IGA from August to now. She does not want the IGA to be on hold until July 1, 2017 for approval by any one district; this board needs to vote on the IGA and J policies. Barbara commented that she is experiencing aggravation about the perceived misunderstanding by DPS of RMSEL’s status as a school district independent of the five supporting districts, and the delay this is causing in presenting the IGA to the Aurora school board for approval. She asked when Aurora’s board will have the final document for voting on. Chad said his strong hope is to present the final IGA for approval at their January meeting. Barbara said the delay has caused the IGA to be placed on the agenda for the Aurora meeting, then having to change the agenda the night before their meeting (more than once) due to it not being final. She said Aurora’s legal counsel has been very involved in the IGA process and asking questions and providing counsel for the duration of this renewal process. Anne-Marie said that the IGA can be pulled from a consent agenda if needed, but noted that DCSD is of the opinion that the BOCES board has been fully involved in the process of the development and review of the IGA prior to it being presented for each district’s approval. Barbara reiterated the frustration of the continual changing of the expected date of presenting the final approval of the IGA to the Aurora school board. Concern was expressed by how long DPS might continue to hold up the approval of the IGA. She asked what the hold up with DPS is, and who the board member is that she can talk to about the IGA. Chad said it is Michael Johnson, and that he is deferring to DPS staff for input; Michael would be the point of contact for requesting his staff to move the process forward in an expedited manner. Barbara is uncomfortable with discussing the IGA with a staff member rather than the elected board member. Kelly suggested that rather than repeatedly waiting on DPS, the BOCES board set a deadline for DPS for moving ahead with the IGA; Janice commented that every district is busy. Discussion took place among the board members that although DPS does have the largest allocation of students at RMSEL, there are still four other districts who must be considered equal partners in the operation of RMSEL, and the four other districts are all in agreement that they are ready to act on the IGA. Kelly said that the IGA does need to be presented to each district’s board for approval, and that each district has the power of one equal vote on the BOCES board. Anne-Marie suggested a motion that any recommended IGA changes be submitted by a deadline, and that a vote will be taken after the deadline; Janice agreed. It was stated that DPS has had ample time for reviewing the IGA; they may come back with recommending the DPS terminology again, but the other four districts have already expressed their disagreement with that, and would vote against it. Chad expressed that there is potential for DPS to say that they are not in agreement with the IGA and decline to participate in the BOCES. He said that if DPS withdraws from the IGA, the enrollment numbers would need to be accommodated for by the other districts. Kelly said that would be sad, but the State of Colorado has given parents the right to choose a school outside of their home district, and DPS cannot prevent students from enrolling at RMSEL even if they do not participate in the IGA. Anne-Marie and Janice expressed their agreement with that opinion. Janice asked what the financial impact of losing DPS would be, and Chad said 50% of RMSEL’s enrollment. However, it was pointed out by board members that those DPS students still have a legal right to attend RMSEL if they so choose, even without DPS participating in the IGA. If those DPS students still stay enrolled at RMSEL, the per pupil funding would still follow them to RMSEL. Chad said that one of the other four districts would have to become the funding funnel for RMSEL, in the case that DPS withdraws. Kelly suggested the possibility of other neighboring school districts that may have an interest in participating at RMSEL as a district. There was lengthy discussion with frustration expressed that each district has had the same amount of time to review the proposed IGA, and all but DPS are very anxious to move ahead. Board members discussed the amount of time that has been required of Chad, RMSEL’s legal counsel, and
each of their districts’ legal counsel in reviewing and commenting on the proposed IGA renewal, and still not having come to a final decision. Chad encouraged the BOCES members to contact Michael Johnson as the DPS board representative on the BOCES, and if needed, to contact additional DPS board members. Barbara expressed concern with the ability to communicate with Michael as the DPS board member. Janice suggested that the BOCES board should follow up with Michael to ensure that he has followed through with his staff, and express that the BOCES intends to establish a set deadline that will be voted on whether DPS meets the deadline or not. Chad said DPS has said they aren’t touching the IGA until December 7th, and he suggests setting a December 10th deadline. Barbara said the BOCES can call a special meeting in December to approve the final IGA, if need be, and the other board members agreed with that suggestion. Anne-Marie said that DSCD has a December 13th meeting, so that date will work for DCSD. Barbara made a motion that the deadline for the IGA be set for December 10, 2016, and Anne-Marie seconded. The motion was unanimously approved. Kelly will get in touch with Michael with this information. Margaret asked if DPS understands the uniqueness of RMSEL and the unique requirements for enrollment because of that; she mentioned Denver School of the Arts as an example, stating that DSA would not enroll a student in a music program if the student did not meet their criteria for enrollment in that program. Chad said that one assertion made by DPS is that they own this building; because RMSEL leases the building from DPS, they have authority over the operation of the school. Another assertion that has been made is that DPS has created one process for all of their schools to follow; DPS choice schools have no autonomy of how they enroll or suspend students. He said DPS still has the mentality that RMSEL is a DPS school. He said Denver School of the Arts has its own admission criteria outside of the school of choice process; they have two programs that operate outside of the DPS choice process. Margaret commented that those are two programs that are owned by DPS (as DPS schools), and that RMSEL is not owned by DPS. Barbara stated that Aurora has an expeditionary school, and does not believe that RMSEL has to comply with everything that the Aurora Public Schools do. DPS may govern their schools how they choose, but they cannot govern RMSEL, as RMSEL is a district operating a school. She said that DPS cannot continue to hold up the processes at RMSEL. Kelly said RMSEL is a district; she noted that each participating district has one vote on RMSEL policies, regardless of the number of students allocated by that district. She expressed that she believes DPS is using due diligence, but has a misunderstanding; RMSEL pays $150,000 per year to DPS as a landlord, but this does not give them control of what RMSEL does as a district. Barbara said she appreciates Kelly’s diplomacy, but that she believes that DPS does not hear what has been said for the last year and a half (in regard to RMSEL operating as a school district itself). She believes DPS is not trying to be diplomatic with RMSEL or the BOCES board, and instead is asserting that their rules and policies must be implemented at RMSEL regardless. It has been very clearly stated by this board that the other four districts are in support of RMSEL’s operation as a district, not as a school operating under the control of one of the participating districts. Anne-Marie said that once the deadline has passed, the BOCES board will vote on the IGA. An electronic BOCES meeting may be held after the deadline has passed for voting on the IGA, or it may be presented in the January BOCES meeting for a vote.

Report Items
- Budget Update (Julie Stelzer) – Julie was unable to attend the meeting; her Management Summary is included in its entirety below for the minutes.

Revenue
As previously noted, DPS changed the funding payment schedule for 2016-2017. Beginning this school year, PPR funding is paid from DPS on a quarterly basis according to the following schedule: 25% is funded on July 15th, October 15th, January 15th and April 15th. The final quarterly payment will incorporate any changes in the State’s supplemental budget, if applicable, to reflect any adjustments or rescissions from CDE. The first 25% of PPR funding was received in July, and the second 25% of PPR funding was received in October as per the payment schedule. PPR was budgeted at $7,626.05/FTE X 379.5 FTE, and $7,731.66/FTE X 386.5 FTE (10/1/15 count) is the per pupil amount that was received ($2,988,286.59 X 50% = $1,494,143.30). The PPR and FTE difference funded at 50% explain the budget variance. This line item will be adjusted with the revised budget submitted in January. According to DPS, the January 2017 payment will be adjusted to the official October 2016 count numbers and will include any known CDE revisions to PPR.
Kindergarten financial aid (#42500) has $3,500 remaining, and there remains $9,795 in fieldwork financial aid (#67800). Under the 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, five (5) families have opted to take advantage of this discount.

Per the Budget Appropriation resolution approved by the board in June 2016, $100,000 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. This line item will be adjusted to $200,000 in the revised budget submitted in January.

Per HB 12-1345, $214,616.50 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 $10,164.79 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 2015-2016 as well as 10% landmark trip allocation from the 2016-2017 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.

Budgeted enrollment is 390 FTE and actual enrollment is currently at 393 FTE. This is the reason for the variance showing in the fieldwork fee grouping (#44200), and this line item will be adjusted as well in the revised budget submitted in January.

The revenue derived from kindergarten tuition (state only funds .58 FTE for kindergarten) remains on target, with 8 months (November 2016-June 2017) remaining to be invoiced.

Classroom revenue (#46400, #46500, #46550 and #46600) represents the student contribution toward the 5th grade Sailing ($4,800), 6th grade Yellowstone ($5,000), 8th grade Civil Rights ($7,350) and 11th grade Costa Rica ($20,365.35) landmark trips.

School-Based fundraising (#47000) is over-budget due to a parent donation of $5,000. The accounts in this sub-category will be adjusted in the revised budget in January.

Miscellaneous income (#49000) is greater than anticipated due to the write-off of fieldwork fee deposits for students that decided not to attend RMSEL. These funds will be used to offset other budget shortfalls.

**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.

Classroom Renovation #60031 – this account does not have a budget associated with the expense but will be adjusted in the revised budget submitted in January. The expenses in this account are for work performed over the summer in the common areas, carpet and painting of the High School Science, Humanities classrooms and mobile classrooms as well as toilet partitions.

Construction General #60032 – this account does not have a budget associated with the expense but will be adjusted in the revised budget submitted in January. The expenses in this account are for the installation of the plumbing and sink in the Community Room for the DPS school lunch program ($15,483) and the refinishing of the gym floor ($1,733).
Furniture #60035 – this account is over-budget due to the purchase of replacement desks for new staff. The line item will be adjusted in the revised budget submitted in January.

AVID/Movement #66211 – this account does not have a budget associated with the expense but will be adjusted in the revised budget submitted in January.

Elementary Fieldwork #67402 & #67403 – these expense accounts are offset against funds in the Fieldwork Carryover-Landmark Trips #43610 and Classroom Revenue #46400 for the 2016-2017 Sailing trip.

Barbara asked Chad what class was added; Chad said it was AVID/Movement. Barbara asked if the additional three students over 390 have added any burden to any given class, and for clarification regarding class size at RMSEL. Chad said class sizes are set for 25. There are currently two classes of 26 students that are due to enrolling the child of new staff members after they were hired. The senior class is under 25 students. He said that enrollment is currently at 393, but total capacity is 400; the budget is built on an estimate of 390. Kelly asked for a motion to accept the management summary as presented. Janice made a motion, and Anne-Marie seconded. The motion to accept the management summary was unanimously approved.

**Discussion Items**
- Discipline Policy and Procedures Revision – Caplan and Earnest Recommendations IGA/J Policy
- Student Policy “J” Timeline of Revision

Chad said that these policies will come following the completion of the IGA. Once the IGA is finished, the board will have the authority to begin the approval process of the J policies. The policies will be provided to the BOCES board in slates of ten at a time, questions may be presented to legal counsel after review, and then approved as a group of ten on the consent agenda of the next BOCES meeting. The intent will be for all of the J policies to be complete prior to July 1st, which will be the first day of operation for the next school year.

**Items for Future Agenda**
- Kelly asked that each of the district superintendents be invited to come and experience the phenomenal things that are happening at RMSEL. Barbara requested that consideration be given to setting a specific date/event to host the superintendents, so that they will have a clear understanding of what is taking place here. The board will discuss this and get a date set on the calendar. Barbara asked if the board members could have input to administration regarding graduation, and Chad agreed. This will be added for discussion in the new year. Kelly thanked Margaret for attending the meeting and for the work of the District Accountability Committee.

**Adjournment**
Kelly adjourned the meeting.

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Kelly Perez, President

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Rosann Ward, Secretary/Treasurer

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