

BOQUET VALLEY

CENTRAL SCHOOL DISTRICT



Regular BOE Meeting

January 8th
2025-26

CEWW BOCES

- Dr. Mark Davey
- Dr. Eric Bell



Capital Project/EPC Update



- **BCA submitted to NYSED last month**
- **Expecting an update for next month.**

PROPOSED ADDITION: FIRST FLOOR PLAN

OPTION 1B: SINGLE STORY

6/10/2025

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 22,064 SF



EXISTING BUILDING AREA: 95,961 SF
ADDITION AREA: 22,064 SF

1 PROPOSED FIRST FLOOR PLAN
SCALE: 1" = 20'-0"

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS





1 PROPOSED FIRST F
SCALE: 1" = 20'-0"

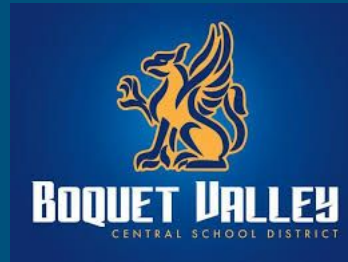


Student Update

- Winter Solstice Activities
- Bo
- Rummage Sale Preparation



Special Education at BVCSD 25-26



A Glance: Special Ed. By Building

Lake View:

- 5 Special Education Teachers over 7 grade levels (PK-5)
- 4 Full time Aides/Assistants
- 49 students receiving IEP or 504 accommodations
- 1 Integrated Pre-K
 - Major growth this year and valuable asset for the community!

Mountain View:

- 4 Special Education Teachers over 7 grade levels (6-12)
- 6 Full time Aides/Assistants
- 78 students receiving IEP or 504 accommodations

BVCSD Special Ed. Data

Our Special Education Population Is:

- 56% Male
- 44% Female
- 96% White
- 58% Economically Disadvantaged
- 39% in Grades K-5
- 61% in Grades 6-12

The most recent national data from the 2017-18 school year indicates that **9% of students with disabilities received one or more out-of-school suspensions.**

More recent data from the 2020-21 school year from the U.S. Department of Education indicates that students with disabilities accounted for **29%** of all out-of-school suspensions

District wide, BVCSD OSS Rate: 5%

YoY Special Ed. Classification Percentage

Grade Level	Special Education 25-26	Section 504 25-26	Enrollment by Grade Level	Special Education Percentage 25-26	Section 504 Percentage 25-26	Special Education 24-25	Section 504 24-25	Enrollment by Grade Level	Special Education Percentage 24-25	Section 504 Percentage 24-25
Kindergarten	4	1	25	0.16	0.04	2	1	21	0.09	0.04
First Grade	2	1	23	0.08	0.04	9	2	30	0.3	0.07
Second Grade	11	3	33	0.33	0.09	5	1	24	0.21	0.04
Third Grade	5	2	25	0.2	0.08	2	2	31	0.06	0.06
Fourth Grade	4	2	32	0.13	0.06	7	0	29	0.24	N/A
Fifth Grade	7	0	29	0.24	0	5	1	24	0.21	0.04
Totals Kindergarten-Fifth Grade	33	9	167	0.197	0.05	30	7	159	0.18	0.04
Grade Level	Special Education 25-26	Section 504 25-26	Enrollment by Grade Level	Special Education Percentage 25-26	Section 504 Percentage 25-26	Special Education 24-25	Section 504 24-25	Enrollment by Grade Level	Special Education Percentage 24-25	Section 504 Percentage 24-25
Sixth Grade	4	2	26	0.15	0.07	11	2	32	0.34	0.06
Seventh Grade	14	3	34	0.41	0.08	10	6	39	0.26	0.15
Eighth Grade	9	7	38	0.23	0.18	6	5	26	0.23	0.19
Ninth Grade	7	5	30	0.23	0.16	6	2	28	0.21	0.07
Tenth Grade	5	3	26	0.19	0.12	5	2	24	0.21	0.08
Eleventh Grade	5	3	24	0.21	0.13	7	2	36	0.19	0.05
Twelfth Grade	9	2	40	0.225	0.05	5	4	25	0.2	0.16
Totals Grades 6-12	53	25	218	0.24	0.12	50	23	210	0.24	0.11

How do we compare to others?

NY State	20.7%
Moriah CSD	29.4%
Willsboro CSD	24%
Keene CSD	16%
Essex County	22%
Boquet Valley CSD	22%

Since September, The Special Ed Department Has:

Restored a critical revenue stream by reinstating district wide Medicaid billing, resulting in approximately \$15,000 in reimbursements already submitted. We have consent to bill for reimbursement from 100% of eligible students

Developed and launched a comprehensive Student Support Services Guide for staff, clearly outlining MTSS/RTI, Section 504, and Special Education processes to improve consistency, transparency, and onboarding for new and existing faculty

Established consistent monthly department meetings to strengthen communication, shared problem-solving, and professional learning across buildings, supporting a more cohesive and collaborative team culture

Completed the full annual 504 and IEP review calendar well in advance of deadlines, scheduling meetings from February through May with an intentional focus on family engagement, efficiency, and minimizing instructional disruption

Held a “Donuts with the Director” event to meet and build relationships with our families and community members in an informal way



Since September, The Special Ed Department Has:

Implemented a department-wide parent input survey process prior to IEP drafting, marking the first time this practice has been applied consistently and strengthening family voice, trust, and collaboration in the IEP process

Strengthened family engagement aligned to NYSED SPP Indicator 8, including preparation of required survey materials and development of a year-long parent communication strategy

Built strong staff relationships across buildings through individual meetings with teachers and teaching assistants, contributing to increased trust, morale, and shared ownership of department goals



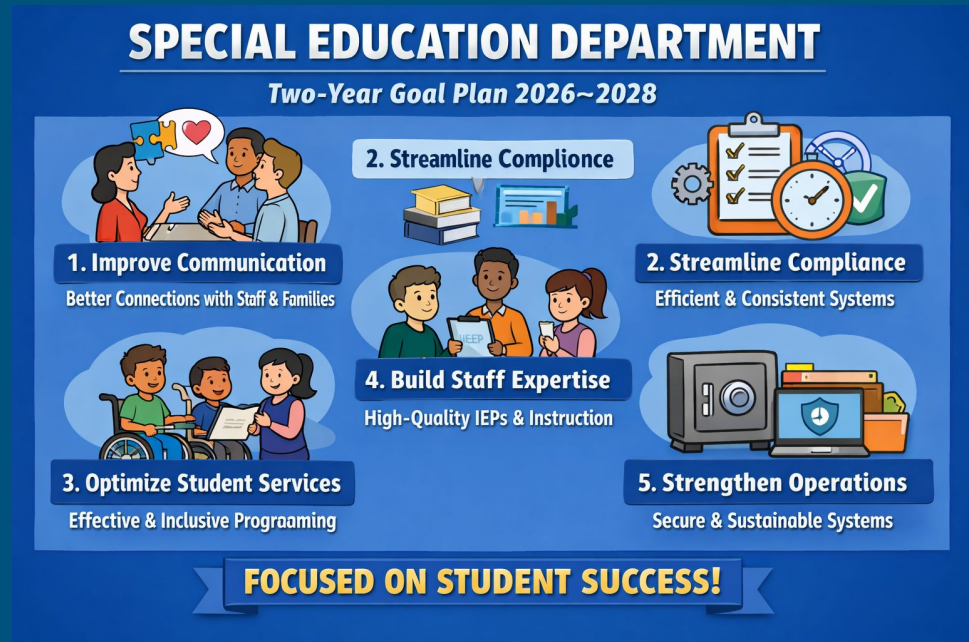
A successful half-day department planning and collaboration session, bringing together educators and service providers to reflect on current practices and plan proactively for the upcoming annual review cycle

Advanced compliance and accountability efforts through analysis of auditor findings to inform long-term system improvements and ensure regulatory alignment... **and**

Developed a two-year Special Education Department plan

To guide long-term improvement, with targeted focus on communication, compliance, service optimization, staff capacity building, and sustainable systems

- 5 Trackable Goals
- Designed for reflection and adaptation
- Targeted based on demonstrated needs, available resources, and best practices



GOAL 1:

Improve the quality of communication across departments and with families to support trust, collaboration, and shared responsibility for student success.

<p>Year One Focus</p>	<p>Establish consistent communication protocols between special education, general education, building leadership, and related service providers.</p> <p>Implement standardized family input processes prior to annual reviews and reevaluations.</p> <p>Develop clear guidance documents for families outlining the IEP and Section 504 processes.</p> <p>Increase opportunities for structured collaboration among case managers, service providers, and instructional staff.</p>	<p><u>Measures of Success:</u></p> <p>Improved family participation and feedback.</p> <p>Increased staff clarity regarding roles and timelines.</p> <p>Reduced communication-related concerns or procedural delays.</p>
<p>Year Two Focus</p>	<p>Refine communication systems based on staff and family feedback.</p> <p>Expand family engagement opportunities beyond compliance meetings.</p> <p>Strengthen cross-departmental planning for transitions, MTSS alignment, and instructional support.</p> <p>Embed communication expectations into departmental procedures and onboarding.</p>	

GOAL 2:

Create efficient, user-friendly systems while ensuring full compliance with state and federal special education regulations.

<p>Year One Focus</p>	<p>Review and document all current special education workflows, timelines, and responsibilities.</p> <p>Standardize IEP, Section 504, and CSE/CPSE processes across buildings.</p> <p>Strengthen internal compliance monitoring and documentation practices.</p> <p>Improve meeting scheduling, tracking, and notice procedures.</p>	<p><u>Measures of Success:</u></p> <p>On-time completion of meetings and documentation.</p> <p>Reduced staff confusion and fewer procedural errors.</p> <p>Sustained compliance with monitoring and reporting requirements.</p>
<p>Year Two Focus</p>	<p>Refine systems to improve efficiency and reduce redundancies.</p> <p>Align systems more closely with instructional and MTSS processes.</p> <p>Establish routine internal audits and compliance check-ins.</p> <p>Maintain updated procedural manuals for staff reference.</p>	

GOAL 3:

Ensure special education services and programming are responsive, effective, and aligned with students' academic, social, and functional needs.

<p>Year One Focus</p>	<p>Review current service delivery models and program effectiveness.</p> <p>Align services with student data, progress monitoring, and least restrictive environment considerations.</p> <p>Strengthen collaboration between special education and general education classrooms.</p> <p>Ensure accommodations and supports are implemented consistently.</p>	<p><u>Measures of Success:</u></p> <p>Improved student progress toward IEP goals.</p> <p>Stronger alignment between services and instructional outcomes.</p> <p>Increased consistency in service delivery.</p>
<p>Year Two Focus</p>	<p>Adjust programming based on outcome data and staff feedback.</p> <p>Align services with student data, progress monitoring, and least restrictive environment considerations.</p> <p>Expand inclusive practices and co-teaching opportunities where appropriate.</p> <p>Improve transition planning and alignment across grade levels.</p> <p>Ensure services remain flexible and student-centered.</p>	

GOAL 4:

Build staff expertise in writing high-quality, compliant, and instructionally meaningful IEPs *and* in implementing effective in-class practices.

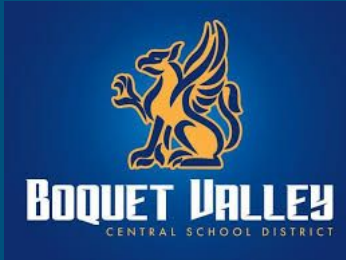
<p>Year One Focus</p>	<p>Provide targeted professional development on IEP writing, goals, and progress monitoring.</p> <p>Support case managers with templates, exemplars, and coaching.</p> <p>Reinforce instructional strategies that support students with disabilities in general education settings.</p> <p>Promote consistency in documentation and instructional language.</p>	<p><u>Measures of Success:</u></p> <p>Higher quality, clearer, and more meaningful IEPs.</p> <p>Increased staff confidence and consistency.</p> <p>Stronger instructional outcomes for students.</p>
<p>Year Two Focus</p>	<p>Deepen professional learning through collaborative review and reflective practice.</p> <p>Build leadership capacity among experienced staff.</p> <p>Embed IEP quality and instructional best practices into ongoing professional development.</p> <p>Strengthen alignment between IEP goals and classroom instruction.</p>	

GOAL 5:

Create a secure, well-organized, and sustainable departmental structure that supports long-term effectiveness and continuity.

<p>Year One Focus</p>	<p>Establish secure digital and physical organizational systems.</p> <p>Clarify roles, responsibilities, and documentation ownership.</p> <p>Develop shared resources and centralized access to key materials.</p> <p>Improve onboarding supports for new staff.</p>	<p><u>Measures of Success:</u></p> <p>Improved efficiency and accessibility of departmental resources.</p> <p>Reduced risk related to documentation or transitions.</p> <p>Strong organizational continuity.</p>
<p>Year Two Focus</p>	<p>Refine systems for long-term sustainability.</p> <p>Maintain organized records and institutional knowledge.</p> <p>Ensure continuity during staffing changes.</p> <p>Evaluate and update systems annually.</p>	

Now the work begins.



Thank you for your support
moving forward.



Superintendent Report



- Grants Update
- Facilities Update
- State of the District
- Budget
- Electric Bus

Grants Update



- ESSA / IDEA/ UPK: No significant updates. Initial planning for 2026-2027 starting soon.

Grants Update



- ESD: The Extended School Day Year 5 Mid-Year Report is due January 30th. The report will be structured similarly to the Year 4 Annual Report.
- Grantees have inquired about a new round of Extended School Day grant funding. The NYSED program office is unable to confirm or share specifics at this time.

BOQUET VALLEY

CENTRAL SCHOOL DISTRICT



STATE OF THE DISTRICT

2026

STATE OF THE DISTRICT 2025-26

- Demographics
- Staffing
- Facilities
- Academics
- Graduation Rate
- Strengths
- Growing
- Summary



STATE OF THE DISTRICT 2025:DEMOGRAPHICS

Total Students:	414
Gender: Male:	50%
Female:	49%
Non Binary:	1%
Ethnicity: Caucasian:	96%
Other:	4%
Special Education:	21.7%
504:	5%
FRPL Eligible:	40%



STATE OF THE DISTRICT 2025:STAFFING

Administration:	5
Instructional Staff:	75
Non-Instructional Staff:	24
BOCES/NERIC Staffing:	8
Staffing Vacancies:	4

112
EMPLOYEES



STATE OF THE DISTRICT 2025:FACILITIES

- Lake View Campus
 - Main Building
 - Storage Building
 - Storage Garage
- Mountain View Campus
 - Main Building
 - Bus Garage

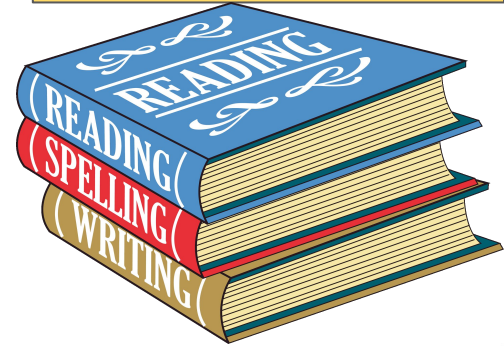
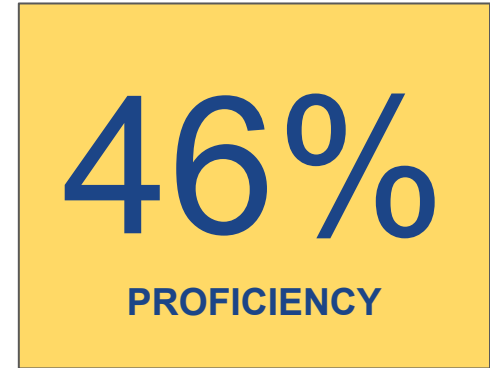
Facilities have had a Building Conditions Survey completed in 2024 as per NYS Regulations. LVC heating system, MVC Bus Garage, MVC boilers.



STATE OF THE DISTRICT 2025:ACADEMICS

PROFICIENCY RATE ELA 3-8 TESTING 2024-25

	<u>Proficiency</u>	<u>Participation</u>
Grade 3:	57% (4th)	97%
Grade 4:	37% (12th)	93%
Grade 5:	54% (5th)	100%
Grade 6:	38% (8th)	97%
Grade 7:	56% (4th)	90%
Grade 8:	29% (9th)	92%
Total:	46% (5th)	94%



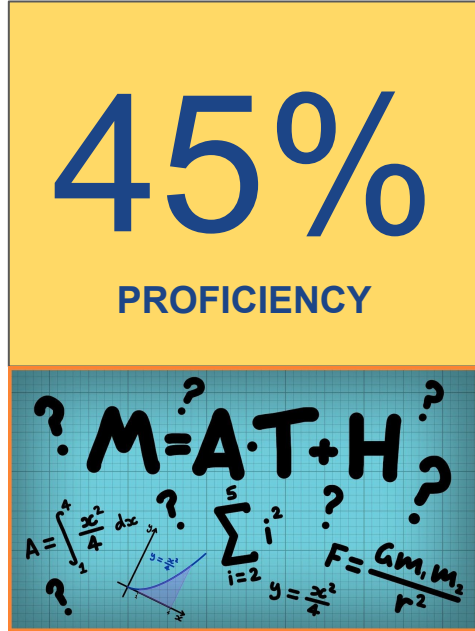
CEWW Regional Ranking



STATE OF THE DISTRICT 2025:ACADEMICS

PROFICIENCY RATE MATH 3-8 TESTING 2023-24

	<u>Proficiency</u>		<u>Participation</u>
Grade 3:	73%	(2nd)	97%
Grade 4:	36%	(11th)	97%
Grade 5:	29%	(15th)	100%
Grade 6:	41%	(9th)	97%
Grade 7:	43%	(9th)	93%
Grade 8:	42%	(9th)	100%
Total:	45%	(8th)	97%



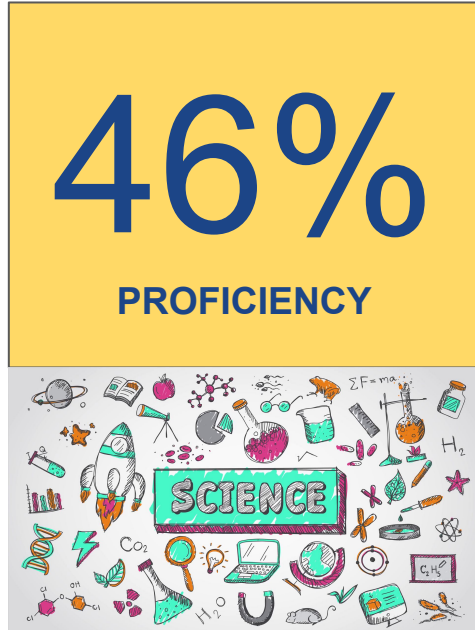
CEWW Regional Ranking



STATE OF THE DISTRICT 2025:ACADEMICS

PROFICIENCY RATE SCIENCE 8 2023-24

	<u>Proficiency</u>		<u>Participation</u>
Grade 5:	50%	(5th)	100%
Grade 8:	42%	(9th)	100%
Total:	46%	(10th)	



CEWW Regional Ranking



STATE OF THE DISTRICT 2025:ACADEMICS

PROFICIENCY RATE REGENTS EXAMS 2024-25

ELA:	86%
Algebra I:	52%
Geometry:	75%
Algebra II:	100%
Global:	72%
US History:	61%
Earth and Space Science:	52%
Biology:	64%
Chemistry:	59%
Physics:	47%
Total:	67%

67%

PROFICIENCY



STATE OF THE DISTRICT 2025:ACADEMICS

GRADUATION RATE

Year	Graduation	Advanced Regents Diploma
2024-25	92%	41%
2023-24	92%	35%
2022-23	91%	40%
2021-22	95%	51%
2020-21	88%	24%
2019-20	92%	50%
2018-19	90%	30%
2017-18	85%	35%
2016-17	98%	33%
2015-16	85%	19%
2014-15	95%	16%

92%

GRADUATION RATE



STATE OF THE DISTRICT 2025-26: SIGNIFICANT BUDGET FACTORS

Where are we putting our resources?

- Master schedule
- Student opportunities
 - Athletics, clubs, field trips
- Early interventions
- Facilities, Safety, and Capital Planning
- Instructional Technology and Digital Learning
- Social Wellness & Mental Health
- School/Community Partnerships
- Staffing, Recruitment, and Retention
- Academic Intervention and Achievement
- Transportation
- Regulatory and Mandated Costs
- Long-Range Financial Stability

\$16.5
million



STATE OF THE DISTRICT 2025: STRENGTHS

Where BVCS is Strong

Student Achievement and Engagement

- Participation rates
- Regents results
- Graduation rate
- Advanced course offerings
- Extracurricular and athletics participation

School Climate and Relationships

- Strong student-staff relationships
- Small school environment and individualized attention
- Supportive community partnerships and engagement

Programs and Opportunities

- Field experiences, clubs, and enrichment
- Early college and career awareness efforts
- Inclusive services for diverse learners



STATE OF THE DISTRICT 2025:POTENTIAL IMPROVEMENT

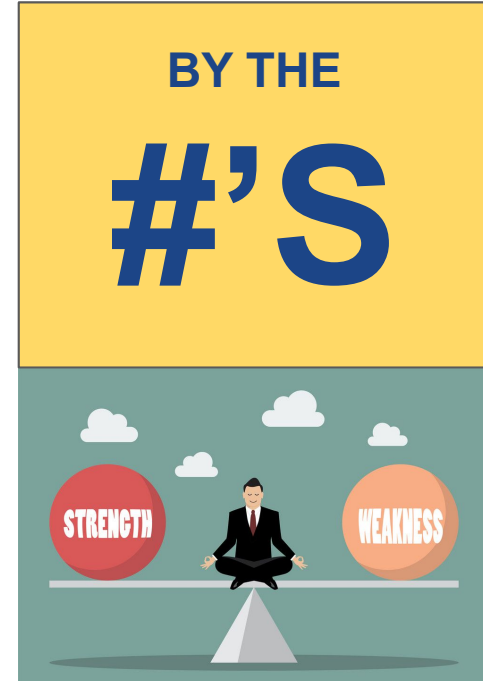
Where BVCS is Growing

Teaching and Learning

- 3–8 ELA achievement
- 3–8 Math achievement
- Curriculum alignment across grades and campuses
- Consistency and effectiveness of intervention strategies

Systems and Capacity

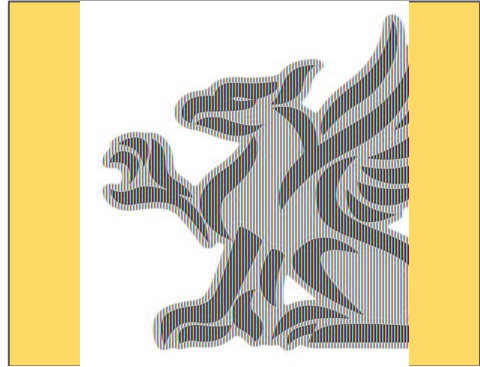
- Portrait of a Graduate alignment with instruction and assessment
- Technology access, reliability, and instructional alignment
- Data use to inform instruction and interventions
- Professional learning tied to district priorities



STATE OF THE DISTRICT 2025: SUMMARY

What are the takeaways?

- Focused improvement in instruction and student achievement
- Strong opportunities and meaningful experiences for students
- Robust participation in extracurricular programs
- Continued commitment to wellness, safety, and student support
- Decisions guided by the Portrait of a Graduate



SUMMARY





District Goals Status Update

- **GOAL 1: Uphold and Improve Previous Initiatives**
 - Objective: Ensure the continued success and relevance of existing district initiatives through thoughtful evaluation, refinement, and aligned implementation.
- **GOAL 2: Improve student performance in ELA and Math through effective, data-informed instruction.**
 - Objective: Strengthen instructional practices and use of assessment data to drive measurable growth in student achievement in ELA and math across all grade levels.
- **GOAL 3: Continue Planning for a Facilities Project**
 - Objective: Advance the development of a comprehensive facilities project through collaborative planning, stakeholder engagement, and clear communication.
- **GOAL 4: Improve Hiring, Onboarding, and Support for New Staff**
 - Objective: Develop and implement a cohesive, streamlined process for attracting, hiring, onboarding, and supporting high-quality staff across the district.

GOAL 1: Uphold and Improve Previous Initiatives

Objective: Ensure the continued success and relevance of existing district initiatives through rigorous evaluation, refinement, and aligned implementation.



Key Results:

Completion Status



Conduct a comprehensive review of 100% of major district initiatives from the past five years by December 2025.



Gather feedback from staff through surveys and/or focus groups on the implementation and impact of ongoing initiatives.



Identify and revise any initiatives based on evaluation data and stakeholder input by March 2026.



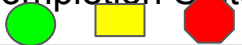





Align updated initiatives to 2025–2026 district priorities and develop a clear communication plan to the Board and Staff by June 2026.



GOAL 2: Improve student performance in ELA and Math through effective, data-informed instruction.



Objective: Strengthen instructional practices and use of assessment data to drive measurable growth student achievement in ELA and Math across all grade levels.

Key Results:	Completion Status
Increase the percentage of students meeting or exceeding proficiency on NYS ELA and Math assessments by 5 percentage points by June 2026.	 
Ensure that 100% of staff receive at least two opportunities for targeted professional learning sessions focused on data-driven instruction and high-impact strategies by June 2026.	
Implement a consistent district-wide data review protocol following benchmark testing in all grade levels with at least two data cycles completed by June 2026.	
Provide instructional coaching or peer collaboration opportunities to at least 90% of classroom teachers focused on ELA or Math instruction by April 2026.	
Increase student growth in 75% of students in ELA and Math among identified priority groups.	

GOAL 3: Continue Planning for a Facilities Project

Objective: Advance the development of a comprehensive facilities project through collaborative plan stakeholder engagement, and clear communication.



Key Results:

Completion Status



Receive and review the architect's initial proposal for the Mountain View Campus addition by October 2025.



Deliver monthly project updates to the Board of Education on both the facilities addition and energy performance contract beginning September 2025.



Engage Facilities Committee in at least two feedback sessions focused on the proposed Mountain View addition by April 2026.



Finalize and approve the scope and next steps of the Energy Performance Contract in collaboration with the selected vendor by February 2026.



Develop and launch a public communication plan (e.g., web updates, visuals, FAQs) for both the addition and energy project with at least 3 updates shared district-wide by May 2026.



GOAL 4: Improve Hiring, Onboarding, and Support for New Staff



Objective: Develop and implement a cohesive, streamlined process for attracting, hiring, onboarding, supporting high-quality staff across the district.

Key Results:

Completion Status



Redesign and implement a standardized hiring and interview process for all instructional and non-instructional roles by December 2025.



Launch a district-wide onboarding program that reaches 100% of new hires and includes mentorship, orientation, and resource access by August 2025.



Assign mentors to 100% of new instructional staff within two weeks of their start date and track monthly check-ins throughout the school year.



Achieve a 90% satisfaction rate among new hires in an onboarding and support experience survey conducted by April 2026.



BOQUET VALLEY

CENTRAL SCHOOL DISTRICT



PRE-BUDGET MEETING

January 8th, 2026

PRE-BUDGET MEETING

- Background Information
- Timeline
- Vocabulary



Understanding the School Budget Process in New York State

Purpose: Build shared understanding and foundation before formal budget work begins.



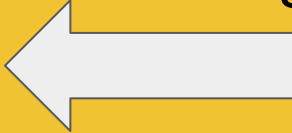
Why We Start With Background and Context

- Help everyone understand the structure of school finance in New York State
- Build a common vocabulary for upcoming discussions
- Clarify roles, timelines, and decision points
- Ensure future budget workshops are focused and productive



How School Funding Works in New York State

School district budgets are funded through a combination of:

- State Aid (Foundation Aid and categorical aids)
- Local Property Tax Levy 
- Federal Aid
- Use of Fund Balance
- Use of Reserves

A significant portion of district spending is driven by legal mandates and contractual obligations, while other portions reflect local program priorities.



What Drives School District Costs

Common cost drivers include:

- Salaries and benefits
- Special education services and mandates
- Transportation and fuel
- Health insurance and retirement systems
- Building operations and utilities
- Inflation and market conditions
- Enrollment and programming needs



What Is Locally Controlled vs Mandated

Locally influenced decisions:

- Class sizes and staffing levels
- Program offerings and electives
- Co-curricular and athletic programming
- Local investment priorities

Mandated or externally driven:

- Special education programs and services
- Transportation eligibility and routing requirements
- Safety, compliance, and reporting
- Contractual and labor obligations



Annual Budget Timeline in New York State

Typical annual sequence includes:

- January: Orientation and foundation
 - Administrative budget development and internal review
 - Governor's Budget Proposal
- February: Overview and discussion
 - Board budget presentations and workshops
- March: Refinement
 - Tax cap calculation and submission
 - Board budget presentations and workshops
 - One House Budget
- April/May: Final adjustments and adoption consideration
 - NYS Budget
 - Board adoption of proposed budget
 - Public budget hearing
 - Budget newsletter and community communication
 - Annual budget vote



Where the Board Plays a Role

The Board:

- Reviews and discusses proposed plans
- Asks clarifying and strategic questions
- Ensures alignment with district goals and student needs
- Balances fiscal responsibility with program priorities
- Ultimately adopts the proposed budget placed before voters

Administration:

- Develops, manages, and recommends the budget and spending plan.



Useful Vocabulary for Budget Season

- Tax Levy vs Tax Rate
- Assessment and Equalization
- Allowable Growth Factor (Tax Cap)
- Revenues vs Appropriations
- General Fund, Fund Balance, and Reserves
- Program, Capital, and Administrative Components
- Mandated vs Discretionary Spending



Electric Bus Discussion



- The mandate remains in place, with **limited waivers available** for districts facing financial, infrastructure, or operational constraints.
- Up-front **costs for buses and charging infrastructure are significant**, even with incentives, and long-term savings occur gradually.
- **Cold weather, mountainous terrain, and long rural routes** create real range and reliability considerations in winter.
- Our **current transportation facility and electrical capacity** may require upgrades before large-scale adoption.
- We need to determine our **strategic approach**: early adoption vs a slower phased transition aligned to funding and readiness.
- The goal for **February is to discuss options**, review risks and benefits, and provide direction on next steps and planning.

Thank you

- Next Meeting
- Any Questions?



