

PRESENTATION TO

BOQUET VALLEY



CENTRAL SCHOOL DISTRICT

PROPOSED ADDITION & RECONSTRUCTION: SITE PLAN

SINGLE STORY, COURTYARD

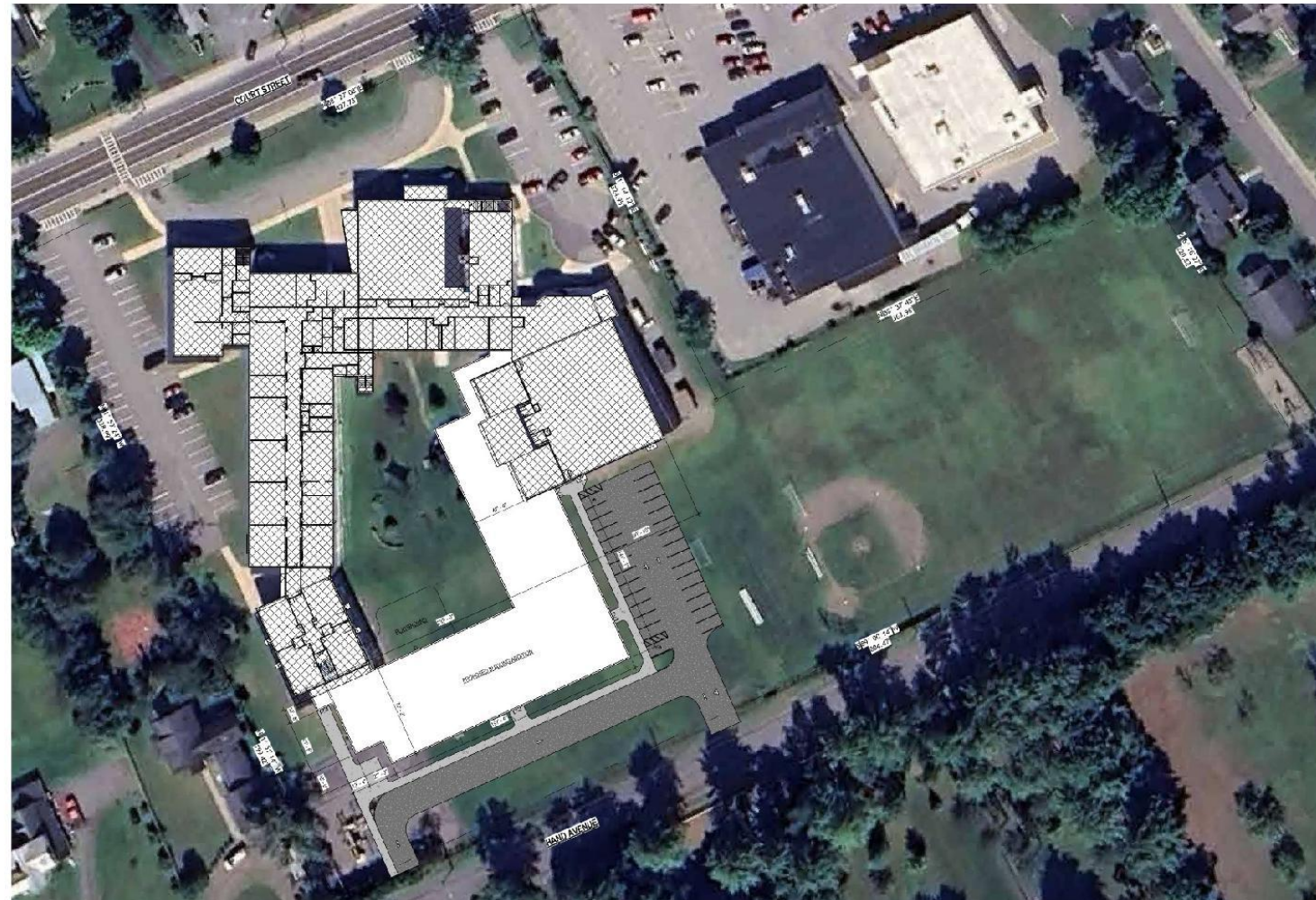
12/08/2025

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 22,064 SF

ACREAGE: 7 ±

LEGEND	
	EXISTING BUILDING
	PROPOSED ADDITION



SED NO. 15-16-01-04-0-001-001

 SITE PLAN
SCALE: 1" = 10' 0"

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

 **BCA** ARCHITECTS
ENGINEERS

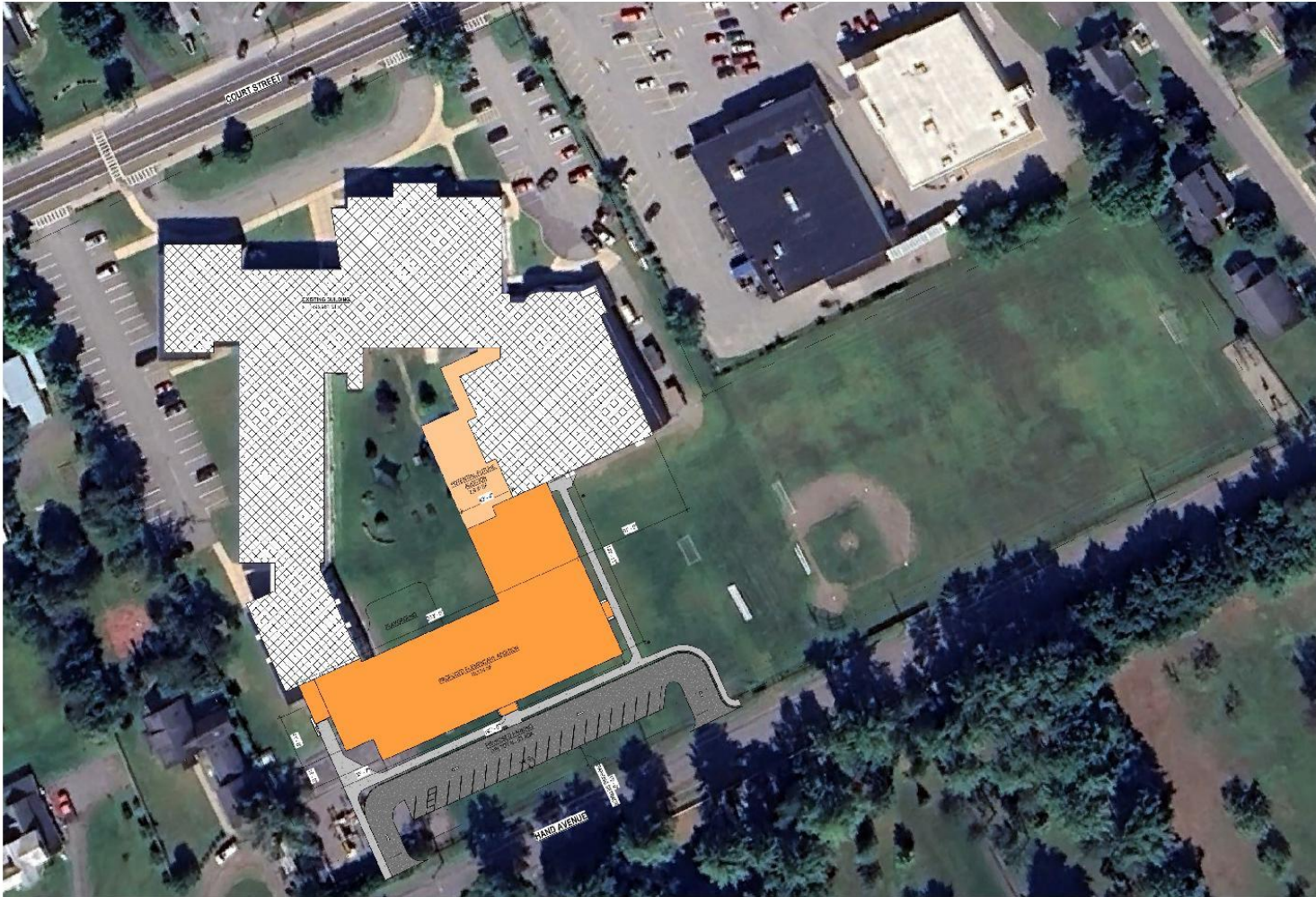
PROPOSED ADDITION & RECONSTRUCTION: SITE PLAN

SINGLE STORY, COURTYARD

9/8/2026

EXISTING BUILDING AREA:	95,961 SF
ADDITION AREA:	19,134 SF
POTENTIAL FUTURE ADDITION:	2,930 SF
ACREAGE:	7 ±

LEGEND	
	EXISTING BUILDING
	PROPOSED ADDITION
	POTENTIAL FUTURE ADDITION



SED NO. 15-18-C1-04-0-001-001

SITE PLAN
SCALE: 1" = 40'-0"

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

 **BCA** ARCHITECTS
ENGINEERS

PROPOSED ADDITION & RECONSTRUCTION: FIRST FLOOR PLAN

SINGLE STORY, COURTYARD

12/08/2025

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 22,064 SF

PROGRAM LEGEND

- ADMINISTRATION / SUPPORT
- CIRCULATION
- CLASSROOM



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



SED NO: 15-18-01-04-0-001-001

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

BCA ARCHITECTS
ENGINEERS

PROPOSED ADDITION & RECONSTRUCTION: FIRST FLOOR PLAN

SINGLE STORY, COURTYARD

9/8/2026

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 19,134 SF

PROGRAM LEGEND

- ADMINISTRATION / SUPPORT
- CIRCULATION
- CLASSROOM
- PUBLIC / CLASSROOM
- RENOVATED SPACE



SED NO. 15-18-C1-04-0-001-001

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

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

BCA ARCHITECTS
ENGINEERS

PROPOSED ADDITION & RECONSTRUCTION: SECOND FLOOR PLAN

SINGLE STORY, COURTYARD

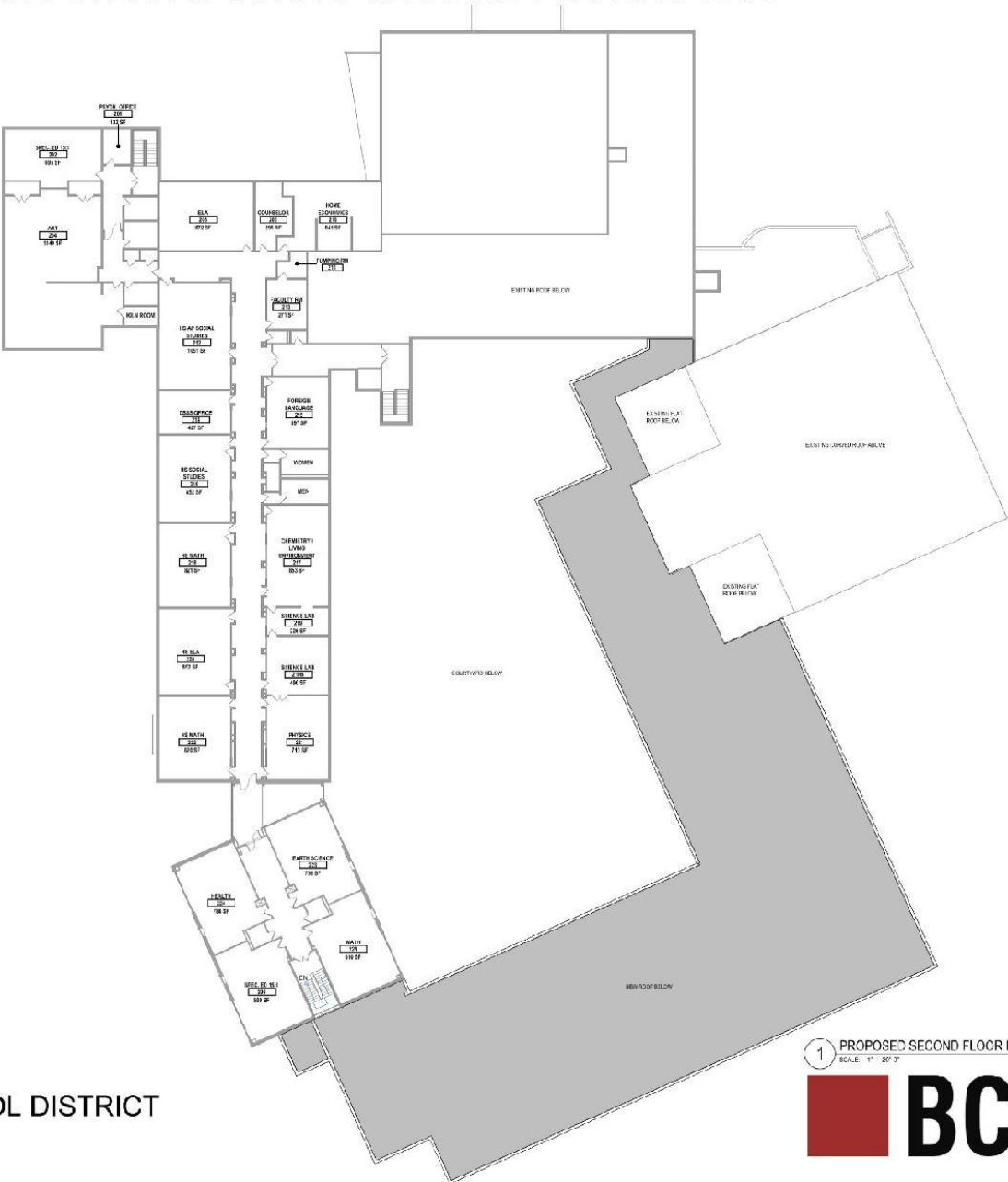
12/08/2025

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 22,064 SF

PROGRAM LEGEND

■ PROPOSED ROOF



SED NO. 15-16-01-04-G-001-C01

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

1 PROPOSED SECOND FLOOR PLAN
SCALE: 1" = 20' 0"

BCA ARCHITECTS
ENGINEERS

PROPOSED ADDITION & RECONSTRUCTION: SECOND FLOOR PLAN

SINGLE STORY, COURTYARD

9/8/2026

EXISTING BUILDING AREA: 95,961 SF

ADDITION AREA: 19,134 SF

LEGEND

	PROPOSED ROOF
	PROPOSED RENOVATION



SED NO. 15-18-C1-04-0-001-001

BOQUET VALLEY CENTRAL SCHOOL DISTRICT
MOUNTAINVIEW CAMPUS

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

BCA ARCHITECTS
ENGINEERS

MAIN FACADE





SCOPE BY SCENARIO

WHAT EACH LEVEL OF INVESTMENT INCLUDES

SCENARIO 1

- Elementary addition: parking, sidewalks, playground
- Fire walls & rearrangement at addition tie-ins
- Limited hazmat abatement & flooring replacement
- Life safety systems: security, fire detection, emergency lighting
- Clock & PA system replacement
- HVAC replacement to current code
- Building management system replacement
- Masonry restoration
- Septic / leach field replacement

SCENARIO 2

- **Everything in Scenario 1, plus:**
- Secure vestibule construction
- Partial roof repairs / replacement
- Exterior door replacement
- Floor finish replacement
- Asphalt parking, curbing & sidewalk replacement
- Toilet facility upgrades
- Cafeteria & auditorium equipment replacement

SCENARIO 3

- **Everything in Scenarios 1 & 2, plus:**
- Interior modifications for program relocations
- Administrative & support area upgrades
- Door & ceiling replacement
- Wall repair & painting throughout
- Window treatments
- Laboratory casework & equipment replacement
- Furnishings replacement



Other Considerations

- ❑ What's not included in the Project?
 - Off-site Athletic Field Development
 - Off-site Transportation Facilities
 - Lake View Decommissioning Expenses
- ❑ Accelerated Construction Sequencing to Meet State Aid Submissions
- ❑ Student Displacement while Renovating the Existing Building
- ❑ Long Term Reduced Operational Expenses

NYSED – MAXIMUM COST ALLOWANCE CALCULATIONS

Draft Only - The final Capacity Calculation may be adjusted based on the submission of the Instructional Space Review by the SED Special Education Office which will be required upon final submission. Calculations may also be reduced based on the submission of the FP-F form, which would reduce "Other - as needed" space assigned to the elementary space. The five year MCA should also be considered.

BAU and MCA CALCULATION

School District/BOCES	Boquet Valley	Date	6/5/2026
Project Control Number	0-001-001	Fiscal Associate	MSK
Building	Mountainview Campus	Grade Levels	PK-12

Site size: 7 Usable acres Variance Required? Yes

Project Type: Addition New Bldg or Addition/Alteration [Acres requirements: http://www.p12.nysed.gov/facplan/articles/B05_school_sites.html](http://www.p12.nysed.gov/facplan/articles/B05_school_sites.html)

Future BAUs	BAU Summary	Existing	New	Former BAUs	Teaching Station Method	Projected Enrollment
363	Grades 7-12	363	0	NA	YES	161
405	Grades K-6	135	290	NA		208
101	Grades Spec Educ	69	32	NA		0
1 Time Only BAUs incl in New >>			20			369

Calculation of Building Aid Using Cost Index for
Regional Cost Factor 2025-26 Essex 1.0000

Monitor <http://www.p12.nysed.gov/facplan/Projects/COSTIND.HTM> for swings in indices.

Reconstruction/Alterations			AUG 2025	Month/Yr	
Grades 7-12	363	Existing Capacity X	\$24,384	Contract Index	\$8,851,392
Grades K-6	135		\$16,256		\$2,194,560
Spec Educ	69	Existing Special Education X	\$48,769	Contract Index	\$3,365,061
Subtotal Contract Allowance for Alterations					\$14,411,013
Grades 7-12	363	Existing Capacity X	\$6,096	Incidental Index	\$2,212,848
Grades K-6	135		\$3,251		\$438,885
Spec Educ	69	Existing Special Education X	\$12,192		\$841,248
Subtotal Incidental Allowance for Alterations					\$3,492,981
Total Cost Allowance for Alterations					\$17,903,994

Changes to the indices on the contract date will have an impact on Construction and Incidental Allowances.

New Construction/Additions					
Grades 7-12	0	New Capacity X	\$24,384	Contract Index	\$0
Grades K-6	290		\$16,256		\$4,714,240
Spec Educ	32	New Special Education X	\$48,769	Contract Index	\$1,560,608
Subtotal Contract Allowance for New Space					\$6,274,848
Grades 7-12	0	New Capacity X	\$6,096	Incidental Index	\$0
Grades K-6	290		\$3,251		\$942,790
Spec Educ	32	New Special Education X	\$12,192	Incidental Index	\$390,144
Subtotal Incidental Allowance for New Space					\$1,332,934
Total Cost Allowance for New Space					\$7,607,782

Changes to the indices on the contract date will have an impact on Construction and Incidental Allowances.

New			Existing		
Estimate	Allowance	Within MCA (Over MCA)	Estimate	Allowance	Within MCA (Over MCA)
Construction	\$12,863,235	\$6,274,848	\$13,041,500	\$14,411,013	\$1,369,513
Incidental	\$3,336,255	\$1,332,934	\$2,359,010	\$3,492,981	\$1,133,971
Total	\$16,199,490	\$7,607,782	\$15,400,510	\$17,903,994	

Maximum Cost Allowance

Construction	Incidental
\$14,411,013	\$3,492,981

Less: Projects approved previous 5 Years based on the Commissioner's Approval Date (not including Smart Bond dollars)

Projects #	Review #	CAD (2)	Construction	Incidental
0-001-001			\$13,041,500	\$2,359,010

Previously deducted by State Aid

Construction	Incidental
\$1,369,513	\$1,133,971

Allowance before Smart Bond revenue add-in



LOCAL SHARE SCENARIO – ORDER OF MAGNITUDE

ELEMENTARY ADDITION & SECONDARY RECONSTRUCTION

SCENARIO 1 – Low		SCENARIO 1 – Revised		NET	
Elementary School Addition	\$15.32M	Reduced Elementary School Addition	\$13.62M	Elementary School Addition	(\$1,700,000)
BCS-Related Secondary Upgrades	\$16.13M	Expanded Secondary Upgrades	\$17.90M	Extensive Secondary Upgrades	\$1,770,000
Total Projected Cost	\$31.45M	Total Projected Cost	\$31.52M	Total Projected Cost	\$70,000
90.1% of MCA (State Aid)	\$22.13M	90.1% of MCA (State Aid)	\$22.98M	90.1% of MCA (State Aid)	\$850,000
Local Share	\$9.32M	Local Share	\$8.54M	Local Share	(780,000)

Elementary addition and its aid are fixed across all scenarios. Local share flexibility lies entirely in the extent of existing-building reconstruction. All figures inclusive of construction, soft costs, and contingency; capitalized interest not included.

Full MCA: \$25,511,776

@ 90.1%: \$22,986,110



PROJECT TIMEFRAME

PRE-REFERENDUM PLANNING THROUGH CLOSE-OUT

Pre-Referendum Planning	July 2026 – October 2026
Referendum	December 2026
Design	January 2027 – November 2027
SED Approval	January 2028
Contract Award	March 2028
Construction Mobilization	April 2028
Construction Completion	November 2029
Close-Out	December 2029

Tentative schedule for current planning purposes; subject to referendum outcome and SED review timing.



STATE BUILDING AID MAXIMUM COST



Boquet Valley CSD Scenario 1A Maximum Cost Allowance

	Mountain View Campus		Total
	Addition	Renovation	
CONSTRUCTION & RELATED EXPENSES			
Proposed Capital Project	\$ 11,020,000	\$ 14,411,000	\$ 25,431,000
Capital Outlay 0001-002 - SED Approval 8/21/2026			-
Max. NYSED 5 YEAR Cost Allowance CONSTRUCTION	\$ 6,250,466	\$ 14,354,844	
Remaining Allowance CONSTRUCTION	\$ (4,769,534)	\$ (56,156)	
SITE WORK & INCIDENTAL EXPENSES			
Proposed Capital Project	\$ 2,600,000	\$ 3,500,000	\$ 6,100,000
Capital Outlay 0001-002 - SED Approval 8/21/2026			-
Max. NYSED 5 YEAR Cost Allowance INCIDENTALS	\$ 1,327,818	\$ 3,479,408	
Remaining Allowance INCIDENTALS	\$ (1,272,182)	\$ (20,592)	\$ -
Total Non-Aidable Project Costs	\$ (6,118,464)		

LOCAL SHARE DEBT SERVICE



BOQUET VALLEY CENTRAL SCHOOL DISTRICT

PROPOSED NET LOCAL SHARE OF DEBT SERVICE PROPOSED \$33,146,000 VOTER REFERENDUM MATURITY SCHEDULE Construction, Site & Incidental Budget - \$31,531,000 Capitalized Interest - \$1,615,000

- There are limits to the amount of Financial Aid the State will provide the District. We look to optimize and leverage this Aid to the greatest benefit of the District.
- Building Aid for new facilities is paid to the District over a 15-year period. Debt Service is matched over that same period.
- It is anticipated that the overall true value tax impact for the project will not reach the level paid by residents prior to the merger.
- Construction on the project will be phased to assist in lowering the overall financial costs on the District.
- To assist in lowering the tax impact, the District will use \$6.8 million saved in Capital Reserve for this project.

FISCAL YEAR ENDING	CAPITAL RESERVE	PRINCIPAL BALANCE OUTSTANDING	ESTIMATED PRINCIPAL PAYMENT	ESTIMATED INTEREST PAYMENT	TOTAL DEBT SERVICE	ESTIMATED STATE BUILDING AID	GROSS LOCAL SHARE	LESS DEBT SERVICE OFFSETS	NET LOCAL SHARE
6/30		\$ 26,346,000							
2029	\$ 6,800,000	26,346,000	\$ -	\$ 592,785	\$ 592,785	\$ -	\$ 592,785	\$ 592,785	\$ -
2030	-	26,120,000	226,000	1,185,570	1,411,570	-	1,411,570	1,022,215	389,355
2031	-	24,790,000	1,330,000	1,175,400	2,505,400	2,118,905	386,495	-	386,495
2032	-	23,525,000	1,265,000	1,239,500	2,504,500	2,118,905	385,595	-	385,595
2033	-	22,200,000	1,325,000	1,176,250	2,501,250	2,118,905	382,345	-	382,345
2034	-	20,805,000	1,395,000	1,110,000	2,505,000	2,118,905	386,095	-	386,095
2035	-	19,340,000	1,465,000	1,040,250	2,505,250	2,118,905	386,345	-	386,345
2036	-	17,800,000	1,540,000	967,000	2,507,000	2,118,905	388,095	-	388,095
2037	-	16,185,000	1,615,000	890,000	2,505,000	2,118,905	386,095	-	386,095
2038	-	14,490,000	1,695,000	809,250	2,504,250	2,118,905	385,345	-	385,345
2039	-	12,710,000	1,780,000	724,500	2,504,500	2,118,905	385,595	-	385,595
2040	-	10,840,000	1,870,000	635,500	2,505,500	2,118,905	386,595	-	386,595
2041	-	8,880,000	1,960,000	542,000	2,502,000	2,118,905	383,095	-	383,095
2042	-	6,820,000	2,060,000	444,000	2,504,000	2,118,905	385,095	-	385,095
2043	-	4,655,000	2,165,000	341,000	2,506,000	2,118,905	387,095	-	387,095
2044	-	2,385,000	2,270,000	232,750	2,502,750	2,118,905	383,845	-	383,845
2045	-	-	2,385,000	119,250	2,504,250	2,118,905	385,345	-	385,345
Totals	\$ 6,800,000		\$ 26,346,000	\$ 13,225,005	\$ 39,571,005	\$ 31,783,576	\$ 7,787,430	\$ 1,615,000	\$ 6,172,430

Average:	\$ 385,777
2026-27 Levy	8,909,741
Increase	4.33%

- Vote:	December 2026	- 2026-27 Est Aid Ratio:	90.1%
- SED Approval:	January 2028	- Bond Percentage:	80.3%
- First Borrowing:	June 2028	- Capitalized Interest:	\$ 1,615,000
- Final Cost Report:	December 2029	- Capital Reserve or Cash Support:	\$6,800,000

RGTImbs Inc.

Tax Rate Impact Report - Boquet Valley CSD - PCP Scope w \$6.8 Reserve - ASC 9 24 26
MATURITY



PROPERTY VALUE IMPACTS

	Assessed Value	Assessed Value	Assessed Value
	Tax Rate Per	Tax Rate Per	Tax Rate Per
Town	\$100,000	\$300,000	\$500,000
Chesterfield	\$49.42	\$148.25	\$247.08
Elizabethtown	\$58.64	\$175.92	\$293.20
Essex	\$45.74	\$137.22	\$228.70
Lewis	\$45.74	\$137.22	\$228.70
Moriah	\$47.15	\$141.46	\$235.77
Westport	\$45.74	\$137.22	\$228.70





THANK YOU





Regular BOE Meeting

October 8,
2026-27

Student Update



- Homecoming activities
- Dudley Days
- Forest Fridays
- 7th grade theatre trip

Capital Project Communication



Phase	Timing	Communication Focus
Launch & Awareness	Oct. 8–29	Board authorization, project overview, staff communication, newsletter, social media, website and FAQ
Cost & Project Details	Nov. 2–15	Project cost, state aid, local share, taxpayer impact, project components, first voter postcard
Community Engagement	Nov. 16–23	Coffee with Superintendent, detailed BOE presentation, presentation materials online, newsletter, FAQs and community Q&A
Final Voter Information	Nov. 24–Dec. 1	Reminder postcard, email/ParentSquare, final public forum, voting reminders and Election Day information

Capital Project Communication



OCTOBER

- Oct. 8 – Board authorizes public vote
- Oct. 15 – Project Newsletter #1
- Oct. 29 – Capital Project FAQ

NOVEMBER

- Nov. 2 – Project Newsletter #2: Cost & Tax Impact
- Nov. 9 – Voter Information Postcard
- Nov. 16 – Coffee with Superintendent + Detailed BOE Presentation
- Nov. 19 – Project Newsletter #3: Voter Guide
- Nov. 23 – Coffee with Superintendent
- Nov. 24 – Vote Reminder Postcard
- Nov. 30 – Final Public Forum

DECEMBER

- Dec. 1 – CAPITAL PROJECT VOTE**

New Employees



- Alexis Megliore - Physical Education Teacher – LVC
- Grace DiLeo - Elementary Teacher – 5th Grade
- Michelle Mitchell - Elementary Teacher – AIS Math
- Stephanie Omlin - Teaching Assistant – MVC
- Jack Mather - Special Education Teacher – MVC
- Chris Sarkis - Music Teacher – 0.6 MVC
- Robert Keech - Maintenance / Bus Driver
- Tom Keck - Full-Time Bus Driver (Welcome Back!)
- Linda Snowperry - Aide – LVC
- Liz Poe - Long-Term Substitute for Shumway – LVC
- Toni Mowery - Building Substitute – LVC

Superintendent Report



- Capital Project Update
- New Employees Reception
- Grants Update
- Official Annual Enrollment Report
- Proposed Budget Development Timetable

Lake View Campus Update!



- Benchmark Testing Complete: 65 students (K-5) identified as needing intervention (Reading, Math, Speech & Language, Counseling, and/or Occupational Therapy)
- Westport Fire House Field Trip (Grades K-5)
- All required drills (evacuation and lockdown) completed
- Open House: Community Partners & Pop Up Farmer's Market
- Literacy Walk (Collaboration with Snowfort Books, Featured in *Sun Community News*)
- Desha's Law: Hands-Only CPR Taught to Grades 4-5 and All Staff; Forming Lake View Campus Medical Emergency Response Team

Lake View Campus Update!



- Departmentalized Instruction (Grades 4-5 ELA / Math)
 - Student survey results suggest:
 - General support: About 7/10 students like the arrangement (Satisfied or Highly Satisfied)
 - 71.1% report that it helps with math, compared with 65.8% for ELA
 - 8 students, or 21.1%, are “unsure yet” about its learning benefits in each subject
 - 5 students disagree about liking the arrangement and its ELA benefits; 3 disagree about its math benefits.

Historical Attendance Data:

Average Daily Attendance	Lake View Campus	Mountain View Campus
2026-2027 (YTD)	96.2%	95.1%
2025-2026	94.7%	93.8%
2024-2025	94.2%	93.8%
2023-2024	94.7%	93.1%

Chronic Absenteeism	Lake View Campus	Mountain View Campus
2026-2027 (YTD, 7+ Absences)	1 Student	5 Students
2025-2026 (18+ Absences)	13 Students	41 Students
2024-2025 (18+ Absences)	16 Students	41 Students
2023-2024 (18+ Absences)	17 Students	41 Students

Student Employee Progression Program



Purpose: Recognize student employees who demonstrate **experience, reliability, strong performance, and commitment** to the District.

	Level 1	Level 2	Level 3
Hourly Rate	NYS Minimum Wage	Minimum + \$0.50	Minimum + \$1.00
Service	Entry Level	6+ months	12+ months
Work Frequency	As needed	Avg. 4+ days/month	Avg. 8+ days/month
Performance	Developing	Satisfactory	Strong / Independent
School Standing	Eligible to work	Good academic & behavioral standing	Good academic & behavioral standing

Key Program Expectations

- Advancement requires **supervisor recommendation** and Superintendent/designee approval.
- Reliability, punctuality, work quality, and independence are considered.
- Students must remain in **good academic and behavioral standing**.
- **Academic or behavioral eligibility issue = automatic return to Level 1/minimum wage.**
- Students may regain their previous level when eligibility and performance requirements are restored.
- Wage differentials automatically adjust when the **NYS minimum wage changes**.

Grants Update



- Title (ESSA) submitted (Awaiting Approval)
- IDEA Application Submitted and Approved
- UPK Approved
- Awarded Extended School Day Grant, (still) awaiting final funding award letter but planning has begun
- Awarded \$7500 Grant for Backpack Food Program

12 - Class of 2026-2027	23
11 - Class of 2027-2028	26
10 - Class of 2028-2029	28
9 - Class of 2029-2030	37
8 - Class of 2030-2031	33
7 - Class of 2031-2032	22
6 - Class of 2032-2033	29
5 - Class of 2033-2034	32
4 - Class of 2034-2035	23
3 - Class of 2035-2036	31
2 - Class of 2036-2037	24
1 - Class of 2037-2038	23
K - Class of 2038-2039	16
PK	24
Total	372
June 2025-26 Total	400



Enrollment Report 2026-27



Budget Development Timetable



FY 2027-28 BUDGET DEVELOPMENT TIMETABLE

☐	October	Board receives and examines the forecasted budget development timetable for the next fiscal year.
☐	November	Board approves the budget development timetable. Superintendent launches a multi-month process of engaging with administrators, operations teams, staff teams and interested others to gather feedback and suggestions regarding budget matters for the year ahead. Superintendent engages with the operations team to identify priority equipment and operational needs necessary to sustain healthy, safe and well-maintained campuses.
☐	December	Superintendent continues the budget development process through consultation with administrators, operations managers, staff teams and interested others to identify prospective priorities for instructional programs and support operations. Faculty members work with the Administrative Team as part of the District's multi-year planning process for textbooks, instructional technology, equipment and other instructional priorities to be funded through annual operating budgets.
☐	January	Board receives and discusses the State of the District Report from the Superintendent of Schools. The report outlines forecasted priorities for the District, progress toward Board-approved district goals, and the District's instructional and financial position entering the upcoming budget year. Superintendent presents an initial forecast of significant budget factors for the fiscal year ahead, including relevant enrollment, staffing, class size, shared services and other operational information. Superintendent provides a status report on the statewide budget development process and significant factors that may affect the District's financial outlook, including prospective Executive Budget proposals and state aid projections. Superintendent shares key budget facts and planning information with the school community and provides opportunities for constituent comments and suggestions regarding budget priorities.
☐	February	Budget Development Workshop #1 as part of the regular monthly meeting:

Attendance: A District Priority



Goal 4: Foster a Culture of Wellness, Engagement, and Attendance

Promote the physical, social, emotional, and academic well-being of students and staff while increasing engagement and **improving student attendance through coordinated district-wide efforts.**

2025-26 Baseline

94.2%

Average Daily Attendance

19.7%

Chronic Absenteeism

2026-27 Targets



+1 Percentage Point

Increase average daily attendance



-3 Percentage Points

Reduce chronic absenteeism



Documented Interventions

Ensure students identified as chronically absent receive interventions

Our Approach: Prevention Before Intervention



Core Objective

The goal is not to punish absence. The goal is to prevent absence from becoming disengagement and lost learning.



01

Encourage students to be in school every day



02

Build belonging and connection



03

Notice absences early



04

Welcome students back



05

Reconnect students with missed learning



06

Communicate with families



07

Identify barriers



08

Increase support when attendance concerns persist

Increasing Support as Need Increases



TIER 1: ALL STUDENTS

Prevent • Connect • Reinforce

- Attendance messaging and expectations
- Posters and schoolwide communication
- Positive recognition
- Teacher awareness and monitoring
- "Welcome Back, I am Glad You Are Here" attendance pads
- Student/teacher plan for missed learning
- Family communication
- School engagement and belonging

TIER 2: EMERGING CONCERNS

Understand • Intervene • Support

- Review attendance patterns
- Student/family conversations
- Identify barriers
- Counseling/MTSS supports
- Academic supports
- Check-ins with trusted adults
- Individual attendance strategies
- Attention, when appropriate

TIER 3: CHRONIC CONCERNS

Individualize • Coordinate • Monitor

- Individual attendance plan
- Attendance team/MTSS involvement
- Regular progress monitoring
- Family meetings
- Coordinated academic/social-emotional supports
- Community/external supports as appropriate
- Administrative intervention

Reconnect First



STANDARD RECONNECTION PROCESS

Step-by-step response to student absence

- 01** Student is absent
- 02** Welcome the student back
- 03** Teacher identifies what was missed
- 04** Student and teacher make a plan
- 05** Student completes/reconnects with learning
- 06** Done / Reconnected

IF CONCERNS CONTINUE

Targeted & Tiered Escalation Pathway

- 01** Additional support
- 02** Family communication
- 03** Identify barriers
- 04** Tier 2 interventions
- 05** Attention when appropriate
- 06** Individualized supports as needed

Monitor • Adjust • Improve



DISTRICT MEASURES

Baseline targets & performance indicators

Average Daily Attendance Baseline:

94.2% → Goal: 95.2%

Chronic Absenteeism Baseline:

19.7% → Goal: 16.7%

- Number/percentage of chronically absent students receiving documented interventions
- Attendance patterns by campus/grade level
- Number of students improving after intervention
- Patterns in excused/unexcused absences and tardiness
- Student/family barriers identified through intervention

THEN WE WILL ASK:

Continuous evaluation & reflection pathway

- What is working?
- Where are students still struggling?
- What barriers are we seeing?
- Do interventions need to increase, decrease, or change?

Thank you

- Next Meeting
- Any Questions?





October 8, 2026

Dear Board of Education Members:

We need to take a step back and ask ourselves an important question: What do we really want for our students, our staff, and our community?

I think it is important that we remember where we have been.

We have been through a leadership change before. We previously had an administrator who, from the perspective of many staff members, did not provide the level of support, communication, or accountability that we needed.

We welcomed new leadership.

Today, we have an administrator who has demonstrated many of the qualities that staff have said they wanted in a leader. The administrator supports staff, values their ideas and input. Our administrator listens, is approachable, willing to receive feedback and holds people accountable. This administrator works to support students and families and has demonstrated that they want to be part of this district and continue growing with us.

And yet, here we are again, facing calls for another change in leadership.

I believe we need to ask ourselves honestly: If we wanted supportive leadership, staff voice, communication, and accountability, why are we now considering removing an administrator who is providing those very things?

That does not mean everything is perfect. No administrator, teacher, or staff member is perfect. We all have areas where we can improve. But there is a significant difference between having concerns that can be addressed and deciding that someone should no longer have the opportunity to lead.

If there are concerns, let's address them. If there are areas where administration needs to improve, provide honest feedback and allow an opportunity for improvement. If accountability is needed, then let's have accountability, not division.

We should not repeat the cycle of changing leadership every time there are disagreements or dissatisfaction with a decision. Leadership requires the ability to listen, communicate, make difficult decisions, receive criticism, and continue moving forward.

Our current administrator has shown a willingness to do those things.

They are saying, I want to stay. I want to work with you. I welcome your feedback. I am willing to improve, and I am willing to hold people accountable.

That should be viewed as an opportunity for our district, not a reason to push someone out.

Our students deserve consistency. Our staff deserves leadership that supports and values them. Our community deserves leadership that is willing to listen, engage, learn, and improve.

I am asking everyone involved to step away from the negativity, division, and personal conflicts and look at the bigger picture.

Are we truly looking for better leadership, or are we once again allowing disagreements and individual dissatisfaction to lead us toward another change?

We may not agree on everything, and we don't have to. We are human. But we can agree that we want our school to be the best it can be.

We have an administrator who wants to be here, wants to work with us, values staff, supports students, welcomes feedback, and is willing to grow.

Let's give this administrator the opportunity to do exactly that.

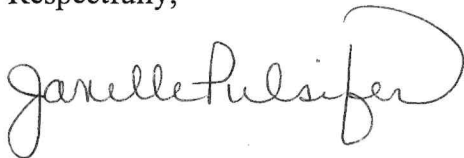
Let's choose collaboration over division, growth over resentment, accountability over blame, and stability over unnecessary change.

We have an opportunity right now to make things better.

Let's learn from our past rather than repeat it.

I respectfully request that this letter be submitted into the minutes of the Board of Education meeting.

Respectfully,

A handwritten signature in cursive script, reading "Janelle Pulsifer". The signature is fluid and elegant, with a large loop at the end of the last name.

Janelle Pulsifer

10/8/26

Good evening. My name is Karlee Ashe.

I stand before you tonight not to be angry, aggressive, or confrontational. I stand here, once again, as a mother asking for change.

But tonight, I want to address something personal.

Since speaking at the last board meeting, I've lost friendships. I've been ignored, judged, isolated, and made out to be the problem simply because I chose to speak up.

Let me make something very clear. Advocating for my children does not make me the problem.

I am a daughter, a wife, a business owner, a friend, a committed community member, and most importantly, a mother.

I'm the person who, at two o'clock in the morning, may be in the back of an ambulance helping someone you love.

I'm the person answering the phone when your vehicle breaks down, your tire goes flat, or your family is involved in an accident.

I'm the person helping plow your driveway or lending a hand when someone needs it.

And so much more.

I've spent my life showing up for this community, never expecting anything in return.

But I certainly never expected to lose people's respect for standing up for my children.

I often say, "I'm just a mother."

But I'm not just a mother anymore. I'm an advocate. An advocate begging for the bare minimum.

A proper education. A safe learning environment. A district where parents can speak without fearing retaliation, harassment, or targeting of their children.

I'm not asking for special treatment. I'm asking for what every child deserves.

And I need you to understand something.

I never wanted to become this version of myself.

I never wanted to stand at this podium, meeting after meeting, begging people to listen.

I never wanted my children to watch their mother become emotionally exhausted fighting for things that should never have required a fight.

But what choice does a mother have when staying silent means allowing her children to continue hurting?

I remember walking these very halls as a student. I remember feeling like I belonged. Like this school was part of a community that cared.

And it absolutely breaks my heart that I cannot give my children that same feeling.

I don't need everyone to like me. I don't need everyone to agree with me.

But behind the mother some may see as difficult is a human being who is tired, hurting, and desperately trying to protect her children.

I don't want to fight this district.

I want to believe in it again.

I want good change. Meaningful change. Change that rebuilds trust instead of destroying it.

I don't want to stand here month after month repeating the same concerns.

I want to stand here someday and say, **"Thank you. You listened. You cared. And you made a difference."**

I've spent countless nights, weekends, holidays, and early mornings answering the calls when this community needed someone.

And tonight, for once, I'm the one asking for help.

Not for myself.

For my children. For every struggling child. And for every parent too afraid to stand here this evening.

Because I've spent my ENTIRE life answering the calls when this community needed help.

Tonight, I'm asking you to answer mine.

Thank you.

I formally request that the contents of this public comment be documented, as written, in the October 8, 2026 school board meeting minutes.

Karlee Ashe

September 25, 2026

To Whom It May Concern:

Over the course of our administrator's time at Boquet Valley, the support staff has had the opportunity to see the dedication and care our administrator brings to our school each day. He has become an important part of our school community, and we truly appreciate the leadership, kindness, and support he shows to both our students and our staff.

As support staff, we especially appreciate feeling seen and valued. Administration understands that the people working behind the scenes are an important part of the school family, and that means a great deal to us. Whether it is a quick conversation in the hallway, a kind word on a difficult day, or simply taking the time to listen. Those little things make a big difference.

We are given opportunities to contribute more of ourselves and incorporate our ideas into our school community. Whether it is fresh paint, word walls, math facts on the stairs, the Story Walk, forming MERT, or the many other ideas we have shared to help our district run smoothly, keep us safe, or make everyone feel welcome, our thoughts are valued by our administrator. We appreciate knowing that our voices matter and that we are encouraged to play an active role in making our school a better place for everyone.

We see the genuine care our administration has for our students and for the people who make up the Boquet Valley school community. No school year is ever without its challenges, but having a leader who is present, approachable, and willing to work through those difficult times with us, makes a meaningful difference.

We hope our voices are heard and valued here and the Board of Education grants tenure to our administrator who has earned our trust and support. We hope to continue working with him to move forward together, as we are grateful for the leadership he provides and the positive presence he brings to our school.

With our sincere support,

Boquet Valley Support Staff Association

Janelle Pulsifer
Craig O'Leary ^{Cum}
Rachel Polston

Stacy Pulsifer

Sasha Pulsifer
Lommie (Dubu)
Stevi McCann
Carol Baker

Mark J Evans
Thomas A Keck
Salle Duso

LARRY COONEY
Cara Graves RN
Melissa J Pierce
Michael Reusser
Deborah D Olsen RN
Rand Kim

Janelle Pulsifer
Craig O'Leary ^{Cum}
Rachel Polston

Stacy Pulsifer

Sasha Pulsifer
Lommie Arbin
Stevi McCann
Carol Baker

Mark J Evans
Thomas A. Keck
Salle Duso

Larry Cooney
Cara Graves
Melissa J Pierce

Deborah D. Olsen RN
Robert Keck

October 8, 2026

Dear Members of the Board of Education:

I appreciate the opportunity to speak tonight, as it is only fair that experiences from the inside of our campus are heard.

It has been difficult to work in this building with some negative staff, attend Board of Education meetings, and read the ongoing negativity surrounding Lake View Campus on social media. As someone who works here and cares deeply about our school community, it is discouraging to see so much attention focused on a small minority of voices that are dominating the negativity, while the many positive experiences of our staff, students, and families who support what we are doing at Lake View exponentially outnumbers the negatives ones. I believe it is important that the Board consider the complete picture of what is happening within our building and recognize the many people who come to work each day committed to supporting our students and one another.

Every child's well-being, education and voice matters. Each day I get to experience students who feel safe, loved, supported and celebrated. I see the excitement of our students, whether it is learning something new in class, receiving a Griffin Gram, being Student of the week, choosing a free book from the Scholastic Book Fair, thanks to an anonymous donor, being part of Student Council and putting on a dance routine at our monthly assembly or enjoying the Story Walk. These are just a few of the many things that take place in our school and the many things that others have come to board meetings to speak about.

There are great things happening at Lake View, but if you are not speaking to all members of the district, and only a select few, it is unfair to make any decisions based on only their views. Important decisions should reflect the voices of the entire district, not just those you choose to hear.

I respect that parents and staff have the right to bring forward concerns, and every concern deserves to be heard, though the proper channels of communication are not being followed. Complaints are being shared privately with individual Board members or publicly through social media.

My experience with our administrators is very different from what has been voiced by very few individuals who have come before the Board at public meetings to share their concerns directly.

I have attended many Board of Education meetings where multiple parents, staff and community members have taken the time to publicly speak about the many positive things happening within our district, including the work of our administrators and staff here. These individuals have made the effort to attend meetings, speak publicly and share firsthand experiences.

For more than 3 years, I have seen administrators who care deeply about our students, staff, and our school community. I see leaders who are present, approachable, supportive, and willing to listen. I see administrators who encourage staff voice and input and who genuinely want teachers to feel that they are a part of the decisions that affect our school.

It is important to recognize that many of the same negative voices calling for leadership changes four years ago continue to call for change today. That perspective should be considered, but it should not be the sole measure of the effectiveness of our school or its leadership. No school should be evaluated solely by the loudest voices in a particular moment.

The negativity affects staff morale. It is beyond frustrating when it has been voiced by some staff, community members and board members that our administrator WILL NOT be granted tenure. Has there already been a vote?

At last month's meeting, a letter was read that stated, "Hold everyone accountable to the policies, procedures, and responsibilities that are supposed to protect students." That sentence resonates greatly with me, as I believe that is exactly what our administration does.

In August, Board of Education approved the Student and Family handbook. On page 15, section D, it outlines the expectations of the principal. D.11 states, "work with district administrators, in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly." Just because a parent or staff member does not like the outcome or consequence and takes it privately to board members or social media, does not make an administrator a bully, narcissist or any other derogatory name they have been called. The administrator is fulfilling the responsibilities the district has outlined and entrusted them to carry out and is doing the job they were hired for.

Administrators are required to make these decisions while balancing the needs of students, families, teachers, staff and our district as a whole.

Disagreements do not mean that leadership is failing. Decisions will never make everyone happy, however, if asking administration to follow policies and procedures, then those decisions need to be respected by students, families, teachers, staff and the Board of Education.

Responsibility, respect, safety and problem-solving are values that should guide all of us. In my letter to the Board last year, I stated that our youngest students are learning each day to be Griffins. I continue to challenge all of you to do the same.

I would like this letter to be submitted into the board minutes.

Thank you,

A handwritten signature in cursive script that reads "Rhonda J. Sloper". The ink is dark and the signature is fluid, with the first name being the most prominent.

Rhonda J. Sloper

October 8, 2026

Dear Members of the Board of Education:

We are writing as members of the school community who have had the opportunity to work closely with our administrator and experience his leadership firsthand.

As you consider tenure, we respectfully ask that you consider the complete picture of our administrator's leadership, professional performance, and contributions to our school community.

We recognize that members of our community may have concerns, and we believe those concerns deserve to be heard and considered. At the same time, individual complaints or public comments represent individual experiences and should be considered alongside the broader body of evidence regarding a principal's performance, leadership, relationships, and impact on the school.

Through our daily experiences, we have personally witnessed a principal who:

- Supports teachers and staff, particularly during challenging situations.
- Welcomes staff input and creates opportunities for teachers to have a voice in our school.
- Mentors and supports new teachers as they grow professionally.
- Works intentionally to build a positive, welcoming school culture.
- Recognizes and celebrates the efforts and accomplishments of staff and students.
- Holds people accountable while remaining approachable, compassionate, and willing to listen.
- Supports students and families while working thoughtfully through difficult situations.
- Takes responsibility when mistakes are made and works toward solutions.
- Encourages collaboration and continually looks for ways to improve our school.
- Demonstrates a genuine commitment to the success and well-being of both students and staff.

We understand that leadership in a school community involves difficult decisions and that not every decision will satisfy every individual. Effective school leadership requires balancing the needs and perspectives of students, families, teachers, staff, and the district while maintaining a focus on student learning and the overall success of the school.

We respectfully ask that public criticism, including comments expressed through social media or other public forums, be considered in the appropriate context and alongside the broader evidence available to the Board. We hope the Board will carefully review our administrator's formal evaluations, professional accomplishments, contributions to the school, relationships with staff, students and families, and the impact of their leadership throughout the probationary period.

We are not asking the Board to disregard criticism or legitimate concerns. Rather, we are asking that all available information be considered carefully and that individual experiences be weighed alongside the full professional record.

Our administrator has invested significant time and energy in this school, our staff, and most importantly, our students. Those of us who work closely with ~~him~~ ^{our administrator} have witnessed that commitment firsthand.

Before making this important decision, we respectfully ask each Board member to consider whether they have had the opportunity to evaluate the complete body of evidence regarding ~~his~~ ^{our} leadership and professional performance, including both areas of strength and areas where growth may still be needed.

We understand that the decision regarding tenure is an important responsibility of the Board. We simply ask that the decision be grounded in documented professional performance, established evaluation criteria, and the principal's demonstrated impact on our school over the course of ~~his~~ ^{their} probationary period.

Please consider the administrator we know through our daily professional experience, while giving appropriate consideration to all information presented to you.

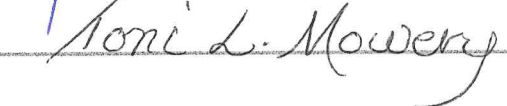
Thank you for your time, your service to our district, and your thoughtful consideration of this important decision.

We ask for this letter to be submitted into the Board of Education minutes.

Respectfully,

Rhonda J. Sloper	Rhonda J. Sloper
Katie Cutcher	Katie Cutcher
Diana M.	Diana Mcnigan
Janelle Pulsifer	Janelle Pulsifer
Jodi Thompson	Jodi Thompson
Kayla Dempsey	Kayla Dempsey
Stacy Pulsifer	Stacy Pulsifer
Kelsey Marvin	Kelsey Marvin
Loraine Hathaway	Loraine Hathaway
Jason Fiegl	Jason Fiegl

Members of the School Community

Don Husner (SRO)	
Rachel Kelston	
J Stites McDaniel	
Toni L. Mowery	

Members of the School Community