

Business Meeting

Monday, March 3, 2025 4:30 PM

Steamboat Springs Middle School, 39610 Amethyst Dr, Steamboat Springs, CO 80487

1. **Business Meeting - Call to Order 4:30 pm**

2. **Pledge of Allegiance**

3. **Roll Call**

4. **Agenda Review - Approval of Agenda**

5. **Consent Agenda Items -**

Pursuant to Policies: EL-7: Treatment of Students, Parents and Community; EL-8: Staff Hiring and Treatment; EL-4: Communication and Counsel to the Board; GP-1; GP-2

5.1. Resignations

5.2. Acknowledge Dismissal of Classified Staff

5.3. Employment

5.4. Substitute Teacher 2024-25

5.5. Substitute Paraprofessionals 2024-25

5.6. Substitute Bus Drivers 2024-25

6. **Approval of Minutes**

Pursuant to Policies: EL-7; GP-1: Governance Commitment; GP-2

7. **Reports and Communications**

Pursuant to Policies: EL-4; GP-1; GP-2 and SSSD Strategic Plan

8. **Community Comments 5:30 pm Approximate Time**

Pursuant to Policies: GP-1: Governance Commitment; EL-7: Treatment of Students, Parents and Community; GP-15: Public Comment and Agenda Items at Board Meetings; GP-15-R: Regulations for Public Comment at Board Meetings. The Board Chair will call for Community Comment(s) relating to items/issues not on the current agenda. The Board Chair will begin by reading this statement:

9. **Action Items**

Pursuant to Policies: GP-1; GP-2; GP-14

9.1. Second Reading and Consideration of Adoption of Revisions to Board Policies B/SR-1, B/SR-2, B/SR-3, B/SR-4, and B/SR-5

Purpose: To consider adoption of revisions to policies as reviewed and discussed by the Board on February 10, 2025

9.2. Second Reading and Consideration of Adoption of a New Board Policy B/SR-6: Community Connections

Purpose: To consider adoption of a new Board policy as reviewed and discussed by the Board on February 10, 2025

10. **Governance Process Policy Review**

Pursuant to Policy: GP-14: Development and Revisions of Board Policy

First Reading/Discussion of Revisions/Adoption of Board Policies:

11. **Board Discussion**

Pursuant to Policies: GP-1; GP-2; GP-3

12. **Board Member Updates/ Comments/Debrief -**

Pursuant to Policies: GP-1; GP-2; EL-4

13. **Plan for Future Meetings**

14. **Adjourn Business Meeting**

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
RESIGNATIONS**

Background Information:

Eric Bender has resigned his position as a math/science teacher and Science Olympiad coach for Steamboat Springs Middle School effective February 25, 2025 following a leave of absence for the 2024-25 school year.

Halli Benson has resigned her position as a Social Emotional Learning specialist for Sleeping Giant School effective June 4, 2025.

Loretta Ellsworth has resigned her position as a teacher for Strawberry Park Elementary School effective February 26, 2025 following a leave of absence for the 2024-25 school year.

Leisy Perez has resigned her position as a special education paraprofessional for Steamboat Springs High School effective February 28, 2025.

Gery Smith has resigned her position as a preschool instructor for Soda Creek Elementary School effective March 10, 2025.

Recommended Action:

Resolved, that the Board of Education accept the resignations of:

Eric Bender
Halli Benson
Loretta Ellsworth
Leisy Perez
Gery Smith

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
ACKNOWLEDGE DISMISSAL OF CLASSIFIED STAFF**

Background Information:

Pursuant to Policy NNP21-A, the Superintendent is required to notify the Board of dismissal of classified staff.

Recommended Action:

Resolved, that the Board of Education acknowledge the superintendent's dismissal of Employee # 026344 effective February 27, 2025.

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025

AGENDA ITEM
EMPLOYMENT OF PERSONNEL

The administration is recommending the following candidates for the 2024-25 school year:

Background Information:

- James Mac - SSHS .5 FTE Assistant Girls Tennis coach 24-25
- Christina (Nisty) Tharp - SGS long-term 2nd grade substitute teacher

Recommended Action:

Resolved, that the Board of Education authorize the employment of the following individuals:

Sleeping Giant School :

Opening created by:

Katelyn Ayala - FMLA

- o Christina (Nisty) Tharp - Long-term 2nd grade substitute teacher 24-25

Steamboat Springs High School :

Opening created by:

Jessica Powell resignation

- o James Mac - Assistant .5 FTE Girls Tennis coach 24-25

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
SUBSTITUTE TEACHER FOR 2024-2025**

Background Information:

The following individual has made application for substitute teaching positions within the Steamboat Springs School District:

<u>Name</u>	<u>Endorsement</u>	<u>Lic/Expir.</u>	<u>Preference</u>
Teutonico, Samantha		3 yr/10-22-27	K-12

Recommended Action:

Resolved, that the Board of Education approve the addition of the following substitute:

Samantha Teutonico

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
SUBSTITUTE PARAPROFESSIONALS FOR 2024-2025**

Background Information:

The following individuals have made application for substitute paraprofessional positions within the Steamboat Springs School District:

Badaracca, Michelle (Mickey)
Chimilio, Jency
Teutonico, Samantha

Recommended Action:

Resolved, that the Board of Education approve the addition of the following substitutes:

Michelle (Mickey) Badaracca
Jency Chimilio
Samantha Teutonico

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
SUBSTITUTE BUS DRIVERS FOR 2024-2025**

Background Information:

The following individuals have made application for substitute bus driver positions within the Steamboat Springs School District:

Badaracca, Michelle (Mickey)
Pritchard, Dan

Recommended Action:

Resolved, that the Board of Education approve the addition of the following substitutes:

Badaracca, Michelle (Mickey)
Pritchard, Dan

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
AGENDA ITEM
SUMMARY**

Meeting Date:	March 3, 2025
Agenda Item:	Approval of the minutes for the Board of Education February 10, 2025 Business Meeting
Presented by:	Secretary to the Board
Core Issues:	GP-19: School Board Meetings
Background Info:	Draft of the minutes is included for review and approval.
Policy Implications:	GP-19: School Board Meetings
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. Approve the Minutes as written. 2. Correct the Minutes then approve.
Backup Memoranda Provided?	Draft of the minutes is included for review and approval.
Recommended Action:	Resolved, that the Board of Education approve the minutes for February 10, 2025, as presented.



STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 BOARD OF EDUCATION BUSINESS MEETING

Minutes
February 10, 2025
4:30 PM

Board Members present: Chresta Brinkman, Kevin Callahan, Lara Craig, Leah Helme, and Katy Lee

District Administration present and presenting: Superintendent Dr. Celine Wicks, Steamboat Springs High School Principal Jay Hamric, Director of Teaching & Learning Dr. Tim Ridder, Strawberry Park Elementary School Principal Eron Haubert, Sleeping Giant School Assistant Principal Karen Draper, and School Improvement Coordinator Anne Barbier

1. Business Meeting - Call to Order

Katy Lee called the business meeting to order at 4:30 pm.

2. Pledge of Allegiance

3. Roll Call

All members present.

4. Approval of Agenda

Lara Craig made a motion and Leah Helme seconded to approve the agenda as presented. The motion passed unanimously.

5. Consent Agenda Items

Background information is provided in Boardbook under item 5.

- 5.1 Retirement
- 5.2 Resignations
- 5.3 Substitute Teachers 2024-25
- 5.4 Substitute Paraprofessional 2024-25
- 5.5 Request for Sabbatical Leave Overstake 2025-26
- 5.6 Acknowledge Receipt of Quarterly Financials through December 31, 2024

Chresta Brinkman made a motion and Kevin Callahan seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 as presented. The motion passed unanimously.

6. Approval of Minutes- January 27, 2025 Business Meeting and Workshop

Background information is provided in Boardbook under item 6.

Katy Lee made a motion and Leah Helme seconded to approve the minutes for the January 27, 2025 business meeting and workshop, as presented. The motion passed unanimously.

7. Reports and Communication

Background information is provided in Boardbook under Item 7.

District Wide Celebrations - Superintendent Dr. Celine Wicks

- Yampa Valley High School - Colorado Mountain College hosted 22 YVHS students on January 31st for an annual event, "College for a Day." Students choose from multiple sessions including Success in the Resort Industry, Modeling a River, and Nursing Simulation lab
- SSHS had two students who went to All State Orchestra in Fort Collins. This is a highly selective group, and it is a huge accomplishment to be accepted, based on auditions that were submitted earlier this school year. Congratulations to Alexander Dismuke and Asher Komor



- The following students will be representing SSHS at the All State Band festive in Greeley on April 6-8. These students were also selected based on auditions. This is the most elite and selective honor band in the state. Congratulations to Alexander Dismuke, Asher Komor, and Olivia Fountain. Thank you to Ryan Seyedian who leads these students at SSHS.
- Congratulations to the following students for qualifying to the state Future Business Leaders Association competition in April: Brynn Rose, Elena Acosta-Pabley, Emma Haubert, Ayla Osowski, Lily Wingard, Natalia Golaszewski, Olivia Golaszewski, Will Hall, and Allie Reznicek; thank you to Matt Erholtz for being an inspiration to the FBLA students
- SSMS - On January 31st, all 7th-grade students participated in the first-ever Winter Skills Outdoor Education Program. Students rotated through 3 stations hosted by Yampatika, Routt County Search and Rescue, and Steamboat Resort Ski Patrol. A big shout out to all these community-engaged organizations for partnering with SSMS and a special thank you to 7th grade teacher Cindy Ruzicka for coordinating this effort for the team.
- SGS would like to celebrate their Spelling Bee participants, competing in front of an audience requires incredible bravery. A special congratulations to the top spellers: Kelley Smith and Rhys Lash; Thank you to Janet Peasley, GT Coordinator, for organizing the Spelling Bee and creating such a positive experience for students.
- Thank you to the SGS School Accountability Committee for hosting the first Parent Book Study on *The Anxious Generation*. The discussion focused on the increasing role of technology in children's lives and its impact on their mental health. Parents engaged in meaningful conversations about fostering resilience, setting healthy boundaries with technology, and the importance of community support in raising well-balanced children. One of the highlights was the positive impact of the school's new cell phone policy, which has helped create more engaged learning environments and improved student focus. Thank you to Anna White for facilitating the discussion and to Elissa Chapman for being such a positive and engaged SAC member.
- SCE congratulations to back-to back- Spelling Bee champion Kaia Shine. Congratulations also to our runner-up Ethan Feyen. It was quite a competition that Robyn Alt and Libby Creamer sponsored again this year.
- SCE 3rd grade students welcomed Casey's Pond residents for a cultural dance performance, lemonade, and cookies. PE teacher Erin Early partnered with Traci Hiatt from Steamboat Dance Theater to teach students various dances from different cultures, which were performed for our Casey's Pond guests.
- SCE 4th grade teachers Kelaine Sowards and Natlie Larson took the 4th grade class to Steamboat Lake for a day of snowshoeing and outdoor educational activities.
- SPE thanks to Kelly Gasau and Sarah LaPine (EB and ELL teachers) who finished up ACCESS proctoring last week.
- SPE shout out to the Kindergarten team of Carol Harris, Mark Simmons, and Desi Wilcox, and everyone at SPE who supports kindergarteners. As a team they have also dug into the PDSA (Plan, Do, Study, Act) forms introduced by the reading consultant, in a thoughtful and intentional way to ensure they are constantly reflecting and improving their instruction for their students. This is evident in their Dibels 8 scores - 39% of their students scored in the At or Above Benchmark at BOY, and at MOY testing, they were at 80%!
- SPE welcome back to the SPE office manager extraordinaire, Erika Cleland, who was on leave. It seems she has not missed a beat and is right back in the groove.
- SPE would also like to celebrate some 4th and 5th graders who went to All-State Chorus last weekend in Colorado Springs: Isa Wilson, Felicity Charoenying, Alice Miller, Emory Butler, Addie Benderly, Kurn Dawson, Dylan Pierce, Chloe Whitlock, Liliana Grathwohl, and Hadley Mahon. Thank you to Corinne Sommereld, music teacher, for creating this opportunity.
- District Office - Thank you to Deb Ginesta for keeping us all organized. So much happens in a single day... it wouldn't be possible to complete everything without her. From preparing Board meeting agendas and setup to handling meeting communications, Deb works tirelessly behind the scenes to ensure everything runs smoothly.

Steamboat Springs High School Spotlight - SSHS Principal Jay Hamric, students and coach

- Presentation is included in Boardbook for review
- Together we S.A.I.L. - Spirit-Accountability-Inclusion-Leadership
- Ricky Hernandez - School Spirit and Culture & Climate - one big family; building connections and the freedom to express ourselves in school; SSHS has a strong support system; honored to have student body represented; ability to connect with the Board, parents, and the community; have students voices be heard
- Izzy Hamric - Pep Rally and school events - students asked for more spirit opportunities; created a new pep rally for Snowcoming Week through the student leadership and the Make a Wish Foundation; events engage more people and unite them
- Madelyn Erps - Cell Phone Update - The new cell phone policy is a good compromise for our district; everyone seems happy with the new normal; kids are interacting with each other in the commons area



- Jackson Hammond-Furst -Restorative Practices - new approach with accountability projects; students have the opportunity to reflect on what they did, what they learned and who was impacted by their choices; this allows students to remain in school while reflecting on their actions
- Miela Brinkman and Stella Croft - Students for Social Justice Club - action based student club that meets weekly; recently did a presentation to middle school students about antisemitism; teaching students about hate speech and its impact
- Gabriela Garcia Armendariz - CTE Engineering - taking the course at the Hayden School District; will be able to get an engineering certification while taking hands on classes
- Edgar Rodriguez - Newcomer Program - opportunity for Latino students; provides supports with programs; school is great
- Lucas Russell - Student Athlete and peer mentor; provides opportunities for student leadership; trust your teammates and believe in doing a good job; able to coach my friends in social situations; True North program helps with job skills, builds independence; offers first aid and CPR and the ability to continue to take college classes
- Jack Fisher - Concurrent Enrollment - full time student at CMC; classes are transferable and I have saved money on book fees; classes will transfer to CU Boulder and I will have saved \$15K in tuition; prefer the option of taking college classes over AP classes
- Wendy Hall - Volleyball coach - retired teacher - Luke DeWolfe deserves a lot of credit for S.A.I.L. being an important part of the athletic program at SSSH; creates team spirit and culture and teaches expectations for athletes on how to treat each other and maintain a positive attitude; students learn accountability through contracts; coaches hold students accountable and athletes hold other athletes accountable; Inclusion is evident in our development team; Maddie Labor created the concept of Senior Mom program where seniors include 9th through 11th grade players in team dinners and other social activities that break down walls between levels and ages; Leadership is shown through projecting self confidence, being heard, and treating younger students with respect and everyone is equal; many players have come back to coach
- Dr. Celine Wicks - to the students - You are the future and you are amazing; Wendy Hall is a SSSH graduate, retired teacher and long-time volleyball coach; Principal Hamric and the Admin Team - congratulations for the changes you have made at SSSH
- Chresta Brinkman - It is our privilege to hear about your experiences at SSSH and everyone has a different story to tell about their experiences; would love to connect with Ricky to talk more about the Sailor Senate
- Kevin Callahan - Appreciate that all of you were at the meeting tonight and showing your pride for your school and supporting each other; programs and athletics change the culture of the high school; you are setting the tone for what you are doing at SSSH and next year
- Katy Lee - It's amazing to see how much progress you have made in a short amount of time; it's impressive all the work that's gone into the CTE community
- Leah Helme - Thank you all for being here and all the work in your community
- Lara Craig - Thank you to Jay and the Admin Team

Strategic Plan Focus Area One Update - Director of Teaching & Learning Dr. Tim Ridder, School Improvement Coordinator Anne Barbier, Strawberry Park Elementary School Principal Eron Haubert, and Sleeping Giant School Assistant Principal Karen Draper

- Presentation is included in Boardbook for review
- Focus Area One: Learning experiences that support students to reach their full potential
- Strategic Goals: By June 2025, at least 75% of SSSD students will meet or exceed expected academic achievement above 50th percentile Academic Growth Measures according to assessments. (SAT Suite, NWEA, iReady, and CMAS)
- Focus of the PLC work is how can we move our kids forward
- SSSD has strong and diverse programming that meets the needs of all students including Special Education, Gifted and Talented, and emerging bilingual learners
- 2023-24 Accomplishments- hired a preschool director; evaluation of program effectiveness (GE, Special Education, CTE); new Student Information system (ALMA), and Early Literacy Grant year 2 - students showing well above average progress
- Program Enhancements - creating profiles for small group literacy instruction; 4th-12th grade Language Arts curriculum review; Math - Grades K-5 representatives met with iReady Math consultant to plan units, focusing on strategies to improve alignment, support student prerequisites, and provide enrichment opportunities; Elementary schools focusing on Building Thinking Classrooms in mathematics, implementing practical strategies to boost student engagement and deepen understanding in math; middle and high school administrators held discussion about training and development



opportunities for secondary teachers in Carnegie Learning platform to enhance math instruction; Emerging Bilingual and Biliteracy Programs are participating in curriculum review process

- Gifted Education - Enrichment activities - getting kids involved and expanding opportunities for diverse students; GEAC is seeking to bring in parents and actively engaging in initiatives to support staff development
- Special Education - hired Special Education Coordinator Brooke Mayrand who is meeting with lots of people and attending meetings to provide leadership; new IEP platform ENRICH designed to centralize and manage all aspects of students' special education plans - reports are easy to review and read; providing professional development for paraprofessionals and service providers; Kristen Atwood and Karla Setter are leading the SEAC (Special Education Advisory Council) and actively engaging in initiatives to support staff development and increase parent involvement
- Professional Learning: Early Literacy Grant - on-going learning with K-3 teachers, interventionists, and administrators centered on building sustained high quality reading instruction based on the Science of Reading; Ed Camp - choice-driven and collaborative professional development opportunity for staff - approximately 18 topics were offered during the last session; High Impact Instruction - a district-wide group is collaboratively defining effective teaching and learning practices; PLCs- across all buildings are functioning effectively, fostering collaboration with a clear focus on student learning
- Systems Enhancement - multi tiered systems of support for enhancing the implementation of evidence-based practices to achieve important outcomes for every student including academics, behavior, attendance, and social emotional/mental health
- Curriculum Enhancement - ELA (Reading) grades 4th and 5th, ELA Grades 6th through 12th, Health Education, World Languages, and Emerging Bilingual and Biliteracy Programs are currently undergoing a curriculum review; developing a comprehensive curriculum mapping structure for grades K-12
- Goal 2 - Inclusive Communities of Learning- SSSD staff and leadership trained in culturally responsive teaching practices; implemented strategies to increase diverse representation; staff provided opportunity to pilot a Home Visit Program
- CCRTL - continue to train and implement culturally responsive teaching practices; training with Dr. Hollie with all staff; Leadership Academy for administrators with individualized coaching; resources for building professional development; book studies; UIP integration; Instructional Coach support
- Student Access: SSSD will continue to research, develop, and monitor strategies to increase diverse representation in advanced courses, GT programs, CTE programs, extracurricular programs/sports, and post secondary enrollment
- Diverse Representation - Family Outreach - SSHS hosted 2 meetings for families of EB with presentations in Spanish; collaborating with CMC to provide transition programming for EB students to enhance readiness and success in college classes; developed tools to explain programming, benefits, long-term connections, and available opportunities for Career and Technical Education (CTE); GE focus university - identifying our first psychomotor-gifted student; work includes developing identification of robust programming for psychomotor giftedness and expanding identification practices and programming to include students excelling in arts, creative thinking, and other underrepresented areas
- Home Visit Program - 166 visits in 2023-24 with 97 visits mid year this year
- Leah Helme - I would like to see the evaluation and surveys of programs; thank you for all the training that is provided for staff
- Lara Craig - Thank you for all the data and tracking information; amazing things are happening in our schools; We are doing a great job in early literacy; Can we improve our program for Grade 4 and beyond and give teachers tools to continue growth? Karen Draper - Literacy coaches are working with 4th & 5th grade teachers doing profiles and reviewing data; Anne Barbier - using curriculum mapping in other grade levels and working on alignment
- Lara Craig - How are we incorporating Science of Reading? Are we delving into best practices? Eron Haubert - Student Leadership Team is reviewing trends to help determine what professional development we need and literacy coaches are doing research and meeting with staff
- Lara Craig - Teachers have a lot of choice with professional development and that can get in the way of systematic implementation; Dr. Wicks - We are working on district level training
- Lara Craig - GT growth scores are lower than they have been in a while; We need effective programming; Dr. Ridder - We are reviewing this data; Kristen Atwood - GEAC is reviewing thoughtful programming and next steps; staff is asking for more differentiated professional development
- Lara Craig - please share the GEAC survey with the Board
- Kevin Callahan - Where are growth moments? Growth pains - where are they and share information with the Board
- Chresta Brinkman - Thank you for the data and working through it with the Board



- Izabela Banas-Golaszewski - public comment - Why was the high school not represented on the Strategic Plan report? Concern about changes at SSSH- parents haven't been informed or consulted; Dr. Ridder - SSSH principal is part of the Focus Area Two team

Chresta Brinkman made a motion and Leah Helme seconded to acknowledge receipt of reports and communications as presented by the superintendent. The motion passed unanimously.

8. Public Comment - 6:12 pm

Scott Kemp - SSSH parent - I support keeping zero hour at SSSH; administration should get parent input before making a decision; equity does not mean taking away from others

Gillian Morris - SSSH parent - Disappointed with leadership and zero hour decision; students value in person learning; what kind of cultural change do we want for students; we all have different learning styles

9. Action Item

9.1 Consideration of Adoption of Resolution 2025-02-01 in Support of Adequate and Equitable Funding of Colorado Public Education

- Copy of Resolution is included in Boardbook for review
- Resolution was created by Lara Craig and Leah Helme for Board consideration

Katy Lee made a motion and Chresta Brinkman seconded to adopt Resolution 2025-02-01 in support of adequate and equitable funding of Colorado public education, as presented.. The motion passed unanimously.

10. Governance Process Policy Review

- Kevin Callahan and Leah Helme reviewed Board policies and compared them to Colorado Association of School Board (CASB) sample policies
- This will be the first reading of Board/Superintendent Relationship policies based on revisions to match CASB policies and consideration of new policies based on CASB recommendations
- B/SR-1: Global Governance Management Connection- Lara Craig - would like to remove the word "sole"; the other Board members did not want to remove; other changes were to formatting
- B/SR-2: Unity of Control - no changes to revisions
- B/SR-3: Accountability of the District Superintendent - no changes to revisions
- B/SR-4: Delegation to the District Superintendent - add comma after "practices" in item 3; add "of authority" in item 4
- B/SR-5: Monitoring District Superintendent Performance - add "to" in item 1; 2.c. should be "designated"; 5.b. - should be "Ends" in place of "end"
- B/SR-5-E: Superintendent Formal Summative Evaluation - new policy for consideration of adoption - Katy Lee recommended not adopting; We have a tool as a practice to use instead of a policy; We should document which policies we are monitoring as we go through each Board meeting
- B/SR-6: Community Connections - new policy for consideration of adoption - no changes to the policy presented; Board will adopt at the next meeting

11. Board Member Updates/Comments/Debrief

Lara Craig

- Attended the GEAC meeting; reviewed survey results; will share summary of research with Board
- Worked with Leah on the Equitable Funding Resolution

Kevin Callahan

- Worked with Leah on policy review
- Having conversations with community members
- Attended the Sleeping Giant field trip

Chresta Brinkman

- Having zero hour conversations with parents



- Attended the YVHS event at CMC
- Attended basketball games and Dance Team performances
- Appreciate that the schools are inviting us to attend events
- Appreciate Shelby DeWolfe and her work with mental health support in our district

Leah Helme

- Worked with Kevin on policy review
- Attended CASB Day at the Capitol event - met with Megan Lukens to discuss the Adequacy Study
- Attended Town Hall focused on investment in education

12. Plan for future meetings

- November Election Candidate Recruitment - Board Discussion - March 3
- Strategic Plan Focus Area 2 Update - March 3
- DAC Update - March 3
- DAC Update - March 17
- Cell Phone Update - May 5
- DAC Update - May 19
- Transportation Update - April meeting
- Board Policy Review - Executive Limitation policies at March 3rd Board meeting - first reading
- Monitoring of Board Policies Discussion - March

Coffee with the Board - Off the Beaten Path Bookstore

- March 12 at 11:30 am - Lara Craig and Kevin Callahan
- April 9 at 4:30 pm - Leah Helme and Katy Lee
- May 14 at 11:30 am

13. Adjourn

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 6:55 pm.

Board of Education Business Meeting minutes for February 10, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on March 3, 2025:

Katy Lee, President

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025

AGENDA ITEM
REPORTS & COMMUNICATIONS

Reports & Communications

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- Housing Update - Superintendent Dr. Celine Wicks
- FY26 Budget Guiding Principles - Director of Finance and Operations Stephanie Juneau
- District Accountability Committee Update - DAC Chair Julie Tourigny
- Strategic Plan Focus Area Two Update - Director of Teaching & Learning Dr. Tim Ridder, SSSD Principal Jay Hamric, Mental & Behavioral Health and Restorative Practices Manager Shelby DeWolfe, SCE Principal Amy Bohmer, and SSSD teacher Kirsten Brendtro

Action: Acknowledge Receipt of Reports and Communications as presented by the superintendent and staff.

Steamboat Springs School District Re-2

FY25-26 Budget Process & Timeline

Guiding Principles

- Follow Strong Fiscal Responsibility Practices for a Public Entity
 - *Have sufficient fund balance available for cash flow during the months July-March, when expenses are more than revenues*
- Needed and wanted resources will outweigh available resources
 - *Achieve a balance between compensation and program maintenance*
- Remain true to our core beliefs (mission, vision, commitments, and ideals)
- Strategic Plans, State/Federal mandates and UIPs will guide our decisions.
- District Programs and Services will be considered for redesign, reduction, supplementation, or elimination using our core beliefs

Trends Affecting Funding

- Funded Pupil Count (FPC) change.
 - Use historical cohort data to develop a range of growth.
- State Funding Per Pupil Funding (PPF)
 - Amendment 23 growth rate, which grows PPF by C.P.I.
 - New Finance Formula causing much uncertainty
 - Late March, the March Forecast will be published and the legislature will use those numbers to build the State Budget
 - State will provide the estimated PPF between late April and late May.
- Education Fund Board
- Federal Funding likely to decrease

Trends Affecting Expense

- Compensation to be negotiated
- Health insurance costs increasing
- Supply and purchased services costs are increasing
- Liability, workers comp insurance, and utility expenses continue to increase
- Decreased projected Funded Pupil Count likely to affect staffing

Preliminary Timeline

- January
 - Introduce guiding principles to the Administrative Team
 - Discuss and forecast student count and effect on staffing

- February
 - February 6 meet with SSEA
 - February 12 meet with DAC regarding preliminary budget priorities
 - Begin developing FY26 priorities with the Administrative and School leadership teams

- March
 - March 3: Discuss FY26 guiding principles and trends with BOE
 - March 12: DAC discussion of FY26 budget priorities
 - March 17: DAC presents FY26 budget priorities to BOE
 - March 19: Education Fund Board sets preliminary budget for FY26
 - CDE will give guidance on the estimate of State Funding following the State's March Forecast
 - Finalize student count estimates for FY26 Budget
 - Meet with SSEA

- April
 - Continue developing FY26 priorities with BOE, Admin Team, School leadership teams, and DAC
 - Continue staffing process
 - Meet with SSEA

- May
 - Meet with the Education Fund Board May 7 to present FY26 request
 - Legislature finalizes State Funding for Schools
 - Meet with SSEA
 - May 19: Present Proposed Budget to BOE, per State statute

- June
 - June 2: Public hearing of proposed budget
 - June 16: Adopt FY26 budget and appropriate dollars by fund

Focus Area Two:

Building Skills for Students' Lives and Futures



Priority 1: Thriving Students

Steamboat Springs School District students build social and emotional skills that foster student accountability, respect for differing opinions, opportunities to learn in relationship-rich environments, and have a mental and behavioral system of support.

SSSD will have a consistent and comprehensive mental and behavioral health system that leverages the evidence-based data from a universal screener to consistently identify and address Social Emotional Learning (SEL) challenges and celebrations.



School Behavioral Health Services Framework

Linking with Systems of Care

Adequate Information Sharing
Strong Communication Loop
Warm Hand-Off
Wraparound Services
Youth-Driven and Family-Guided Services



Tier 3 FEW

Crisis Response
Re-entry Plan
Individual/Group Counseling/Therapy

Tier 2 SOME

Progress Monitoring
Evidence-Based Interventions

Tier 1 ALL

Referral Process
Behavioral Health Screening
Social, Emotional Learning Opportunities
Positive Behavior Supports

FOUNDATION

Family-School-Community Partnerships
Mental Health Stigma Reduction Staff Professional Development
Positive School Climate and Culture Accountability Systems
Data-Based Decision Making



**District and School Teams
Drive the Work**



Integrated into academic and behavior systems

Infused with the guiding principles of trauma sensitive schools

Continuum of mental health supports

Collaboration

Needs assessment and resource mapping

Mental health referral pathways

Sustainability

Data



Tier 3: 114

**Intensive Individual/Family therapy
through school based therapists/social
workers**

Tier 2: 243

**School Social Workers - typically for shorter term intervention and/or complex care coordination,
community resource connections. - On-site school Interventions and individualized therapeutic
supports.**

**Northwest Colorado Health Youth Resiliency Program - small group and individual sessions.
School Based Mentors - individual student supports for academics & social/emotional skill building**

Professional School Counselors: Targeted short term individual and small group interventions

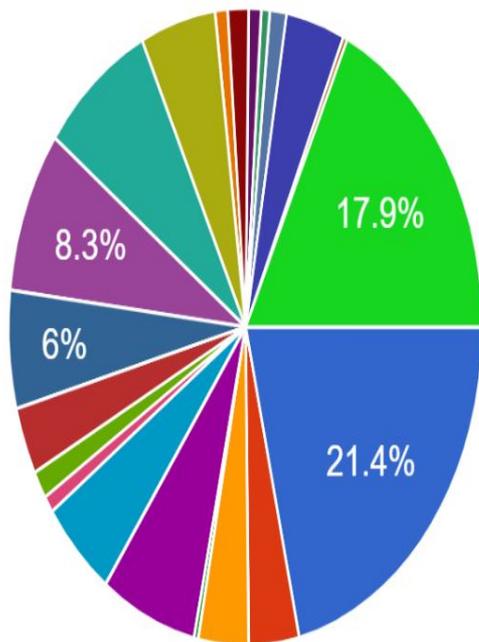
Tier 1: 2,523

**School Counselors - Academic, Career & Social Emotional Development For ALL Students this includes
social emotional learning and prevention education**

**Community partners and SEL teacher support social and emotional learning for all students through
classroom visits (i.e. suicide prevention, youth resiliency).**

Please select the specific Tier 2 or 3 service you are referring to:

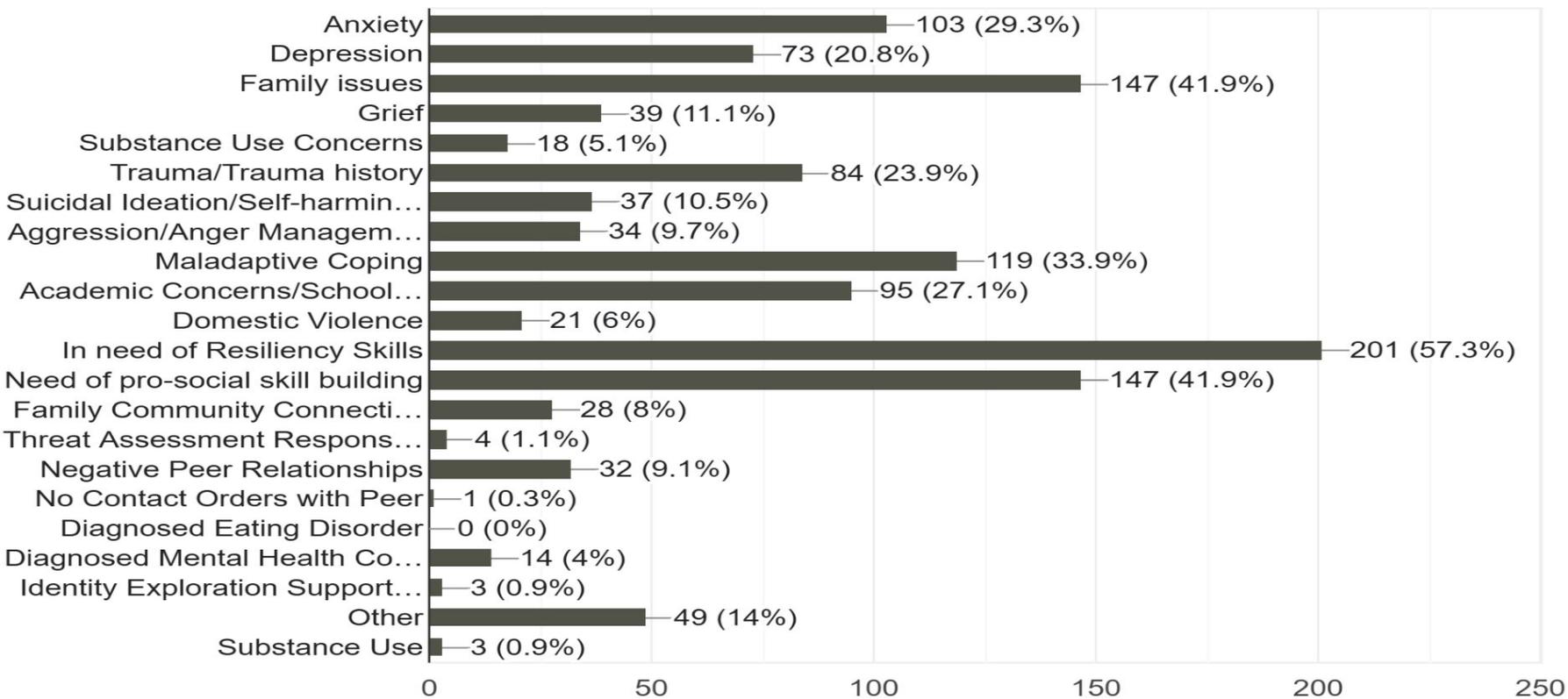
351 responses



- Tier 2 Northwest Colorado Resiliency...
- Tier 2 School Based Mentor
- Tier 2 SCE School Health Professiona...
- Tier 2 SCE School Health Professiona...
- Tier 2 SPE School Health Professiona...
- Tier 2 SGS School Health Professiona...
- Tier 2 SGS School Health Professiona...
- Tier 2 SSMS School Health Professio...

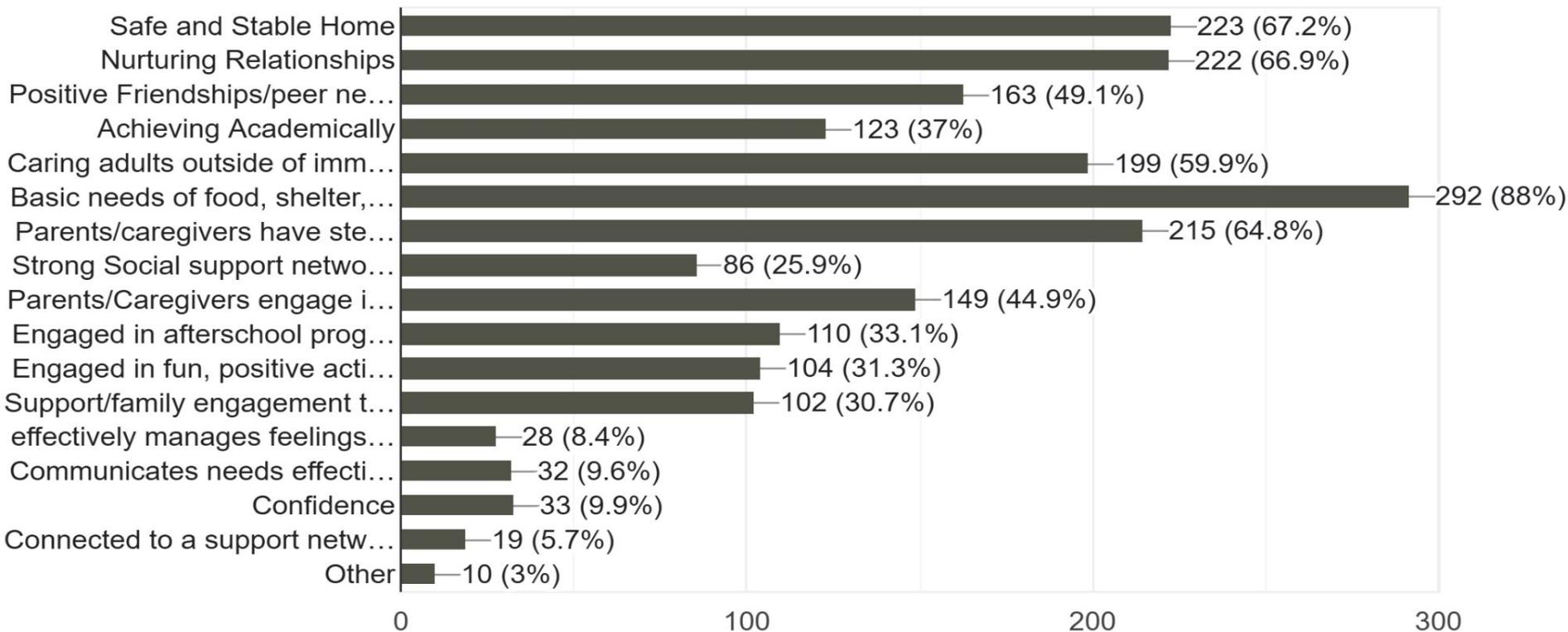
Identified Mental Health Concern/Reasons for referral: (check all that apply)

351 responses



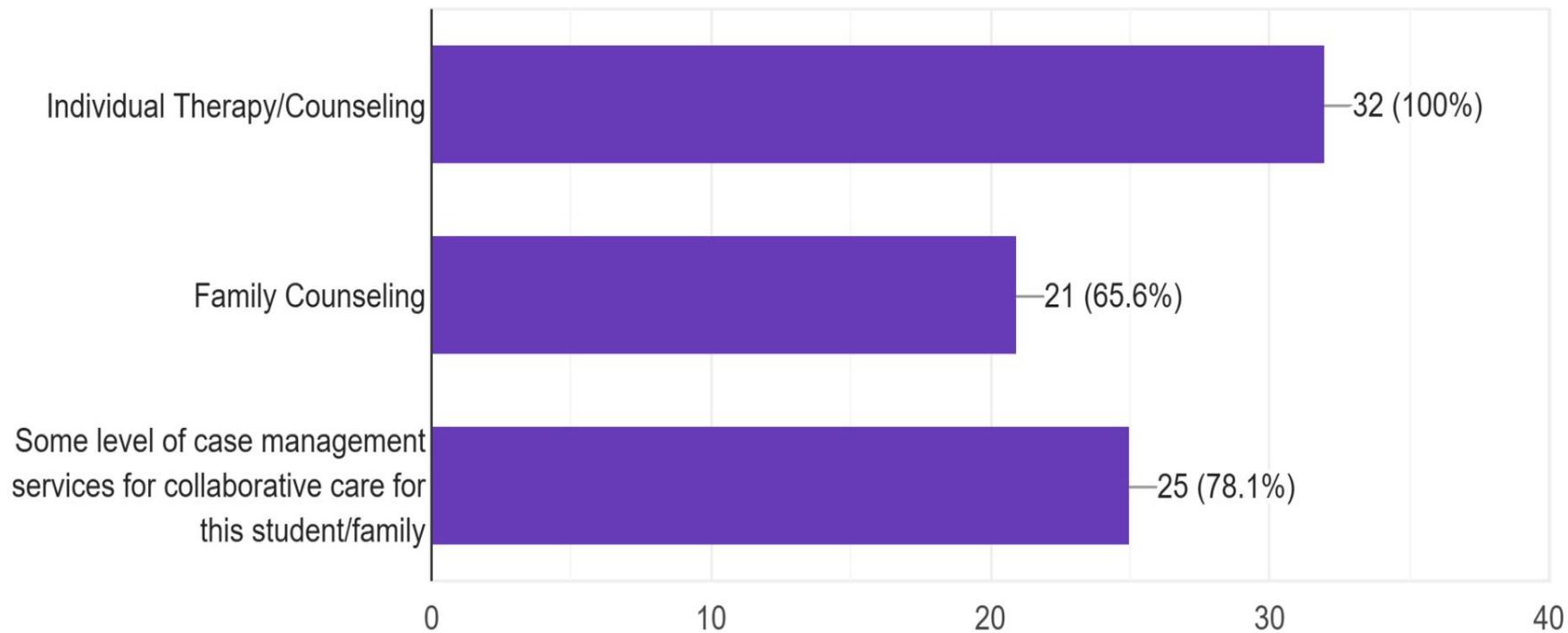
Please check all known Protective Factors

332 responses



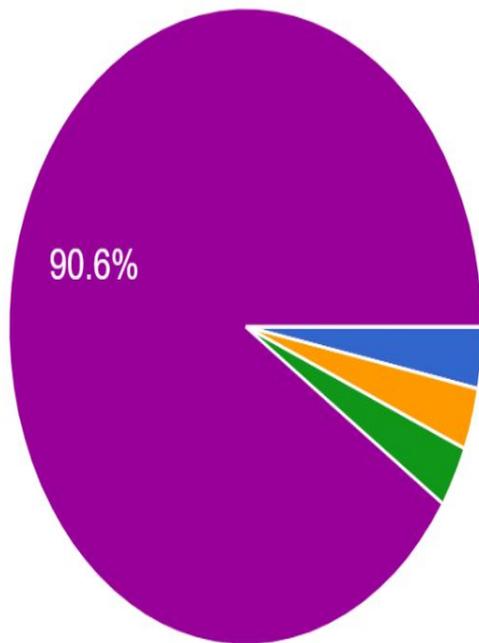
This student receives or received the following services: Check all that apply

32 responses



This student....

32 responses



- Has transitioned to a lower level of care
- Has Transitioned to a higher level of care
- Is ready to transition to a lower level of care
- Is no longer in need of therapeutic Services at this time
- Has active Treatment goals and is in t...
- Has successfully completed services
- Has unsuccessfully completed services...

Data Sustainability & Advancements

- **Tiered Data**
- **Increased SBT on contract**
- **Increased Modalities**
- **Contract with NCH**
- **Interns Practicum students**
- **Clinical Supervision**
- **Contracts & Partnerships**
- **Staff Wellness and MH Supports**



New Implementation Timeline for the BIMAS 2

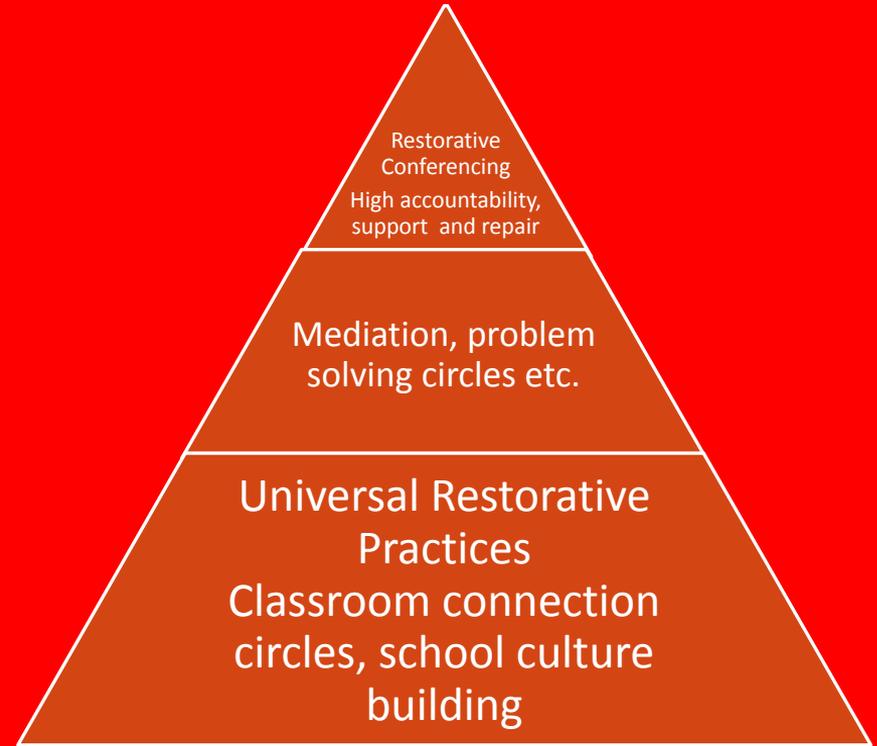
By June 2025 the BIMAS - 2 will be ready to be used universally in alignment with sustainable comprehensive mental health supports.

By June 2026 data from the BIMAS will be consistently used to progress monitor SEL and identify needed behavior interventions.



Update:

- **District implementation team is highly effective in keeping all schools moving forward with RP initiatives and creating collaboration and alignment.**
- **On-going Professional Development**
- **Alignment and integration with Discipline**
- **Accountability Projects**
- **Continuous evaluation and implementation**
- **RP is a part of our Culture and Climate**



Priority Area 2: College & Career Readiness

Strategic Goal

By June 2027, 100% of SSSD students K-12 have access to a meaningful and relevant curriculum and experiences that aligns to local, state, national and global college & career opportunities including STEM, Career and Technical Education (CTE), Performing/Visual Arts, Business/Entrepreneurship, Medical, Sustainability, etc.



**ALIGN COURSE OFFERINGS
TO DEVELOP MORE
COHERENT CAREER AND
COLLEGE PATHWAYS**



100% OF SSHS STUDENTS

will have individual career
and academic plans that
support them to access
high-quality career
pathways.





Launch communications effort to educate students, families, and community partners about CTE



Train SSSD educators on career pathways and CTE



2025-2026

SSHS CTE





2025-2026 CTE Pathways

Natural Resources

- Plant & Animal Science
- Natural Resources & Environmental Science*
- Natural Resources Internship

*Ducks Unlimited Ecology & Conservation Management Certification
*Seal of Climate Literacy

Outdoor Recreational Leadership

- Backpacking & Outdoor Leadership (CE)*
- Wilderness Route Finding (CE)
- Bicycle Mechanic (CE)
- Ski & Snowboard Technician
- Outdoor Recreation Leadership Internship

*Leave No Trace Certification

Engineering

- Principles of Engineering
- Applied Engineering
- Engineering CAD*
- Engineering Internship

*SolidWorks Associate Certification

Media & Technology

- Introduction to PC Applications
- Adv. PC Applications (CE)
- Graphic Design
- Digital Media I & II
- AP Computer Science A
- Media & Technology Internship

Construction Trades

- Wood and 3D Design
- Metal and 3D Design
- Construction Technology I & II (CE)*
- CMC Carpentry I & II (CE)
- Construction Trades Internship

*NCCER CORE Certification



Business

- Introduction to PC Applications
- Adv. PC Applications (CE)
- Principles of Marketing
- Personal Finance
- Introduction to Business (CE)
- Business Economics (CE)
- Entrepreneurship
- Business Internship

Education

- Introduction to Education (CE)
- CMC Teaching, Learning, and Technology (CE)
- CMC Multicultural Education (CE)
- CMC Multilingual Learners (CE)
- Education Internship

Health Science

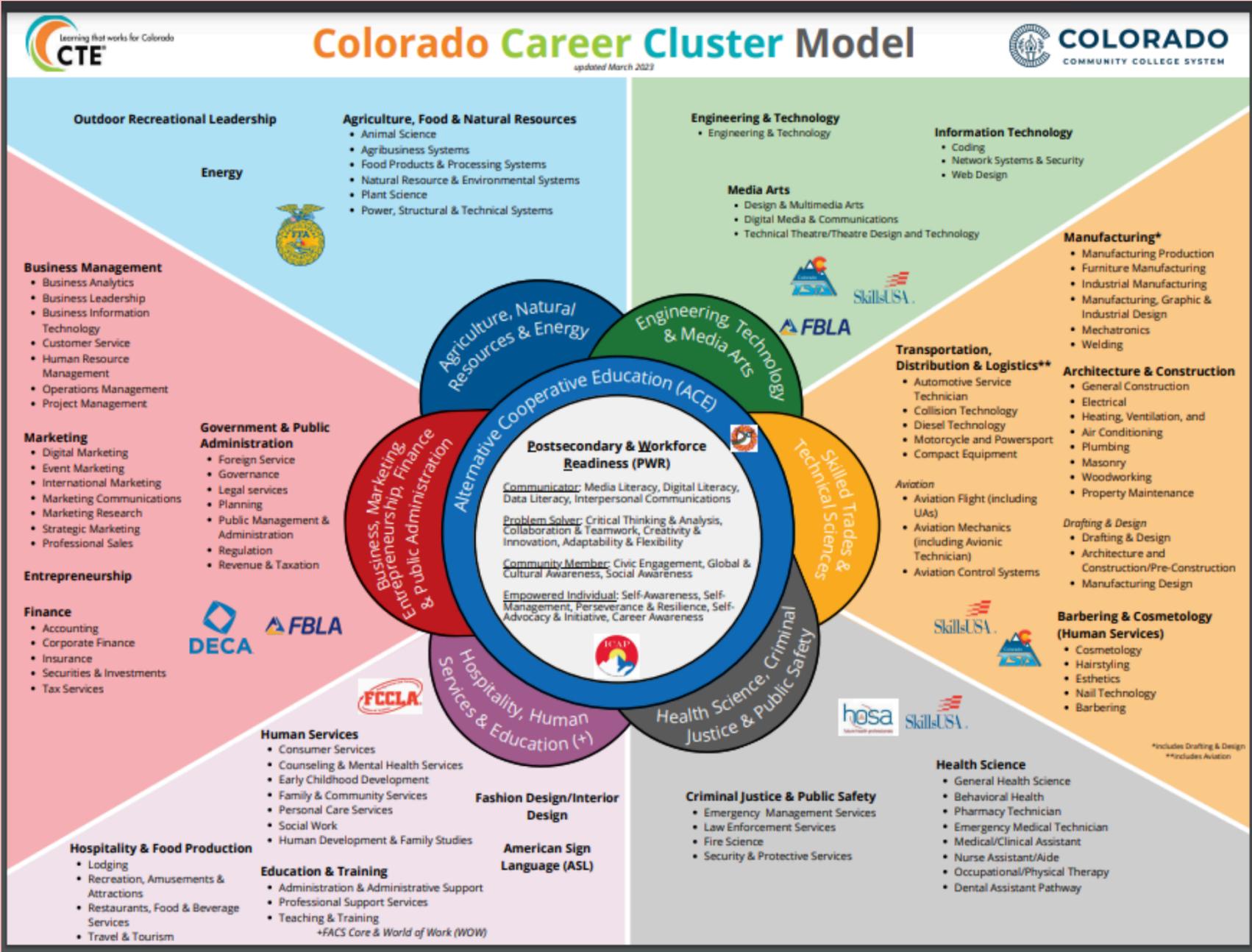
- Introduction to Health Science*
- Sports Medicine
- Health Science Internship
- CMC Certified Nursing Aide

*CPR/AED Certifications
*Wilderness First Aid Certification

Biotechnology

- Introduction to Health Science
- Introduction to Biotechnology (CE)*
- Biotechnology Capstone (CE)*
- Biotechnology Internship

*BACE Certification



What is CTE?

**CTE =
Career &
Technical
Education**



- Explore career options
- Earn college credit
- Earn industry certifications
- Gain work experience with job shadows & internships



CONSTRUCTION TRADES

Wood and 3D Design
Metal and 3D Design
Construction Technology I & II (CE)*
CMC Carpentry I & II (CE)
Construction Trades Internship

*NCCER CORE Certification



ENGINEERING

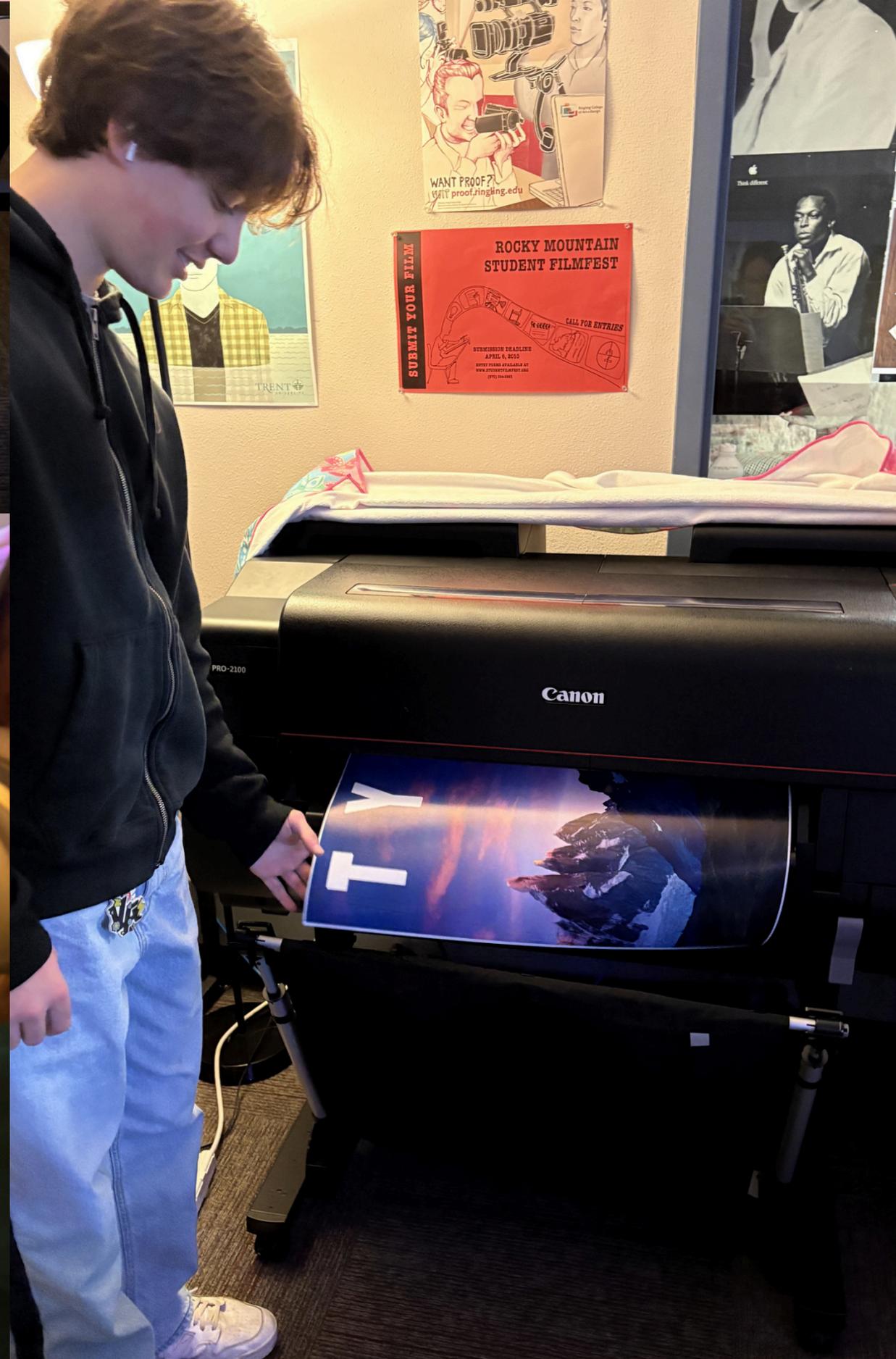
Principles of Engineering
Applied Engineering
Engineering CAD*
Engineering Internship

*SolidWorks Associate Certification



MEDIA & TECHNOLOGY

Introduction to PC Applications
Adv. PC Applications (CE)
Graphic Design
Digital Media I & II
AP Computer Science A
Media & Technology Internship



BUSINESS

Introduction to PC Applications
Adv. PC Applications (CE)
Principles of Marketing
Personal Finance
Introduction to Business (CE)
Business Economics (CE)
Entrepreneurship
Business Internship

Future Business
Leaders of America
(FBLA)





NATURAL RESOURCES

Plant & Animal Science
Natural Resources & Environmental
Science*
Natural Resources Internship

*Ducks Unlimited Ecology &
Conservation Management
Certification
*Seal of Climate Literacy



EcoClub

OUTDOOR RECREATION LEADERSHIP

Backpacking & Outdoor Leadership
(CE)*
Wilderness Route Finding (CE)
Bicycle Mechanic (CE)
Ski & Snowboard Technician
Outdoor Recreation Leadership
Internship

*Leave No Trace Certification

EcoClub



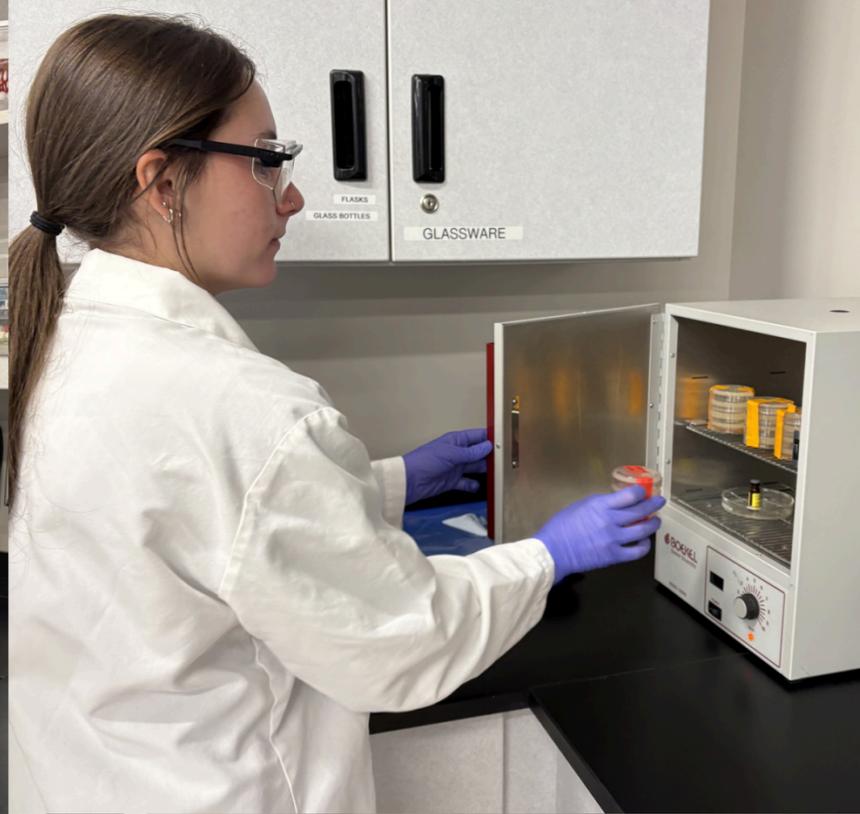
HEALTH SCIENCE

Introduction to Health Science*
Sports Medicine
Health Science Internship
CMC Certified Nursing Aide

*CPR/AED Certifications
*Wilderness First Aid Certification

Health Occupation Students
of America (HOSA)





BIOTECHNOLOGY

Introduction to Health Science
Introduction to Biotechnology
(CE)*
Biotechnology Capstone (CE)*
Biotechnology Internship

*BACE Certification

Health Occupation Students
of America (HOSA)

EDUCATION

NEW for 2025-2026!

Introduction to Education (CE)

**CMC Teaching, Learning, and
Technology (CE)**

CMC Multicultural Education (CE)

CMC Multilingual Learners (CE)

Education Internship



HOW CAN YOU GET INVOLVED?

**Become a Work-Based Learning Industry
Partner and help grow the next generation
for your industry!**

Partnership Opportunities:

- Industry Guest Speaker
- Worksite Tours
- Job Shadows
- Career Fairs
- Internships
- Pre-apprenticeships
- Industry-sponsored Projects
- Apprenticeships
- Employment



**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
AGENDA ITEM
SUMMARY**

Meeting Date:	March 3, 2025
Agenda Item:	Second Reading and Consideration of Adoption of Revisions to Board Policies B/SR-1: Governance Management Connection; B/SR-2: Unity of Control; B/SR-3: Accountability of the District Superintendent; B/SR-4: Delegation to the District Superintendent; and B/SR-5: Monitoring District Superintendent Performance
Presented by:	Kevin Callahan and Leah Helme
Core Issues:	Pursuant to GP-14: Development and Revision of Board Policy, after the second reading, the policy revisions may be adopted, with or without amendments, by approval of a majority of the Board. A first reading and revision of the policies took place on February 10, 2025.
Background Info:	Copies of the revised policies are included in the packet for review
Policy Implications:	GP-1: Governance Commitment; GP-14: Development and Revision of Board Policy
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. To adopt the revised policies as presented 2. To make amendments to the policies and adopt with stated amendments
Backup Memoranda Provided?	Copy of the revised policies are included in the packet for review
Recommended Action:	Resolved, that the Board of Education adopt the revised policies B/SR-1, B/SR-2, B/SR-3, B/SR-4, and B/SR-5, as presented.

~~Global Governance/~~Management Connection

The Board's sole, official ~~main~~ connection to the operational organization, its management and staff, and its achievements and conduct will be through a chief executive office (CEO) titled ~~of the school district is the~~ District Superintendent, to the extent consistent with applicable ~~except as otherwise required by~~ law. ~~This statement refers to operations and in no manner reduces the Board's commitment to staff relations and communications. The Board continues to believe in the informal person-to-person relationship between Board and staff by which the Steamboat Springs School District has traditionally benefited.~~ ¶

Adopted November 16, 1998

Latest Revision: 2025

Revised: July 2, 1999

February 13, 2006

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

~~Monitored and Reviewed: February 5, 2024~~ ¶

Unity of Control

Only decisions of the Board acting as ~~a body~~ **an entity** are binding on the District Superintendent.

Accordingly:

1. Decisions or instructions of individual Board members, officers or committees are not binding on the District Superintendent except in rare instances when the Board has specifically authorized, ~~such exercise of authority~~ or as emergency conditions **require such exercise of authority; and may require.**
2. In the case of individual Board members or committees requesting information or assistance without Board authorization, the Superintendent can refuse such requests that require, in the Superintendent’s opinion, a material amount of staff time or resources or that are disruptive or unreasonable.

Adopted November 16, 1998

Latest Revision: 2025

Revised: March 20, 2023

July 2, 1999

February 13, 2006

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Semi-annually in February

~~Monitored and Reviewed: February 5, 2024~~

Accountability of the District Superintendent

The Board will hold the Superintendent accountable for all organizational operations of the District. ~~Except as otherwise provided by law, all authority over staff members of the district shall rest with the District Superintendent and all staff members of the district shall be accountable to the Superintendent.~~¶

1. The Board will ~~avoid giving~~ **not give directions or** instructions to persons who report directly or indirectly to the District Superintendent, ~~except as otherwise authorized or required by law or as emergency conditions may require.~~
2. The Board ~~or individual Board members,~~ will not evaluate, either formally or informally, any staff member other than the District Superintendent.
3. The Board will view successful District Superintendent performance as organizational accomplishment of the Board's *Results Ends* policies and compliance with the Board's *Executive Limitations* policies.

Adopted November 16, 1998

Latest Revision 2025

Revised: March 20, 2023

July 2, 1999

February 13, 2006

June 20, 2007

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

~~Monitored and Reviewed: March 18, 2024~~¶

~~September 13, 2021~~

Delegation to the District Superintendent

The Board will instruct the District Superintendent through written policies that prescribe the organizational ~~results~~ **ends** to be achieved and ~~proscribe~~ **describe** organizational ~~situations and actions~~ **circumstances** to be avoided, allowing the District Superintendent to use **any** reasonable interpretation of these policies.

Accordingly:

1. The Board will develop policies instructing the District Superintendent to achieve ~~specified~~ **ed** results for ~~specified recipients at a specified cost and/or priority~~ **students in the district**. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called ~~Results~~ **Ends** policies.
2. The Board will develop policies that limit the latitude the District Superintendent may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called *Executive Limitations* policies. ~~By limiting the Superintendent's authority through Executive Limitations policies, the Board is clearly defining the areas in which it reserves the right to make final decisions.~~
3. As long as the District Superintendent uses a reasonable interpretation of the Board's ~~Results~~ **Ends** and *Executive Limitations* policies, the District Superintendent is authorized to establish **all** further policies/~~procedures~~, make **all** decisions, take **all** actions, establish **all** practices, and develop **all** activities ~~consistent with law and Board policy~~. ~~The Superintendent shall have full force and authority as if decided by the Board.~~
4. The Board may change its ~~Results~~ **Ends** and *Executive Limitations* policies, thereby shifting the boundary between Board and District Superintendent domains. By doing so, the Board changes the latitude of choice given to the District Superintendent. ~~However, a~~ **As long as any specified particular** delegation of authority is in place, the Board will respect and support ~~decisions made by the District Superintendent's choices that are compliant with Board policy, as if they are a~~ **reasonable** interpretation ~~interpreted~~ of its policies.

Adopted November 16, 1998

Latest Revision: 2025

Revised: April 10, 2023

July 2, 1999

February 13, 2006

June 20, 2007

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in January

Monitoring District Superintendent Performance

Systematic and rigorous monitoring of District Superintendent job performance will be ~~monitored~~ solely against the Superintendent job expectations: organizational accomplishment of the Board's ~~Results~~*Ends* policies and organizational operation within the boundaries established in the Board's *Executive Limitations* policies.

Accordingly:

1. Monitoring ~~is to~~ determines the degree to which board policies are being met. Information that does not accomplish this is not to be considered monitoring ~~data~~information. Monitoring will be as systematic as possible with sufficient time and ~~depth.~~
2. The Board will acquire monitoring ~~data~~information by one or more of ~~the following~~three methods:
 - a. By internal report, in which the District Superintendent discloses compliance information to the Board;
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies;
 - c. By direct Board inspection, in which one or more ~~a~~ designated members ~~or members of the Board~~ assess compliance with the appropriate policy criteria.
3. Each *Ends* or *Executive Limitations* policy~~In every case, the standard for compliance shall be any reasonable District Superintendent interpretation of the Board policy~~ being monitored will be placed on the Board's agenda as a discussion item to discuss whether:
 - a. The policy continues to reflect the Board's values;
 - b. Reasonable progress is being made toward achievement of *Ends*;
 - c. The superintendent is operating within the parameters set forth in *Executive Limitations policies*; or
 - d. The monitoring data, method, and frequency are meeting the Board's needs. If the policy does not reflect the Board's values, the Board will review the policy or place it on a future Board meeting agenda for discussion. If the monitoring data is not meeting the Board's needs, the Board will revise the monitoring information on the policy to include more specific instruction.
4. All ~~p~~policies, ~~which~~ instructing the District Superintendent, will ~~generally~~ be monitored at the frequency and method stated in each policy. However, at its discretion, the ~~chosen by the~~ Board may monitor any policy at any time by any method.

Policy (ELs)	Method	Frequency	Month
Policy (ENDS)			

5. In conjunction with the conclusion of the Board's annual planning cycle, each January and June, the Board will conduct a formal summative evaluation of the District Superintendent. The summative evaluation will be based upon data derived from monitoring Board policies on ~~Results~~ *Ends* and *Executive Limitations*. A written evaluation document will be prepared by the Board following the June review. The Board and the District Superintendent will discuss information relating to the superintendent's performance ~~will have the opportunity to review the document with the Board~~ in an executive session unless the superintendent requests that the discussion occur in a public meeting. The report will be signed by the District Superintendent and the president of the Board.

The evaluation document will consist of:

- a. A summary of the data derived throughout the year from monitoring the Board's policies on *Ends* and *Executive Limitations*;
- b. Conclusions relative to whether each *Ends* (goal) ~~result~~ has been achieved or whether reasonable progress has been made toward its achievement;
- c. Conclusions relative to whether the District Superintendent has properly operated within the boundaries established by the Board in the *Executive Limitations* policies; and
- d. A summary of the Superintendent's strengths and weaknesses relative to achievement of the *Ends* policies (goals) and operation within the boundaries established by the Board in the *Executive Limitations* policies.

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by ~~statute, Board policy,~~ law or contract. Further, nothing in this policy will be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions regarding the District Superintendent remain within the sole and continuing discretion of the Board.

Adopted: November 16, 1998
 Latest Revision: 2025
 Revised: April 10, 2023
 July 2, 1999
 December 19, 2005

LEGAL REFS.: ~~C.R.S. 22-9-101 et seq. (certificated personnel performance evaluation act)~~
C.R.S. 22-9-106(4)(b)(local board of education shall have exclusive
authority for evaluating the superintendent)
C.R.S. 22-9-109(specific portions of superintendent's evaluation open
to public inspection)
Monitoring Method: Board self-assessment
Monitoring Frequency: Annually in February

Governance-Management Connection

The Board's sole, official connection to the operational organization, its management and staff, and its achievements and conduct will be through a chief executive office (CEO) titled Superintendent, to the extent consistent with applicable law.

Adopted November 16, 1998

Latest Revision: March 3, 2025

Revised: July 2, 1999

February 13, 2006

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Unity of Control

Only decisions of the Board acting as an entity are binding on the District Superintendent.

Accordingly:

1. Decisions or instructions of individual Board members, officers or committees are not binding on the District Superintendent except in rare instances when the Board has specifically authorized, or as emergency conditions require such exercise of authority; and
2. In the case of individual Board members or committees requesting information or assistance without Board authorization, the Superintendent can refuse such requests that require, in the Superintendent's opinion, a material amount of staff time or resources or that are disruptive or unreasonable.

Adopted November 16, 1998

Latest Revision: March 3, 2025

Revised: March 20, 2023

July 2, 1999

February 13, 2006

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Semi-annually in February

Accountability of the District Superintendent

The Board will hold the Superintendent accountable for all organizational operations of the District.

1. The Board will not give directions or instructions to persons who report directly or indirectly to the District Superintendent
2. The Board will not evaluate, either formally or informally, any staff member other than the District Superintendent.
3. The Board will view successful District Superintendent performance as organizational accomplishment of the Board's *Ends* policies and compliance with the Board's *Executive Limitations* policies.

Adopted November 16, 1998

Latest Revision March 3, 2025

Revised: March 20, 2023

July 2, 1999

February 13, 2006

June 20, 2007

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Delegation to the District Superintendent

The Board will instruct the District Superintendent through written policies that prescribe the organizational ends to be achieved and describe organizational circumstances to be avoided, allowing the District Superintendent to use any reasonable interpretation of these policies.

Accordingly:

1. The Board will develop policies instructing the District Superintendent to achieve specified results for specified recipients at a specified cost and/or priority. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called *Ends* policies.
2. The Board will develop policies that limit the latitude the District Superintendent may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called *Executive Limitations* policies.
3. As long as the District Superintendent uses a reasonable interpretation of the Board's *Ends* and *Executive Limitations* policies, the District Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities.
4. The Board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between Board and District Superintendent domains. By doing so, the Board changes the latitude of choice given to the District Superintendent. As long as any particular delegation of authority is in place, the Board will respect and support the District Superintendent's choices if they are a reasonable interpretation of its policies.

Adopted November 16, 1998

Latest Revision: March 3, 2025

Revised: April 10, 2023

July 2, 1999

February 13, 2006

June 20, 2007

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in January

Monitoring District Superintendent Performance

Systematic and rigorous monitoring of District Superintendent job performance will be solely against the Superintendent job expectations: organizational accomplishment of the Board's *Ends* policies and organizational operation within the boundaries established in the Board's *Executive Limitations* policies.

Accordingly:

1. Monitoring determines the degree to which board policies are being met. Information that does not accomplish this is not to be considered monitoring information.
2. The Board will acquire monitoring information by one or more of three methods:
 - a. By internal report, in which the District Superintendent discloses compliance information to the Board;
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies;
 - c. By direct Board inspection, in which one or more designated members assess compliance with the appropriate policy criteria.
3. Each *Ends* or *Executive Limitations* policy being monitored will be placed on the Board's agenda as a discussion item to discuss whether:
 - a. The policy continues to reflect the Board's values;
 - b. Reasonable progress is being made toward achievement of *Ends*;
 - c. The superintendent is operating within the parameters set forth in *Executive Limitations* policies; or
 - d. The monitoring data, method, and frequency are meeting the Board's needs.
If the policy does not reflect the Board's values, the Board will review the policy or place it on a future Board meeting agenda for discussion. If the monitoring data is not meeting the Board's needs, the Board will revise the monitoring information on the policy to include more specific instruction.
4. All policies instructing the District Superintendent will be monitored at the frequency and method stated in each policy. However, at its discretion, the Board may monitor any policy at any time by any method.
5. In conjunction with the conclusion of the Board's annual planning cycle, each January and June, the Board will conduct a formal summative evaluation of the District Superintendent. The summative evaluation will be based upon data derived from monitoring Board policies on *Ends* and *Executive Limitations*. A written evaluation document will be prepared by the Board following the June review. The Board and the District Superintendent will discuss information relating to the superintendent's performance in an executive session unless the superintendent requests that the

discussion occur in a public meeting. The report will be signed by the District Superintendent and the president of the Board.

The evaluation document will consist of:

- a. A summary of the data derived throughout the year from monitoring the Board’s policies on *Ends* and *Executive Limitations*;
- b. Conclusions relative to whether each *Ends* (goal) has been achieved or whether reasonable progress has been made toward its achievement;
- c. Conclusions relative to whether the District Superintendent has properly operated within the boundaries established by the Board in the *Executive Limitations* policies; and
- d. A summary of the Superintendent’s strengths and weaknesses relative to achievement of the *Ends* policies (goals) and operation within the boundaries established by the Board in the *Executive Limitations* policies.

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy will be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions regarding the District Superintendent remain within the sole and continuing discretion of the Board.

Adopted: November 16, 1998
 Latest Revision: March 3, 2025
 Revised: April 10, 2023
 July 2, 1999
 December 19, 2005
 June 20, 2007

LEGAL REFS.:

C.R.S. 22-9-106(4)(b)(local board of education shall have exclusive authority for evaluating the superintendent)
 C.R.S. 22-9-109(specific portions of superintendent's evaluation open to public inspection)

Monitoring Method: Board self-assessment
 Monitoring Frequency: Annually in February

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
AGENDA ITEM
SUMMARY**

Meeting Date:	March 3, 2025
Agenda Item:	Second Reading and Consideration of Adoption of New Board/Superintendent Relationship Policy B/SR-6: Community Connections
Presented by:	Kevin Callahan and Leah Helme
Core Issues:	Pursuant to GP-14: Development and Revision of Board Policy, after the second reading, the policy revisions may be adopted, with or without amendments, by approval of a majority of the Board. A first reading of the new policy took place on February 10, 2025.
Background Info:	Copy of the new policy is included in the packet for review
Policy Implications:	GP-1: Governance Commitment; GP-14: Development and Revision of Board Policy
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. To adopt the new policy as presented 2. To make amendments to the policy and adopt with stated amendments
Backup Memoranda Provided?	Copy of the revised policy is included in the packet for review
Recommended Action:	Resolved, that the Board of Education adopt the new policy B/SR-6: Community Connections, as presented.

Community Connections

Board's Role in Linkage

The parts of the Board's job description related to this Community Connections Plan are for Board members to:

- Advocate for the district and the students it serves.
- Initiate and maintain effective constructive two-way communication and feedback with the citizens and other important stakeholders groups as a means to engage them in the work of the Board and the district.

This policy provides a framework for how the Board should approach the public engagement aspect of its work while remaining within the bounds of its role as defined by its governing commitments.

- The Board will govern lawfully with primary emphasis on results for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; ensure clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.
- The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.

Adopted: _____ 2025

Monitoring Method: _____ Internal Report

Monitoring Data: _____

Monitoring Frequency: _____ Annually in August

Sample policy created for Board to review February 2025 based on sample policy provided by CASB

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
GOVERNANCE PROCESS POLICY REVIEW**

Background Information:

Pursuant to GP-14: Development and Revision of Board Policy:

Any policy or policy revision proposal that is introduced shall be given a “first reading” by the Board at the scheduled time on the agenda.

First Reading of Revisions to Policy and Consideration of Adoption of New Policies

If the policy or policy revision, with or without amendments, meets with approval of the majority of the Board it will be placed on the agenda for the next monthly business meeting under “Action Items”. This will be the first reading of revisions to the following policies and consideration of adoption of new policies:

EL-1: Global Executive Constraint - CASB version EL-1: Global Executive Constraint

EL-2: Emergency District Superintendent Succession - CASB version EL-2: Emergency Superintendent Succession

EL-3: Development of Administration Policy - Review of CASB policy for consideration of adoption as a new policy

EL-4: Communication and Counsel to the Board - CASB version EL-4: Communication and Counsel to the Board

EL-5: Staff Compensation - CASB version EL-5: Commitment to Accomplishment and Accountability - Review of CASB policy for consideration of adoption as a new policy and the Board’s existing EL-5: Staff Compensation would need to be renumbered to EL-13 to match CASB’s EL policies. The Board’s policy Staff Compensation will be part of the next policy review on March 17.

EL-6: Educational Program - Review of CASB policy for consideration of adoption as a new policy

EL-7: Instructional Materials Selection and Adoption - Review of CASB policy for consideration of adoption as a new policy and the Board’s existing EL-7: Treatment of Students, Parents and Community would need to be renumbered to EL-9 to match CASB’s EL policies. The Board’s policy Treatment of Students, Parents and Community will be part of the next policy review on March 17.

These policies were reviewed by board members Leah Helme and Kevin Callahan. The Board will discuss potential changes for consideration of possible future revision. The Board will also review the recommendation of the four new policies created from the CASB sample policies.

Note: The use of “will” or “must” is CASB’s recommendation for clarity and consistency moving forward - to the benefit of the general public as well as staff. This change is only for clarity so that policies are more clear and less ambiguous. Deb Ginesta is recommending that since the Board is considering revisions to these policies that the revisions include changing “shall” to “will” or “must” in accordance with CASB’s previous recommendation.

Global Executive Constraint

The District Superintendent ~~will develop and maintain an organizational culture consistent with the beliefs expressed in GP-1: *Governance Commitment*, and will take reasonable steps to avoid causing or allowing any practice, activity, decision, or organizational circumstance that is either unlawful, imprudent, unethical, unsafe, knowingly disrespectful, or in violation of Board policy, as further defined in these policies.~~

Latest Revision: **March 2025**
September 26, 2023

Adopted: October 11, 2021
November 16, 1998
Revised: July 2, 1999
February 14, 2005
June 20, 2007

Legal References: C.R.S. 24-18-104 (government employee rules of conduct)
C.R.S. 24-18-109 (local government employee rules of conduct)

Monitoring Method: Internal report
Monitoring Frequency: September

Monitored and Reviewed: June 22, 2015

Emergency District Superintendent Succession

~~In order to~~ To protect the Board ~~in the event from~~ of sudden loss of District Superintendent services, the District Superintendent will assure that no fewer than one other executive staff member is familiar with Board and District Superintendent ~~responsibilities~~, issues, and processes and is capable ~~and prepared to~~ ~~assuming~~ Superintendent ~~duties~~ ~~responsibilities~~ on an interim basis, should the ~~unexpected~~ need arise.

Adopted	November 16, 1998
Latest Revision:	March 2025
	September 26, 2023
Revised:	February 14, 2005
Legal References:	C.R.S. 22-32-109(1)(b)(Board duty to adopt policies necessary and proper for the efficient administration of the district)
Monitoring Method:	Internal report
Monitoring Frequency:	Annually in September
	Monitored and Reviewed: February 8, 2021

Development of Administration Policy

The Superintendent will not operate without written policies that are consistent with law and Board policy and ensure reasonable progress toward achieving the Board's *Ends*.

Accordingly, the District Superintendent will develop and promulgate administration policies that:

1. Are designed to achieve the Board's *Ends*;
2. Are consistent with constraints set forth in the Board's *Executive Limitations* policies;
3. Are consistent with federal and state law; and
4. Contain all legally required and recommended policies;

The Superintendent will communicate to the Board regarding:

Circumstances which indicate the need to draft new administration policy or revise existing administration policy;

Suggestions from CASB or other recognized education policy experts regarding new policy language or revisions to existing policy; and

Administration policies that are inconsistent with current law or Board policy

The Superintendent will consult, when appropriate and at his or her discretion, with staff, students, parents, and other community members in the development of administration policy.

The Superintendent will provide copies of all newly promulgated or revised administration policies to the Board and all administrators with instructions to distribute to staff and students.

Adopted: March 2025

Monitoring Method: Internal report

Monitoring Frequency: September

Monitored and Reviews:

Sample policy created for Board to review March 2025 based on sample policy provided by CASB. Original EL-3 was repealed by the Board on May 19, 2008.

Communication and Counsel to the Board

With respect to providing information and counsel to the Board, the Superintendent will give the Board as much the information as necessary to allow Board members to ~~execute its duties~~ be adequately informed.

Accordingly, the Superintendent will:

General

~~1. Will a~~ Advise the Board in a timely manner of relevant trends, facts, and information, including:

- ~~(a) Rationale and monitoring assurance for any consent agenda behind any Superintendent recommendation;~~
- ~~(b) Supplying for the consent agenda all items delegated to the Superintendent that are required by law or by contract for Board approval along with the necessary supporting data and the rationale for the superintendent's decision;~~
- ~~(c) Implications of any alternative consent agenda items presented by the Superintendent;~~
- ~~(d) Information regarding any serious student discipline or safety matter or crisis situation;~~
- ~~(e) Information regarding the cancellation of school or any important event;~~
- ~~(f) Best practices and reform trends in K-12 education;~~
- ~~(g) Information regarding any matter that may expose the district to legal liability;~~
- ~~(h) The superintendent's unavailability out of town travel;~~

~~2. Will p~~ Present information in language that is easy to understand.

~~3. Will a~~ Advise the Board of changes in assumptions upon which Board policy has been established.

~~Will p~~ Provide for the Board as many staff with internal and external points of view and opinions as needed for fully informed Board choices ~~decisions including alternatives and their implications.~~

Financial Condition

~~ff~~

~~4. Will a~~ Advise the Board of significant transfers of moneys within funds, any single non-budgeted purchase or expenditure of greater than \$25,000 and any other change substantially affecting the district's financial condition or the district's ability to achieve its mission, or that which is in violation of the Board's policies. ~~The superintendent will not transfer unencumbered moneys from one fund to another unless authorized by the Board.~~

Media Coverage

~~Will a~~ Advise the Board of anticipated or potential adverse media coverage or significant negative citizen or employee reaction to actual, proposed, or anticipated decisions, circumstances, policies, procedures, or practices; and:

~~ff~~

~~5. Will a~~ Advise the Board of anticipated positive media coverage when knowledge of the coverage occurs within sufficient time to include in the Superintendent's regular communications with the Board.

Monitoring

- 6. ~~Will s~~Submit ~~written~~ monitoring data required by the Board in a timely, accurate, and understandable fashion, ~~directly addressing provisions of the Board policies being monitored;~~
- 7. ~~Will, w~~With the understanding that it is primarily the Board’s responsibility to monitor its own compliance, advise the Board if, in the Superintendent’s opinion, the Board is not in compliance with its policies on *Governance Process* and *Board-Superintendent Relationship*; ~~and~~
- 8. ~~Will r~~Report in a timely manner any actual or anticipated noncompliance with Board ~~Results~~*Ends* or *Executive Limitations* ~~policy or policies.~~

Board communications

- 9. ~~Will p~~Provide a mechanism for official Board, officer, or committee communications; ~~and~~
- 10. ~~Will w~~Work with the Board as a whole on *Board policy issues* except when:
 - a) Fulfilling individual requests for information as long as such requests do not require a material amount of staff time ~~or~~ resources, or are not disruptive;
 - b) Working with officers or committees duly charged by the Board;
 - c) Communicating with the ~~P~~resident ~~and Vice President.~~

Consent Agenda

Supply for the consent agenda all items delegated to the Superintendent that are required by law or contract to be Board-approved, along with the minimum amount of supporting data necessary to keep the Board informed and a rationale for the superintendent’s decision.

State reporting

- 11. ~~Will inform the Board about attracting and retaining top quality staff.~~
- 12. ~~Will p~~Provide a summary to the Board of any significant data submitted to the State Board of Education regarding accreditation, accountability, or safety.

Personnel decisions

- 13. ~~Will~~ As *permitted by law*, provide, as soon as possible after ~~personnel~~ decisions are made, information to the Board regarding the nature of and the reason for the *personnel* decision and information regarding how the decision impacts the district’s ability to operate and to achieve the Board’s *ResultEnds*.

Latest Revision: *March 2025*
 September 26, 2023
 Revised: August 18, 2008
 Adopted: March 7, 2005

Legal References:

C.R.S. 22-11-101 et seq. (state accreditation)
C.R.S. 24-6-201 et seq. (Colorado Sunshine Act - public disclosure law)

Cross Reference: B/SR-5 Monitoring District Superintendent Performance

Monitoring Method: Internal report

Monitoring Frequency: September
Monitored and Reviewed: May 22, 2017

Commitment to Accomplishment and Accountability

The Superintendent will take reasonable steps to maintain an effective accountability program.

Accordingly, the District Superintendent will:

1. Take reasonable steps to ensure school-level accountability committees:
 - Serve the purposes and functions stated in law for the school advisory council and the school accountability committee;
 - Adopt building goals/objectives for the improvement of education in the building, by September 1 each year;
 - Adopt a plan to improve educational achievement, maximize graduation rates, and increase the ratings for the school's accreditation category, by September 1 each year;
 - Discuss the means for determining whether decisions affecting the educational process are advancing or impeding student achievement in the school;
 - Discuss reporting educational performance of the school and providing data for appraising such performance to students, parents, Board members, and educators;
 - Prior to the Board's adoption of the annual budget, make recommendations to the Superintendent (with copies of the recommendations sent to the district accountability committee and the Board of Education), regarding prioritization of expenditures of district moneys by the school;
 - Make recommendations to the principal regarding expenditure of school grants;
 - Discuss safety issues related to the school environment and develop, revise, and implement a safe school plan for the school consistent with the district's safe school plan and policies; and
 - Report to the Board on a regular basis as to its progress
2. Ensure that district accountability committees make efforts to fulfill the responsibilities inherent in the Educational Accountability Act and the Educational Accreditation Act;
3. Take reasonable steps so that accountability committee meetings are open to the public and that meeting notices are posted in the same place and manner as notices of Board meetings and in school buildings, as appropriate, one week in advance and sent to the local news media;
4. By October 1st each year, report to the public the district's goals and objectives for the improvement of education in the district and the district's plan to improve educational achievement, maximize graduation rates, and increase the ratings for each school's accreditation category;
5. Gather and accurately report data, as required by law, to the Colorado Department of Education for the state-generated accountability report;

6. Develop a program that enables and supports the administrators of the district schools who wish to develop their own school reports, as long as the reports do not refute information included in the state report, for distribution to parents and community members;

7. By December 1st each year, disseminate a report containing all legally required elements from the Board to the taxpayers of the district and the community regarding progress on districts and school accreditation indicators and make the report available to others;

8. Adopt policies and procedures that reasonably ensure the adequate collection and ethical use of data to inform and support the district's educational program.

Adopted: March 2025

Legal References: C.R.S. 22-2-117(waivers from State Board of Education)
C.R.S. 22-11-101 et seq. (Educational Accreditation Act of 1998)
C.R.S. 22-32-109.1(2)(b)(safe school reporting requirements)

Monitoring Method: Internal report
Monitoring Frequency: October
Monitored and Reviews;

Sample policy created for Board to review March 2025 based on sample policy provided by CASB. Original EL-5: Staff Compensation - may be renumbered to EL-13 if Board decides to adopt the Commitment to Accomplishment and Accountability CASB version.

Educational Program

The Superintendent will adapt and develop the educational program of the district as necessary to make reasonable progress toward meeting content standards, fulfilling the Board's *Ends* policies, and meeting the general academic educational needs of each student in the district.

Accordingly, the District Superintendent will:

1. Develop a plan to implement content standards that meet or exceed the model state content standards, ensure that educational programs of the district actively address the needs of exceptional students, consciously avoid gender or cultural bias, and conform with all timelines established by law;
2. Take reasonable steps to involve educators, parents, students (including youth representatives required by law), businesspersons, members of the community, and the district accountability committee in the review and revision of content standards, curriculum, and programs of instruction as necessary to ensure maximum effectiveness;
3. Revise curriculum and programs of instruction to align them with the district's adopted content standards to provide students with educational experiences and opportunities to achieve the district's standards and make adequate yearly progress as required by state and federal law;
4. Develop assessments that will adequately measure each student's progress toward achievement of the content standards;
5. Include both formal studies to meet the general academic needs of each student and, to the extent possible, opportunities for individual students to develop specific talents and interest in more specialized fields;
6. Take reasonable steps to address the different learning styles and needs of students of various backgrounds and abilities, and eliminate barriers to achieving equitable outcomes;
7. Include all legally required courses and programs; and
8. Seek waivers of state law and regulation that impede the district's progress toward achieving its mission.

Adopted: March 2025

Monitoring Method: Internal report

Monitoring Frequency: September

Monitored and Reviews:

LEGAL REFS: Colo. Const. Art IX, Sec 15 (school board directors have control of instruction in district)

Colo Const. Art IX, Sect 15 (Board has control of instruction within the district)

C.R.S. 22-7-1013 (adoption of academic standards; alignment of curriculum, inclusion of youth representatives)

C.R.S. 22-20-101 et. seq. (Exceptional Children's Educational Act)

C.R.S. 22-20-201 et. seq. (education of gifted children)

C.R.S. 22-32-109 (Board duty to determine educational program and prescribe textbooks)

C.R.S. 22-32-110 (Board power to exclude immoral or pernicious materials and books)

Sample policy created for Board to review March 2025 based on sample policy provided by CASB. Original EL-6: Staff Evaluation was repealed by the Board on May 19, 2008.

Educational Program was previously known as I-21 which was deleted on October 29, 2024.

Instructional Materials Selection and Adoption

The Superintendent will recommend to the Board for approval, the instructional materials and textbook programs to be used in the district.

Accordingly, the District Superintendent will:

1. Take reasonable steps to obtain appropriate input from the following groups as instructional materials are reviewed: teachers who will use the materials, administrator and other staff members who are involved in developing the educational program, students, parents, and community members;
2. Recommend textbooks and instructional materials that advance the achievement of the Board's Ends policies and contribute toward continuity, integration, and articulation of the curriculum by course and program;
3. Consider the needs of all learners when recommending textbooks and instructional materials;
4. Include, insofar as possible, multiethnic materials which depict a pluralistic society;
5. Provide for inspection of materials or textbooks upon request by a parent/guardian; and
6. Develop and implement appropriate policies governing access to and utilization of electronic means of communication

Adopted: March 2025

Monitoring Method: Internal report

Monitoring Frequency: September

Monitored and Reviews:

LEGAL REFS: Colo Const. Art IX, Sect 15 (Board has control of instruction within the district)

C.R.S. 22-32-109 (Board duty to determine educational program and prescribe textbooks)

C.R.S. 22-32-110 (Board power to exclude immoral or pernicious materials and books)

C.R.S. 22-54-105 (budgeting for instructional supplies and materials)

Sample policy created for Board to review March 2025 based on sample policy provided by CASB. District's EL-7: Treatment of Students, Parents and Community may be renumbered if the Board decides to adopt the Instructional Materials Selection and Adoption CASB version.

I-9: Instructional Materials Selection Adoption is currently a District Admin policy that only contains 2 of the items mentioned in this policy

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025**

**AGENDA ITEM
BOARD DISCUSSION**

Background Information:

- November Election - Board will discuss the upcoming election and the two board seats that will be on the ballot. The Board is looking for ways to reach out to the community and provide opportunities to meet with potential candidates.

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
March 3, 2025

AGENDA ITEM
PLAN FOR FUTURE MEETINGS

Plan for future meetings

- DAC Update March 17
- SEAC Update - March 17
- Transportation Update - April 7
- Cell Phone Update - May 5
- Summer Facilities Projects Update - May 5
- FY26 Budget - Presentation of draft - May 19
- DAC Update - May 19

Board Workshops

- Board Retreat - Review District Strategic Plan and Priority Discussion - August 2025
- Workshops - TBD

Coffee with the Board - Off the Beaten Path Bookstore

- March 12 at 11:30 am - Lara Craig and Kevin Callahan
- April 9 at 4:30 pm - Leah Helme and Katy Lee
- May 14