

## **CASB Convention and Board Retreat**

Friday, December 12, 2025 5:15 PM

Broadmoor Hotel, 1 Lake Avenue, Colorado Springs, CO 80906

1. **Board Retreat - Call to Order** **5:15 pm**  
**Location: "The Hotel Bar" - Broadmoor Main - Mezzanine Level**
2. **Roll Call**
3. **Board Retreat Topics**  
*Pursuant to: GP-1: Governance Commitment; GP-2: Governing Style;  
GP-4: Monitoring Board Governance Process and Board-  
Superintendent Relationship Policies; GP-14: Development and  
Revisino of Board Policy*
4. **Adjourn Retreat** **6:15 pm**

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
 BOARD OF EDUCATION PUBLIC NOTICE  
**CASB CONVENTION and BOARD RETREAT**  
**Broadmoor Hotel, 1 Lake Ave, Colorado Springs, CO 80906**  
 NOTICE AND RETREAT AGENDA  
 December 10 - 13, 2025

Three or more members of the Steamboat Springs School District Board of Education will be attending the annual CASB (Colorado Association of School Boards) convention, December 10-13, 2025, at the Broadmoor Hotel in Colorado Springs. Board members will arrive the evening of December 10, 2025.

Board members will be participating in CASB-sponsored meetings as well as district-hosted conversations during this time.

No official school district business will be conducted.

In addition, three or more Board members will attend a Board Retreat during the CASB convention. Below is the agenda for the Board retreat which will be open to the public and recorded as required by statute.

Board Retreat at the CASB Convention - Friday, December 12, 2025 at 5:15 pm in the lounge at “The Hotel Bar” located at the main Broadmoor building on the Mezzanine Level.

5:15 pm- December 12, 2025	<b>Board Retreat - Call to Order</b> “The Hotel Bar” - Broadmoor Main - Mezzanine Level	
	Roll Call	
	<b>Board Retreat Topics</b> <ul style="list-style-type: none"> <li>● Board Policy Review: GP-2, GP-3, GP-5, GP-8 and GP-10-E- discuss revisions</li> <li>● Board Policy Monitoring: Review/discuss monitoring options for Board policies</li> <li>● Board Ends Policies Review: E-1 and E-2</li> </ul> <p>No decisions will be made and no action taken during the retreat.</p> <p>The retreat is open to the public and will be recorded as required by statute, but will not be livestreamed for future viewing. The Board will not be taking public comment at this retreat pursuant to GP-19: School Board Meetings.</p>	Pursuant to: GP-1: Governance Commitment; GP-2: Governing Style; GP-4: Monitoring Board Governance Process and Board-Superintendent Relationship Policies; GP-14: Development and Revision of Board Policy
6:15 pm	<b>Adjourn Retreat</b>	

## Governing Style

The Board governs with an emphasis on organizational vision rather than on interpersonal issues of the Board, encourages diversity in viewpoints, focuses on strategic leadership rather than administrative detail, observes clear distinction between Board and District Superintendent roles, makes collective rather than individual decisions, and governs pro-actively rather than reactively.

Accordingly:

1. The Board, not the District Superintendent or staff, ~~is~~ **will be** responsible for excellence in board governance. The Board ~~will uses~~ the expertise of individual Board members to enhance the ability of the Board as a body, but ~~does~~**will** not substitute individual judgments for the Board’s collective values.
2. The Board **will** ~~holds~~ itself accountable to govern with excellence. This self-discipline applies to matters such as attendance, preparation for meetings, policymaking principles, and respect of roles, thus ensuring the continuity of effective governance.
3. The Board **will** ~~directs, controls, and inspires~~ the ~~d~~District through the careful establishment of written policies reflecting the Board’s values: **Ends, Executive Limitations, Governance Process, and Board-Superintendent Relationship**. The Board’s major policy focus ~~is~~**will be** on the intended long-term benefits for students, not on the **operational** or programmatic means of attaining those benefits.
4. Continuous Board development includes orientation of new members in the Board’s governance process, and periodic Board discussion and evaluation of process to assure continued improvement.
5. The Board does not allow any officer, individual, or committee of the Board to hinder or be an excuse for not fulfilling its commitments.

The Board **will** ~~monitor~~ the Board’s process, and performance at each meeting. Self-monitoring includes comparison of Board actions, and behaviors to **its Ends and Executive Limitations** policies in the *Governance Process* and *Board-Superintendent Relationship* categories.

Adopted	November 16, 1998
Latest Revision	2026
Latest Revision & Renumbering (fka GP-3)	May 19, 2025
Revised:	March 18, 2013 August 24, 2009 June 20, 2007 October 18, 2004
<b>Legal References:</b>	-
Monitoring Method:	Board self-assessment
Monitoring Frequency	Each Board Meeting

## Board Job Description

The job of the Board is to represent and lead the District “owners” by determining and demanding appropriate and excellent organizational performance. To distinguish the Board’s own unique job from the jobs of the District Superintendent and staff, the Board concentrates its efforts on the following:

1. Utilizing all available avenues, including the District Accountability Committee to engage students, staff, parents, and the community in conversations about student experiences and outcomes.
2. Developing written governing policies which, at the broadest levels, address:
  - a. *Ends*: Organizational products, impacts, benefits, results, and services and their relative worth (what end result is desired for whom and at what cost?).
  - b. *Executive Limitations*: Constraints on executive authority, which establish the practical, ethical, and legal boundaries within which all executive activity and decision-making will take place.
  - c. *Governance Process*: How the Board will conceive, carry out, and monitor its own work.
  - d. *Board/Superintendent Relationship*: Describes the District Superintendent role, authority, and accountability and how such authority is delegated and monitored.
3. Determining the executive leadership needs of the Board and the district (including support of the Board’s governance philosophy and approach) and with involvement of the community, staff, and parents in the search process, employ a superintendent that meets those needs.
4. Holding the District Superintendent accountable by monitoring *Ends* and *Executive Limitations* policies.
5. Holding itself accountable by monitoring *Governance Process* and *Board-Superintendent Relationship* policies.
6. ~~Focusing on~~ **Monitoring the** organizational performance through adherence to the District Strategic Plan.
7. **Evaluating the District’s progress toward achievement of the Board’s Ends and compliance with its Executive Limitations.**

Adopted:	November 16, 1998
Latest Revision:	2026
Latest Revision and renumbering (fka GP-2):	May 19, 2025
Revised:	August 24, 2009
	June 20, 2007
	October 18, 2004

Legal References:	C.R.S. 22-11-301 (district accountability committees)
Monitoring Method:	Board self-assessment

## President's Role

The President of the Board ensures the integrity of the Board's processes, and normally serves as the Board's official spokesperson. Accordingly, the President has the following authority, and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those imposed on it by law.
  - a. Conduct and monitor Board meeting deliberations so that only Board issues, as defined in Board policy, are discussed.
  - b. Conduct Board meetings so that deliberations are fair, open, thorough, efficient, and orderly.
  - c. Chair Board meetings with the commonly accepted authority of that position as described in *Robert's Rules of Order*, and in accordance with law.
  - d. Ensure that monitoring of Board policy is placed in Board meeting agendas when circumstances arise that require monitoring outside of the normal schedule.
2. Make all interpretive decisions that fall within the topics covered by Board policies on *Governance Process* and *Board/Superintendent Relationship*, except where the Board specifically delegates portions of this authority to others using any reasonable interpretation of the provisions in those policies.
  - a. Refrain from making any individual interpretive decisions about **input from and** policies created by the Board in the *Ends* and *Executive Limitations* policy areas.
  - b. Refrain from exercising any authority as an individual to supervise or direct the District Superintendent.
3. Serve as the liaison between the Board and the District Superintendent on Board operational issues, including development of Board meeting agendas **that are directed by the Board**.
4. Represent the Board to outside parties in announcing Board-stated positions, and in stating decisions, and interpretations within the areas delegated to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
5. Sign all contracts authorized by the Board and all official Board reports.
6. Maintain all monitoring data, **and** reports for *Executive Limitations*, and *Ends* policies, and compile data for annual evaluation of the District Superintendent.

In the absence or inability of the President, the Vice-President has all of the powers, and duties of the President.

Adopted:	November 16, 1998
Latest Revisions and renumbering (fka GP-6):	May 19, 2025
Revised:	June 20, 2007
Legal References:	C.R.S. 22-32-105 (Duties of the president) C.R.S. 24-6-402 (open meetings law)
Monitoring Method:	Board self-assessment
Monitoring Frequency:	semi-annually in December and June

## Agenda Planning

To accomplish its stated objectives, the Board follows an annual agenda ~~that, which~~ includes continuing review, monitoring and refinement of *Ends* policies and continuing improvement of board performance through board training and deliberation.

Accordingly:

1. The planning cycle concludes each year on June 30 to ensure administrative decision-making and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term ends.
2. The planning cycle begins with the Board's development of its agenda for the next year and includes:
  - a. Engaging the community and staff on a continual basis and using a variety of engagement strategies **to understand their values regarding student results (Ends)**;
  - b. Governance training, including orientation of new Board members in the Board's governance process and periodic Board discussion of process improvement;
  - c. Education, discussion, and monitoring of *Ends*, policies including presentations by futurists, demographers, advocacy groups, staff, etc.;
  - d. Monitoring of *Executive Limitations Governance Process* and *Board/Superintendent Relationship* policies.
3. Throughout the year the Board attends to consent agenda items as expeditiously as possible.
4. *Governance Process* and *Board/Superintendent Relationship* policies are monitored at the frequency and by the method noted on each policy. Each policy being monitored is placed on the Board's agenda as a discussion item to discuss whether:
  - a. The policy continues to reflect the Board's values;
  - b. The monitoring data, method, and frequency are meeting the Board's needs;
  - c. The Board is operating consistent with the Governance Process policies; and
  - d. The Board and District Superintendent are operating consistent with the *Ends* and *Board/Superintendent Relationship* policies. If the policy does not reflect the Board's values, the Board will revise 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 instructions.
5. *Ends* and *Executive Limitations* policies will be monitored according to the process set forth in policy B/SR-5.

Adopted: November 16, 1998

Latest Revision: September 8, 2025  
May 8, 2023  
January 24, 2022  
October 8, 2012  
September 22, 2008  
June 20, 2007  
October 18, 2004

Monitoring Method: Board self-assessment

Monitoring Frequency: December

## **Handling Concerns Raised by Parents, Community Members, and Staff Members**

### **One-on-One – Operational Concern**

When a Board member is approached by a parent, community member, or staff member with an operational concern:

1. The Board member will:
  - a. Listen to understand the issue.
  - b. Ask whether the person has talked to the individual closest to the problem, and explain the chain of command concept – that issues are best resolved at a level closest to the problem, and people involved.
  - c. If the person hasn't initiated conversation at the level closest to the problem, help the person determine which district staff person to talk with.
  - d. Take the opportunity to explain the Board's role.
    - The Board's job is to set the vision, and policies that will enable students to be academically successful; and
    - While resolution of operational issues is not the Board's job, the Board is concerned, and wants to see the issue resolved successfully.
  - e. Tell the person that if he or she doesn't get satisfaction, to call back (or to let the Board member know what happens regardless).
  - f. If the contact raises a high level of concern, communicate with the District Superintendent as soon as possible.
  - g. Not undertake any formal, independent investigation or research.
2. The District Superintendent will:
  - a. Tell the Board member what he or she knows about the situation, and if necessary, will investigate to get more information;
  - b. After gathering information, respond to both the person, and the Board member about what was learned or what action was taken.
3. If the Board member is not comfortable with the resolution by the District Superintendent, he or she will have a one-on-one conversation with the District Superintendent before discussing the issue with other Board members or bringing the issue to the full Board.

### **One-on-One – Board Policy Level Concern**

If the concern raised by the parent, community member, or staff member rises to the level of a Board policy concern, the Board member should bring the concern to the full Board for discussion.

### **Group Situation – All Concerns**

When one or more Board members are approached by a group of two or more parents, community members, or staff members regarding any concern:

1. If the Board members who have been approached believe the issues relate to a Board policy level concern or are of the kind that might escalate into a staff or community-wide concern, the Board members will inform the full Board, and the District superintendent prior to the meeting or as soon as practical thereafter, as to the issues discussed, and the persons involved.
2. While communicating with the parents, community members, or staff members, the Board members will:
  - a. Listen to understand the issue.
  - b. Inform the group that they do not represent the full Board, and do not have authority to make any decisions, or direct any action, but that they will convey what is learned to the full Board.
  - c. Ask whether the persons have talked to the individual closest to the problem, and explain the chain of command concept – that issues are best resolved at a level closest to the problem, and people involved.
  - d. If the persons haven't initiated conversation at the level closest to the problem, help the persons determine which district staff member they should talk with.
  - e. Take the opportunity to explain the Board's role
    - The Board's job is to set the vision, and policies that will enable students to be academically successful.
    - While resolution of operational issues is not the Board's job, the Board is concerned, and wants to see the issue resolved successfully.
3. Following the discussion, the Board members will communicate to the full Board and the District Superintendent as to the nature of the discussion, providing as much information as is necessary for the Board, and the District Superintendent to be fully informed.
4. The District Superintendent will:
  - a. Tell the Board what he or she knows about the situation, and if necessary, will investigate to get more information;
  - b. After gathering information, respond to both the persons with the concern, and the Board about what was learned, or what action was taken.

Nothing in this policy will apply to chance social encounters where routine school district matters are discussed.

Adopted:	November 15, 2004
Latest Revision and Renumbering: (fka GP-10)	May 19, 2025
Revised:	January 27, 2012

**Legal References:**

Monitoring Method:	Board self-assessment
Monitoring Frequency:	Each Board Meeting

**E-1: Mission, Vision, and Beliefs**

**District Mission:** Steamboat Springs School District provides safe, inclusive, challenging, and authentic learning experiences that prepare all students to be inspired to explore the world and contribute with integrity.

**District Vision:** All students in Steamboat Springs School District will become global thinkers, engaged community members, and self-aware learners through academically rigorous, community-based, career-connected learning.

**Steamboat Springs School District Strategic Plan adopted June 13, 2022**

**Focus Area One:**

Learning experiences that support students to reach their fullest potential.

Priority One: Students Reaching Academic Potential

Priority Two: Inclusive Communities of Learning

**Focus Area Two:**

Building skills for students’ lives and futures.

Priority One: Thriving Students

Priority Two: College & Career Readiness

**Focus Area Three:**

Thriving educators and community.

Priority One: Positive Culture of Teaching and Learning

Priority Two: Enhanced Learning Experiences through Community Partnerships

R-1 Adopted	November 16, 1998
Latest Revision - renamed and separated into 2 policies Formerly known as Results R-1	August 25, 2025 August 29, 2022 August 24, 2015 September 12, 2011 October 6, 2008 August 18, 2008 June 20, 2007 January 12, 2004
<b>Other References:</b>	District Strategic Plan 2022
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually

**E-2: Academic Achievement**

SSSD Graduates are:

- Confident and Resourceful Learners - Academic Preparedness; Self Advocacy and Initiative
- “Prepared for Powder Day” - Perseverance & Resilience; Critical Thinking and Analysis
- Bigger Than “The Boat” - Self, Cultural, and Global Awareness
- Fearless Life-long Leaders - Interpersonal Communication; Collaboration and Teamwork
- Future Ready - Career Awareness; Social Awareness

R-2 Adopted	November 16, 1998
Latest Revision renamed and separated into 2 policies Formerly known as Results R-2	August 25, 2025 August 29, 2022 August 24, 2015 September 12, 2011 August 18, 2008 March 15, 2004 December 17, 2001 August 20, 2001
<b>Other References:</b>	District Strategic Plan 2022
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually