



SSSD RE-2 School Board Meeting

Director of Exceptional Student Services
Kristen Atwood

Special Education Coordinator
Brooke Mayrand

May 19, 2025



Our Students

We support 383/2595 (15%) students:

- Sleeping Giant: 74 students
- Strawberry Park: 52 students
- Soda Creek: 52 students
- SS Middle School: 77 students
- SS High School: 100 students
- Yampa Valley High School: 12 students
- North Routt: 12 students
- Emerald Mountain: 2 students
- Steamboat Mountain: 2 students

The background of the slide is a light green watercolor wash. In the corners, there are decorative illustrations of leafy branches. The top-left and bottom-right corners feature green leaves, while the top-right and bottom-left corners feature branches with orange and brown leaves.

Investing in Our Future

We have made significant strides in enhancing our educational environment. This year, we had a TEAM and with this team were able to implement several programs and fine tune several others in order to better support our staff and students.

As the first year established as our own Administrative Unit,
Steamboat Springs School District now has our own Special Education
Coordinator and Behavioral Specialist. We have a **TEAM**.

KRISTI BERTRON

**BROOKE
MAYRAND**



JESSIE KUBE

Under the direction of Kristi Bertron,
Data Specialist, we successfully moved
our IEP system from SPED Advantage to
ENRICH.

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SCANA COUNTY BOARD OF EDUCATION
NONPUBLIC EDUCATION PROGRAMS - INFORMATION ELEMENT

Student Legal Name: Sample, Student Legal Name: _____ Date of Birth: 11/15/2007 IEP Date: _____
Original IEP Entry Date: _____ Next Annual IEP: _____
Last First: _____ Last First: _____

IDENTIFY TYPE: ☐ Initial ☐ Annual ☐ Triennial

Additional Purpose of Meeting (Priority) ☐ Transition ☐ Re-evaluation ☐ Other: _____

Age: 11 years 10 months

Grade: 6th Native Language: _____ ☐ Yes ☐ No ☐ Other: _____
Student ID: 123456789 ☐ Yes ☐ No ☐ Other: _____

Parent/Guardian: _____ Home Phone: _____
Home Address: _____ Work Phone: _____
City: _____ Cell Phone: _____
State/Zip: _____ Email: _____

Parent/Guardian: _____ Home Phone: _____
Home Address: _____ Work Phone: _____
City: _____ Cell Phone: _____
State/Zip: _____ Email: _____

Director of Special Education (Signature): _____ (Print Name): _____

Highest Ethnicity: ☐ Yes ☐ No ☐ Other: _____ (Print Name): _____
Race (Independent of Ethnicity): Race 1: _____ Race 2: _____ Race 3: _____ Race 4: _____
Race 5: _____ (Print Name): _____

INDICATE DISABILITIES: Yes: ☐ No: ☐ (For students with disabilities, please check the appropriate box(es) to indicate the type of disability. If more than one disability is present, check all that apply. *See instructions on page 2.)

Primary: ☐ Secondary: ☐

☐ Not eligible for Special Education ☐ Eligible for Special Education (please specify type of disability in appropriate box(es))

Describe how student's disability affects involvement and progress in general education (or for preschoolers, participation in appropriate activities): _____

FOR INITIAL PLACEMENTS ONLY:
Has the parent received full & coordinated early screening services (including this or other testing in the past two years)?
☐ Yes ☐ No

Date of initial referral for Special Education Services: _____
Person initiating the referral (Initial Special Education Referral): _____
Date of initial Referral: _____
Date of initial Referral: _____

Jessie Kube's Success Story for 2024-2025:

J began the year shutting down and "freezing" in place around 2pm almost everyday resulting in physically aggressive behaviors if he was prompted to go to the bus. The team who works with him were so patient and flexible as we worked through all the possible interventions that might serve the function of this shutting down behavior. Today, you can find J waiting for the bus happily engaging in a dance party before getting on the bus independently.

T.W. was a kindergarten student who was new to Steamboat this school year. He came with his own past traumas, but he also engaged in behaviors at school that were dangerous including eloping and punching teachers and kids. A Behavior Intervention Plan was created for him, and the team who worked with him followed it with fidelity. He learned how to 'school' and loved being in his classroom!

We have 9 Special Service Providers and 10 Independent Contractors who provide specialized services to some of our district's most impacted students.



Molly Jenkins
Speech Language Pathologist

Under the leadership of our very own Karla Setter, AP at SSHS, we have a high-functioning SEAC engaged in proactive work to increase Parent Involvement and Communication regarding our Special Education programs.



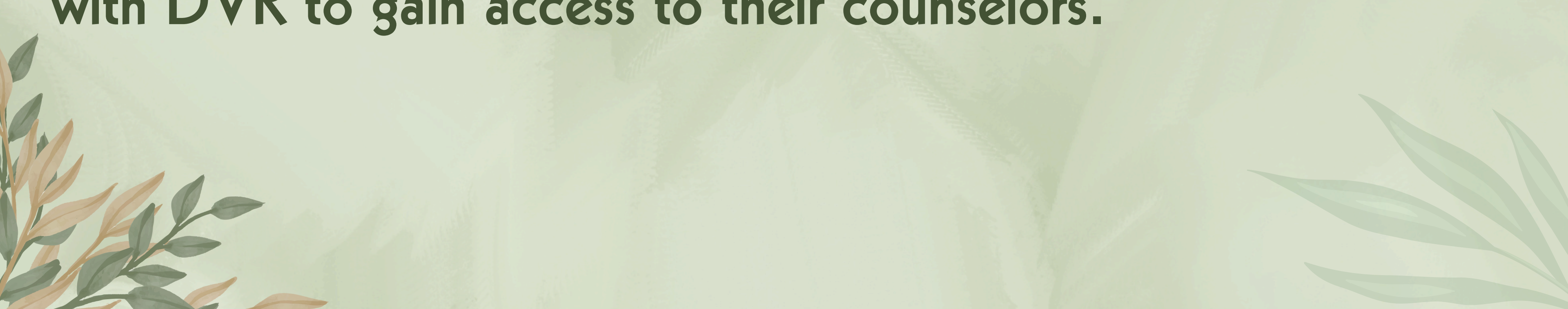
We have a stable, professional, and highly successful team of Special Education teachers at each of our schools. This year our retention rate is 93%.





We had 1 State Complaint with 6 allegations, 5 unfounded.

The one allegation concerned creating more work-based opportunities. Since then, we have successfully partnered with DVR to gain access to their counselors.



Our 18-21 transition program, STRIDES through YVAP, will be embracing 5 of our most dynamic students for the 25-26 school year.





Bob Barrows from CDE, provided staff training around writing transition goals for our 15+ students that are measurable and timely.

SSSD RE-2 Special Education Handbook 1.0

- In effort to strategically align our special education systems, policies, and practices across all of the schools in our district, we have developed a 108 pg. Handbook for special education teachers, service providers, and administrators can reference for guidance throughout the year
 - This insures that our school district policy and practices align with the legal requirements of IDEA and CDE regulations
 - Provides our families with consistent experiences as they move throughout the schools in our district
- Topics covered include:
 - IEP meeting procedural guidance
 - Special Education teacher and chair roles and responsibilities
 - Accommodations vs. Modifications
 - Writing effective goals
 - Etc.
- Version 2.0 will be released August 2025



**Steamboat School District
RE-2
Special Education Handbook
2024-2025**

Disclaimer: The information provided in this document is for general guidance purposes only. Individualized services need to be considered for every student. For extenuating or unusual circumstances, seek further consultation from the District Special Education Office. Always refer to state guidelines and determinations.

Paraprofessional Allocation Determination

- As we discovered an increased need to systematize how we allocate paraprofessionals to schools, we have developed a step by step process for students who may qualify for additional support. This will result in a more appropriate # of paraprofessionals allocated to each school.
- Why?
 - The end goal is to increase student independence throughout their experience in K-12 school. Thus, allocating a paraprofessional should be under careful consideration and monitored regularly.
 - Student needs should drive service minutes, if the students require an extensive amount of support that exceeds what a case manager can provide, a paraprofessional may be considered to support in delivering the services delegated on their IEP.
- The new process includes consideration of the students impact of disability, service minutes, student schedule, teacher schedule, school schedule, initial paraprofessional request form, observations from the Special Education Coordinator.



Increased Child Find Initiative's and Response

- In order to ensure that we are fulfilling our Child Find obligation of identifying all children in our community that may qualify for a disability, we have developed systems and trainings to identify students sooner, implement the appropriate interventions as needed, and evaluate.
 - We have developed our teams on what disability categories require intervention prior to evaluation and what categories do not, thus we must evaluate as soon as possible.
 - We have completed year 2 of developmental screenings in the community to identify children as early as 3 years old.



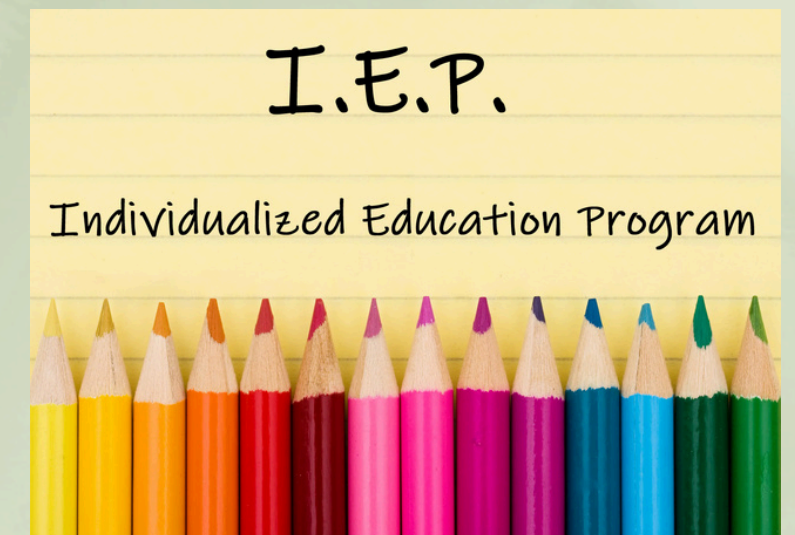
Multilingual Evaluation Training and Development

- In efforts to increase our special education staffs knowledge on how to identify and conduct a thorough evaluation for a student who is a multilingual learner, we conducted a 4 hour professional development training with CDE expert, Hunter Smith.
 - In response to this training, our staff feels much more confident and proactive in initiating and completing with this special population



Ongoing Development of Quality IEP writing

- We, as special educators, are always learning how we can improve the quality of IEP's that we write to not only be legally compliant, but to serve the student to make meaningful progress throughout their educational journey.
 - We have focused on developing our team this year through PD days, SPED team meetings, 1:1 check ins, and through reviewing every IEP and sending for edits where appropriate.
 - Focus areas for 2024-25 have been:
 - Quality goal writing
 - Progress monitoring
 - Transition
 - Prior Written Notice
- The "Golden Thread" - Ensuring IEPs are aligned with areas of eligibility and areas of impact



Success Story: We couldn't leave without telling one more.

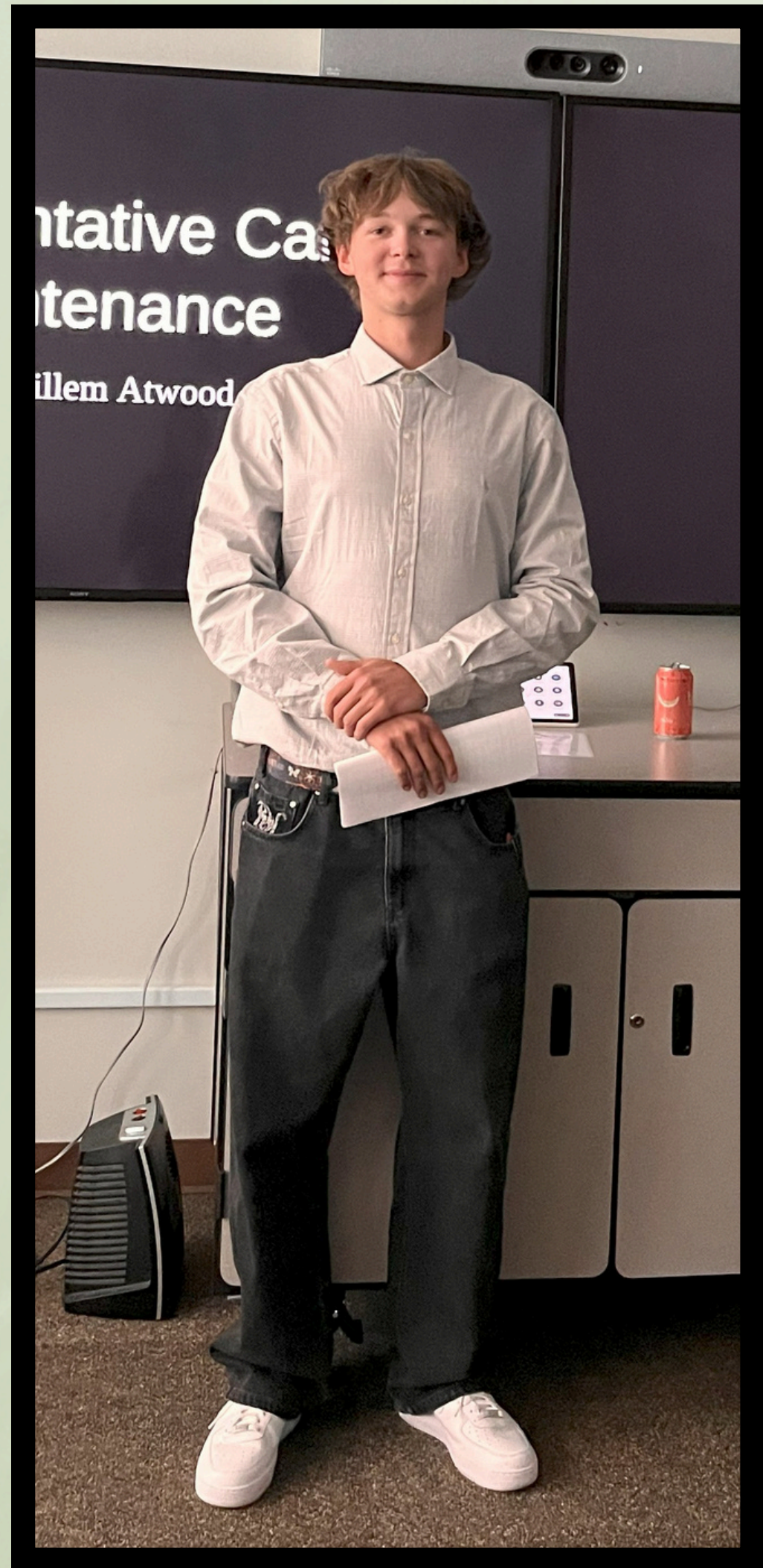
At just six years old, a young boy was identified with an IEP due to dyslexia and ADHD. Despite his natural leadership in every classroom, he often struggled to keep pace with his peers academically. In 2017, his path led him to a move to the Steamboat Springs School District, where Mrs. Adams and Mrs. Maddox welcomed him into 5th grade and championed his growth.

Middle School posed its own set of challenges, but he persisted. He did his best to adhere to the CARE core values and learned resiliency. At Steamboat Springs High School, he began discovering a powerful motivator—his drive to make money and build a prosperous future as a business owner. It wasn't until days before his senior year that he made a pivotal decision: transferring to Yampa Valley High School. That change became a turning point.

At YVHS, Willem found the freedom to tailor his schedule, allowing him to focus on what truly mattered—working hard and taking Colorado Mountain College (CMC) courses that aligned with his career ambitions - a Business class and Vocational Spanish. This environment empowered him to balance academics with real-world experience. Garret, Susanmarie, Tim, Jason, Carolyn and Kristyl pushed this young man while surrounding him with support and resources to bring his vision to fruition.

Reflecting on his journey, Willem called his decision to attend YVHS a “game changer.” It provided the flexibility he needed to thrive. Just last week, Principal Boies shared a moment of pride: Willem handed her his business card, which boldly read "Junior Project Manager." He also shared exciting news—he’s headed to Denver for leadership training, an opportunity earned through hard work and determination.

Willem Atwood’s story is a testament to the power of Steamboat Schools in meeting students where they are, embracing individual challenges, recognizing strengths, and empowering them to seize opportunities. Willem transformed early struggles into stepping stones toward a bright future—and he’s just getting started."



THANK YOU TO OUR **SSSD SCHOOL BOARD of EDUCATION**

Thank you for your volunteer work. Your dedication to our community, your increasingly high expectations, and vision for ensuring we have the best resources for our students is remarkable.

And thank you **Dr. Wicks** for your vision. Your leadership embodies determination and strength and we appreciate your continuous support of all students and especially our students with special needs here in our Steamboat Schools.

