

## **Business Meeting**

Monday, May 5, 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. Employment
  - 5.3. Nonrenewal of Probationary Teacher Resolution 2025-05-01
  - 5.4. Nonrenewal of Limited Term Contracts 2024-25
  - 5.5. Substitute Teacher 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 Item**  
*Pursuant to Policies: GP-1; GP-2*
  - 9.1. Consideration of Addition of a SSHS Girls Flag Football Team beginning with the 2025-26 School Year  
**Purpose:** To consider the addition of a SSHS Girls Flag Football team to meet Title IX compliance requirements
10. **Governance Process Policy Review**  
*Pursuant to Policy: GP-14: Development and Revisions of Board Policy*
11. **Board Member Updates/ Comments/Debrief -**  
*Pursuant to Policies: GP-1; GP-2; EL-4*
12. **Plan for Future Meetings**
13. **Adjourn Business Meeting**

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
May 5, 2025**

**AGENDA ITEM  
RESIGNATIONS**

**Background Information:**

**Dani Booth** has resigned her position as the head Esport coach at Steamboat Springs High School effective April 4, 2025.

**Kim Horton** has resigned her position as a counselor at Steamboat Springs High School effective June 11, 2025.

**Jennifer (Becky) Livesey** has resigned her position as a health tech paraprofessional at Steamboat Springs High School effective June 4, 2025.

**Kristin O'Connor** has resigned her position as the National Honor Society sponsor at Steamboat Springs High School effective for the 2025-26 school year.

**Karen O'Neill-Dennis** has resigned her position as a special education paraprofessional at Steamboat Springs High School effective June 3, 2025.

**Madison (Maddy) Rodriguez** has resigned her position as a special education paraprofessional at Steamboat Springs High School effective June 3, 2025.

**Recommended Action:**

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

Dani Booth  
Kim Horton  
Jennifer (Becky) Livesey  
Kristin O'Connor  
Karen O'Neill-Dennis  
Madison (Maddy) Rodriguez

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**May 5, 2025**

**AGENDA ITEM**  
**EMPLOYMENT OF PERSONNEL**

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

**Background Information:**

- Kirsten Delaney - SGS .7 FTE long-term substitute special education paraprofessional 24-25
- Brenna Futch - SPE long-term substitute preschool paraprofessional 24-25
- Elizabeth Mayer - SCE long-term substitute preschool paraprofessional 24-25

**Recommended Action:**

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

Sleeping Giant School :

Opening created by:

District Need

- o Kirsten Delaney - .7 FTE Long-term substitute special education paraprofessional

Soda Creek Elementary School :

Opening created by:

Celine Taylor change of status to preschool instructor

- o Elizabeth Mayer - Long-term substitute Preschool paraprofessional

Strawberry Park Elementary School :

Opening created by:

Kim Bates resignation

- o Brenna Futch -Long-term substitute preschool paraprofessional

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
May 5, 2025**

**AGENDA ITEM  
NONRENEWAL OF PROBATIONARY TEACHER RESOLUTION  
2025-05-01**

**Background Information:**

Upon recommendation of the superintendent, the Board is asked to adopt Resolution 2025-05-01 to nonrenew the probationary teacher's contract, as listed in the resolution, for the 2025-26 school year.

**Recommended Action:**

Resolved, that the Board of Education adopt Resolution 2025-05-01 to nonrenew the probationary teacher's contract, as listed in the resolution, for the 2025-26 school year.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
RESOLUTION NUMBER 2025-05-01**

A Resolution of the Board of Education of the  
Steamboat Springs School District RE-2  
for Nonrenewal of the Contract of a Probationary Teacher

WHEREAS, the Board of Education of the Steamboat Springs School District RE-2 has received the recommendation of the Superintendent of Schools that a certain probationary teacher listed on Attachment A not be renewed for the 2025-2026 school year; and

WHEREAS, the Board has duly considered the recommendation and the matter of the reemployment of this probationary teacher; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Steamboat Springs School District RE-2 that the probationary teacher listed on Attachment A to this Resolution not be reemployed for the 2025-2026 school year; and

BE IT FURTHER RESOLVED that the Superintendent of Schools or her designee is hereby directed to give timely written notice of nonrenewal to the probationary staff listed on Attachment A.

Adopted this 5th day of May, 2025.

Steamboat Springs School District RE-2

By: \_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_

## **ATTACHMENT A**

Probationary Teacher – Non-Renewed for the 2025-2026 School Year

- Gifted and Talented Coordinator and Resource teacher - Janet Peasley

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**May 5, 2025**

**AGENDA ITEM**  
**NONRENEWAL OF LIMITED-TERM CONTRACTS**

**Background Information:**

The following licensed staff will be nonrenewed for the 2025-2026 school year due to the expiration of their limited term or temporary contracts for the 2024-25 school year.

- Gretchen Johnson - SSMS teacher - limited term contract
- Ali Kowalsky - SSMS teacher - limited term contract
- Brooke Sosebee - SSSH teacher - limited term contract
- Isabel Sucha - SPE teacher - limited term contract
- Kimber Tatman - SCE teacher - limited term contract
- Christina Tharp - SGS teacher - limited term contract
- Steve Wack - SSSH teacher - limited term contract

**Recommended Action:**

Resolved, that the Board of Education acknowledge the nonrenewal of the limited term or temporary contracts for the following staff:

Gretchen Johnson  
Ali Kowalsky  
Brooke Sosebee  
Isabel Sucha  
Kimber Tatman  
Christina Tharp  
Steve Wack

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
May 5, 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>
Brigman, Christopher		3 yr/4-28-28	K-12

**Recommended Action:**

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

Christopher Brigman

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

<b>Meeting Date:</b>	May 5, 2025
<b>Agenda Item:</b>	Approval of the minutes for the Board of Education April 7, 2025 Business Meeting and April 8, 2025 Workshop
<b>Presented by:</b>	Secretary to the Board
<b>Core Issues:</b>	GP-19: School Board Meetings
<b>Background Info:</b>	Drafts of the minutes are included for review and approval.
<b>Policy Implications:</b>	GP-19: School Board Meetings
<b>Fiscal Implications:</b>	None
<b>Options:</b>	<ol style="list-style-type: none"> <li>1. Approve the Minutes as written.</li> <li>2. Correct the Minutes then approve.</li> </ol>
<b>Backup Memoranda Provided?</b>	Drafts of the minutes are included for review and approval.
<b>Recommended Action:</b>	Resolved, that the Board of Education approve the minutes for April 7, 2025 and April 8, 2025, as presented.



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

Minutes  
April 7, 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, Transportation Manager Casey Unga, Director of Finance and Operations Stephanie Juneau, and Director of Teaching & Learning Dr. Tim Ridder

## **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 Resignations
- 5.2 Post Retirement Employment Request 2025-26
- 5.3 Resignations
- 5.4 Employment
- 5.5 Withdraw Extended Leave of Absence Request 25-26
- 5.6 Substitute Teacher 2024-25
- 5.7 Substitute Paraprofessional 2024-25

*Kevin Callahan made a motion and Leah Helms seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7 as presented. The motion passed unanimously.*

## **6. Approval of Minutes- March 17, 2025 Business Meeting**

Background information is provided in Boardbook under item 6.

*Katy Lee made a motion and Chresta Brinkman seconded to approve the minutes for the March 17, 2025 business meeting, 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**

- The SSHS Hockey program continues to get recognized for the amazing year and outstanding people in the hockey program. We are excited to announce that Angus Frithsen has been selected the CHSAA 4A Ice Hockey Player of the Year! Coach Brian Ripley was also selected as the 4A Coach of the Year.
- SSHS Students of the Month: Cooper Counts, Elsie Miller, Kelvis Lopez, Rebecca Pickett, Aylin Tarano Cano, Colin Clark, Jackson Juba, Miguel Uribe Campoverde, Rachel Sloaz, Yashaira Estrella Barragan, Lucia Del Haya, Asher Rowan, and Hannah Hale. These students of the month are all role models and exemplify the SAIL principle of Inclusion. The SSHS Teacher of the Month is Band and CTE teacher Ryan Seyedian.



- SSSH student, Cassian Osias's award winning essay was presented at the recent STAND event: Discrimination that Kills. Cassian's essay brought to life the need for acceptance, belonging, and standing up for what is right and to remind us that there is always more work to be done to eliminate discrimination in our schools and community.
- Two SSSH students have been awarded the prestigious Daniels Fund Scholarship. Congratulations to Zoey Beckner and Lillian Hammer. The Daniels Scholarship Program provides a four-year college scholarship for graduating high school seniors with great potential, strong character, and big dreams. Daniels Scholars receive full cost of attendance at partner schools, or up to \$100,000 at other schools across the United States. The Daniels Scholarship gives recipients access to intensive development, coaching, and engagement opportunities to prepare them as highly sought-after employees and leaders ready to give back to their communities and positively influence American life.
- Yampa Valley High School had a diagnostic review completed by a small team from the Colorado Department of Education as the result of YVHS being one of just five alternative high schools in Colorado awarded the EASI one-year federal grant. YVHS staff received feedback at the end of the day, highlighting the positive climate and culture of the school, sharing student feedback such as "this is the best school ever" and how the word "opportunities" came up so many times during student interviews.
- SSMS - Thanks to Bud Werner Memorial Library, Off the Beaten Path, and SSMS school librarians, Megan Scannell and Emily Jones, the sixth grade students experienced a New York Times bestselling author on March 25th. Megan Freeman, a Colorado native, former teacher and the author of the popular novel, Alone, spent an hour with the entire grade level. She spoke about her books, her writing process, with time for questions.
- SSMS - After first participating in the Strings School Days program in 2008, Alpin Hong returned this school year to work with the 7th and 8th grade band students. There was a school and public performance held in the Strings Music Pavilion on March 27th. All 7th and 8th grade students were able to celebrate their talented band classmates as they performed with Alpin. It was an incredible performance. Thanks to Mr. Knapp, Katie Carroll, and the Strings School.
- 8th Grade Ski Day - Last Friday, SSMS and SGS had a blast together at Mount Werner. Ski patrol came to school on Thursday afternoon to speak to students about the skier and snowboarder responsibility code. Thanks to the community and resort along with SSMS/SGS staff for creating a lasting memory for all 8th grade students. Special shout out to 8th grade teacher, Kayleigh McCannon, for taking the lead on this event. Her organization, coordination, and desire for kids to experience what she did as a former SSMS student is greatly appreciated.
- SGS would like to recognize Nicole DeCrette for her outstanding contributions as their Teacher Librarian. Nicole consistently demonstrates excellence with a daily impact on students and staff. Nicole curates a library collection that serves the entire K-8 student body. She is also a leader in teaching media literacy, helping students evaluate sources, question information, and develop critical thinking. In addition to working with students, Nicole leads the Specials Team's PLC, where she has guided meaningful work around standards-based grading. Nicole's work reflects a high level of professionalism, leadership, and student-focused learning. SGS staff is proud to have her as a champion for literacy, critical thinking, and inclusive education.
- SPE - Shout out to everyone who helped prepare for CMAS and the completion of a successful first week! This included switching schedules and special times, proctoring, preparing, and celebrating the students, decorating the halls, and creating an amazing atmosphere for SPE students so they can learn and grow. Another big glow were the breakfasts that assistant principal, Jaime Passchier, and Officer Manager, Erika Cleland, provided each morning so staff was ready to go.
- SPE celebrated all of their paraprofessionals and everything they bring to SPE on April 2nd - Paraprofessional Appreciation Day. From supporting students with kindness and patience to being an essential part of the teaching team, their dedication does not go unnoticed. They inspire, motivate, and make a difference in so many lives every single day.
- SCE - Thank you, SCE parents, for joining parent-teacher conferences. SCE was honored to have 88% of parents attend this year. A huge thank you for all the excellent meals and snacks that PIC and parents provided.
- SCE would also like to celebrate all the hard work teachers, staff, and students are demonstrating. When the administrators are meeting with teachers to analyze student data, they feel confident that SCE is well on their way to meeting end-of-the-year goals.
- SCE Third-grade teachers Shannon Forbes, Tiffany Gebhardt, Kim Waldschmidt, and Sherry Meadows, partnered with Junior Achievement, to introduce students to commerce, community roles, and entrepreneurship. Students created their own Classroom City with job roles and responsibilities. They also created their own product which they marketed and sold to their classrooms enhancing their skills in creativity, teamwork, and communication.

#### **SPE 5th Grade Leadership - Single Use Plastics Presentation - SPE staff and students**

- Presentation is included in Boardbook for review



- SPE teachers Katie Weeks, Allison Heineman, and Lindsey Clark presented along with students: MJ Clarke, Maddie Mason, Chloe Whitlock, Kian Moos, Jacek Bushek, Cassidy Dale, Harper Thorndike, Caleb Adams, Fiona Gebauer, Sopris Stewart, Emory Butler, Raya Melvin, Simone Vener, Kalia Maxwell, Hadley Mahon, Jazmine Cassidy, Jacky Nunez Jernandez, Meybelin Lincona Flores, Alice Miller, Mustafu Nuriddinov, Dylan Pierce, Kallan Guck, and Teagan Emory
- Throwing away plastic from our cafeteria puts toxic chemicals into our ecosystem, harming our environment. Putting hot food in plastics melts the plastics which puts toxins in our bodies. These toxins can result in known diseases and health complications. There are cost effective solutions to this community supported issue.
- Leachate is a highly toxic liquid made from rain water mixing with plastic in landfills which harms our environment and poisons our wildlife
- In 2011, the District switched to reusable kitchenware which included ceramic bowls, heavy duty plates, and metal utensils, this reduced lunch waste by about 70% and reduced the amount of daily trash
- 78% of kids eat a hot lunch every day which creates 297 plus single-use plastic containers of waste every day; that's 8-11 bags of plastic trash
- Plastic is harmful to our bodies; at least 63 chemicals used in plastic food packing are toxic to our health; chemicals can leach into your food
- Plasticizers and other chemicals leach out of plastic containers and packaging, especially when exposed to heat or fatty foods, into the food stored within them; when food sits in a hot container, it absorbs all the plastic particles, including toxins and chemicals
- School custodians take out four 40 gallon trash cans twice a day and 75% of the trash is plastic and 25% is food
- Fruit, vegetables, and salads are packaged in plastic containers and sandwiches come wrapped in plastic
- The District spends approximately \$18,662 per year on plastic utensils, bowls, plates, boats, and plastic wrap which is about 27 cents per student per day at SPE
- Estimated initial cost of reusable dishware for SPE is \$1,977 and approximate cost per year for dishwasher is \$2,772
- Single-use plastic has increased the Food Services budget by \$266, 948 since 2019
- District received a grant in 2010-11 for \$3900 from the Colorado Department of Public Health and Environment that was used to purchase reusable plates for SPE, SCE, and SSMS; a similar grant would fully cover the initial cost of reusable supplies
- Colorado Circular Communities has funding opportunities available that is funded from fees from waste being dropped off at landfills
- Solution - switch out plastic for ceramic plates, bowls, trays, and stainless steel cutlery to help reduce waste in the environment, eliminate toxic chemicals from our cafeteria into our bodies, and cut costs

Director of Finance and Operations Stephanie Juneau - response to presentation and Board questions/comments

- I appreciate the research and work that went into your presentation; it was extremely well done and I can tell this is something that you are very passionate about; this is how change happens
- I would like to suggest a working group that will consist of 2 students, 1 teacher, myself, and the Director of Nutritional Services Max Huppert
- We can work together and learn about why the District serves meals how it does today; learn details about the money used for single use plastics; find out the actual cost for the nutritional services program; research together options for reusable items; explore funding opportunities
- Leah Helme - We had reusable items before, are they gone? Yes; Do we have dishwashing machines at every school? Yes; Would we need additional FTE at every school to use reusable items? Yes; Stephanie - I would think that we would likely pilot any changes at one school first
- Kevin Callahan - Your presentation will help start the conversation; appreciate that Stephanie is offering an avenue to review and effect the change; this is good research to help you write letters to your state representatives to look at the state to help fund this kind of change; This is Step 1, time to find Step 2 and move forward
- Chresta Brinkman - Thank you for your presentation; appreciate that you cited all of your resources and provided information on costs and available savings; You were all very brave to participate in the presentation this evening
- Lara Craig - Thank you for being part of our future problem solvers; I would like the District to make a commitment to find solutions; look at ways to compost or create incentives to not waste food; What can we do differently to offer food components and choice for students so that there is less waste
- Katy Lee - Thank you for the phenomenal presentation; I appreciate the solution suggestions and your research; How did you select this as your topic? Katie Weeks - We have been hearing these concerns throughout the District and the whole 5th grade is involved



- Chresta Brinkman - Thank you to our staff to allow students to be involved in the solutions process and provide them the opportunity to be empowered

#### **Transportation Update - Transportation Manager Casey Unga**

- Presentation is included in Boardbook for review
- We have 10 daily routes, of which four are a mix of rural and in town, the remaining six serving in town neighborhoods
- Average of 50 riders per day per regular bus route; capacity is 71 or 72 passengers depending on bus style; 50 riders is a good target per bus when transporting K-12 on the same bus
- 25% ridership (approximately 400 students) not counting juniors and seniors
- Longest route is to Clark at 95 miles per day
- We have a great team of drivers getting the job done daily so I want to recognize our daily route drivers Kathy, Don, Andie, Nancy, Jamie, Rodger, Marc, Matt, Chris, Fred, Ivy, and Dan as well as our mechanic RJ (who is taking care of our fleet of 42 district vehicles) and all of the para support staff and substitute drivers who get the kids in the district safely to and from school daily
- With today's activity trip taking our high school special education students on their weekly excursion to City Market, we are at 437 activity trips year to date
- We estimate to complete 555 total activity trips for the 2024-25 school year of which approximately half of that number are trips made out of the valley; for example, last weekend, we had SSSH track in Gypsum, girls soccer in Delta, Science Olympiad in Colorado Springs, baseball in Rifle, and girls lacrosse in Edwards
- All the activity trips equate to approximately 60k miles traveled often through challenging terrain and weather, so kudos again to the team for making these trips safely
- We received 2 new trip buses this year that are equipped with upgraded seating as well as USB ports and AC to improve the experience for the teams
- RFID cards for bus ridership - initial deployment took place at the beginning of the school year with distribution of approximately 500 RFID cards to students
- We had initially installed card readers on just the route buses and have since upgraded to have card readers on all buses in the fleet
- We have updated to a card printer that prints student name and ID number on the blank badge and automatically assigns the RFID number in our routing system; I am currently working through a backlog of requests to ensure that all students that have a badge request are able to receive a badge
- My Ride K-12 App - parent app - plan to release to parents over the summer; allows parents to see where and when their student scanned on and off of the bus
- EPA/CDPHE Grant Update - three Type D and two Type A EV school buses have been ordered which will require three 44KW DCFC stations (which are ordered); the stations will require less infrastructure yet still be able to provide enough power; total funding \$2,543,000; projected implementation is September 2025
- All existing routes will be operated by EVs for the 25-26 school year- we have a propane bus that will be used for the new route; District has received \$5-\$6M in grants for electric buses and charging stations; greatly reduces emissions - no idling at schools required
- Stop Arm Extensions will extend another 4 feet out from the bus with additional flashing lights; We have had 48 instances of illegal passing year to date with the most recent occurring this past Friday
- Ingevity 'Cow Fart Bus' - renewable natural gas- retrofit for exiting 7 diesel buses that utilizes RNG to assist with diesel engine which improves performance of bus, improves MPG, and reduces emissions; Eagle Valley is using this and I plan to meet with reps at Eagle Valley to have a closer look
- SIPA Grant - Colorado Statewide Internet Portal Authority - supports Colorado governments in improving digital services and connecting residents to governments through technology which includes school districts; District has applied for \$67K in funding in conjunction with Tyler Technologies which is our technology partner for our transportation management software; Grant would cover the cost of a two year service agreement to implement Tyler Technologies Advanced Fleet Maintenance software; benefits stem from inventory control, maintenance scheduling, real time daily vehicle mileage, EV reporting, vehicle/driver telematics data, and Geotab
- Staffing Outlook - one retirement at the end of the school year, Kathy Gonio, 30 years special education driver; one route and one para position currently open; I am confident that we will be able to fill both positions and implement a new route to serve more of our rural students next year
- Chresta Brinkman - Activity trips - the entire transportation crew does an amazing job; creatively and quickly problem solving when needed; make it seem effortless



- Lara Craig - appreciate the forward thinking and the District's support of electronic buses; Are we okay with 25% of the student population using buses? Parent transportation of students is connected to a lot of our community traffic issues; What can we do to improve the system to get parents to use the bus system? Casey - ideally, every kid would ride; buses are the safest way to get to school; maybe we could send out a survey to find out why parents are driving kids to/from school and where could value to bus ridership be added
- Kevin Callahan - have met with Casey and YVEA about chargers for electric buses; looking for ways to put the voltage from the bus charging stations back into the YVEA grid and get reimbursement; We will continue to review and discuss
- Leah Helme - What is the process for someone who passes at a bus stop? Casey - the buses do have Stop Arm cameras and drivers are very good about reporting and documenting violations; the driver provides the location and time and any other details and then Casey finds the video clip on the camera and shares with the police/sheriff; new stop arm extension are a low cost solution to discourage violations
- Lara Craig - Do you know the kind of drivers who are violating the Stop Law? Casey - all kinds of drivers; some drivers just aren't paying attention and some don't know the law
- Leah Helme - I would encourage the District to put reminders in the weekly newsletters that go out from each school about school bus safety

#### **North Routt Community Charter School Update - Superintendent Dr. Celine Wicks**

- Draft Charter Renewal application, Renewal contract, and addendums are included in Boardbook for review
- Dr Wicks had a conversation with the NRCCS Board president and Director about the possibility of NRCCS becoming an innovation school under the Steamboat Springs School District
- NRCCS Board and Director will need to have a meeting with staff and 50% of staff plus one would need to approve the change before the school can go out to the community for a vote
- Dr. Wicks will have a broader discussion of this option in the future if the NRCCS staff and community decide to pursue the option of becoming an innovation school
- Dr. Wicks is recommending that the Board of Education consider adoption of the charter renewal as presented at this time
- Lara Craig - I love the innovation school idea
- Leah Helme - What kind of financial benefit would this bring to NRCCS to change to an innovation school? Dr. Wicks - It would help their staff with an increase in their salary schedule
- Lara Craig - The Board would receive all the information about costs and benefits if NRCCS decides to pursue the change? Correct
- Kevin Callahan - The process sounds like a good set of steps and hope we are able to move forward with this relationship
- Katy Lee - Would becoming an innovation school allow them to continue to make their own curriculum decisions? Dr. Wicks - Yes, they would also be able to maintain their outdoor education program
- Dr. Wicks - I recommend that the Board consider approving their charter application renewal tonight and then we can discuss further when NRCCS decides if they are taking the next step to become an innovation school; application process for the innovation school is about a 60 day turnaround with CDE

#### **2026-27 School Year Calendar Draft Review - Director of Teaching & Learning Dr. Tim Ridder**

- Presentation is included in Boardbook for review
- Copy of draft calendar is included in Boardbook for review
- Calendar was created by a calendar committee
- Committee considered options to even out the number of days in the semesters (which affects SSHS and YVHS); committee did not support starting earlier in August or extending the first semester to after winter break to even out the semesters
- Committee would prefer to end later in June instead of trying to end before Memorial Day; took one day from August to add to the end of the school year so that students would have 2 days of school after Memorial Day instead of just one
- Lara Craig - the week after Memorial Day can be a challenge for student attendance, yet we love our Augusts
- Calendar Committee will continue to work next year and plan to create 3 school year calendars to go through 2029-30
- Draft calendar must be posted for public review for 30 days
- Will bring back to the Board in May for consideration of adoption

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



## **8. Public Comment - 5:46 pm**

AJ Summers - parent of SSMS student - Would like the Board to consider the policy for acceleration of students and the Gifted Education program; We feel that there is a lack of support for gifted students and not enough access to accelerated programs

## **9. Action Items**

### **9.1 Consideration of Approval of the Charter Contract Renewal for North Routt Community Charter School**

*Katy Lee made a motion and Chresta Brinkman seconded to accept the recommendation of the superintendent and approve the five-year renewal of the charter for the North Routt Community Charter School, as presented.*

- Copy of charter application, charter renewal and addendums are included in Boardbook for review
- Dr. Wicks explained her recommendation under Reports and Communications
- No additional discussion by the Board

*The motion to accept the recommendation of the superintendent and approve the five-year renewal for the North Routt Community Charter School, as presented, passed unanimously.*

### **9.2 Consideration of Adoption of a Board Meeting Schedule for the Board of Education for the 2025-26 School Year**

*Katy Lee made a motion and Kevin Callahan seconded to approve and adopt the Board meeting schedule for 2025-2026, as presented.*

- Copy of the draft meeting calendar is included in Boardbook for review
- Lara Craig asked if the proposed calendar included any workshops
- Katy Lee clarified that the proposed calendar only includes the monthly Board business meetings, as required by statute

*The motion to approve and adopt the Board meeting schedule for 2025-2026, as presented, passed unanimously.*

## **10. Board Member Updates/Comments/Debrief**

Leah Helme

- Attended the NRCCS SAC meeting and talked to them about our open board positions this fall
- Attended round two of the CTE tour at the high school
- Attended SEAC meeting
- Attended CASB Legislative meeting
- Attended Steamboat Kids on Phones group
- Attended Gifted Education event
- CASB's Regional event for our region is scheduled for August 26 from 4:30 to 6:30 in Hayden

Lara Craig

- Attended the GEAC meeting
- Attended the SSHS CTE tour
- Attended the GE Talk with the Twice Exceptional consultant and also attended the teacher portion
- Look forward to the Paradise Paradox event and panel discussion
- Look forward to the CASB policy workshop

Kevin Callahan

- Attended the Education Fund Board meeting - expecting more revenue from the last few months
- Attended the SAC meeting at SGS with a presentation by Nicole DeCrette - impressed by the shared library program
- 9th grade students who were the first 6th, 7th and 8th grade students to go through SGS talked about what they liked best about SGS (specifically mentor reading program and Mr. Barbier)

Chresta Brinkman

- Attended PIC meetings
- Attended home and away lacrosse games
- Attended Parent Teacher Conferences
- Attended the CTE tour at SSHS
- Attended the Band at the Strings event
- Attended Alice by Heart at Perry Mansfield
- Will be attending the Paradise Paradox event at SSHS

Katy Lee

- Saw the CTE work at Perry Mansfield



- Will attend the PIC meeting at SPE this week
- Attended the HOA meeting at Silver Spur - provided information on the Housing RFP that we have posted

Dr. Celine Wicks

- Paradise Paradox event at SSHS is Wednesday, April 9
- RSVP is almost at capacity
- Dinner is at 5 pm
- Child care is available
- This topic is near and dear to my heart and mental health is an enormous issue in the Yampa Valley

#### **11. Plan for future meetings**

- Cell Phone Update - May 5
- Instructional Coaches Update - May 5
- Summer Facilities Projects Update - May 5
- FY26 Budget - Presentation of Budget Draft - May 19
- DAC Update - May 19
- YVHA Update - Cottonwoods - June 2
- Lara Craig - would like to have the DAC update prior to the budget presentation - need time for the Board to discuss the DAC budget recommendations for consideration in the budget- Dr.Wicks - May 19 is a draft budget; Board will be able to consider DAC recommendations before approving the budget
- Lara Craig - Would like to have a GEAC presentation at a board meeting so that the Board can consider what they may be requesting or recommending as part of the budget process; Dr. Wicks - I will be attending the next GEAC meeting on May 21 so that we can discuss some of the issues that we are having and then we should be able to get them on a board agenda before the budget is approved

#### **Board Workshops**

- Board Policy Review with CASB - April 8th at 9 am at the District Office

#### **Coffee with the Board - Off the Beaten Path Bookstore**

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

#### **12. Adjourn**

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 6:04 pm.

Board of Education Business Meeting minutes for April 7, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on May 5, 2025:

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Katy Lee, President



# STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 BOARD OF EDUCATION WORKSHOP

Minutes  
April 8, 2025  
9:00 AM

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

**District Administration present:** Administrative Assistant Deb Ginesta

## **1. Workshop - Call to Order**

Katy Lee called the workshop to order at 9:07 am.

## **2. Workshop Topic**

### **Board Policy Review**

- Board worked with CASB representative Kristina Gutierrez on Board Policies- review, recommendations, and revisions based on CASB sample policies
- Board/Superintendent (B/SR) policies were previously reviewed and revised based on CASB sample policies and went through the first and second reading process and were adopted on March 3, 2025
- The workshop focused on the remaining Board policies: GP:Governance Process and EL: Executive Limitations
- The Board was not able to review the Results policy at this workshop due to time constraints
- Some policies will be further reviewed by Board sub-committees and revisions will be submitted by the sub-committees at a future board meeting
- Revisions from the workshop based on CASB sample policies will be brought forward for first readings at upcoming Board meetings

## **3. Workshop Adjourn**

The Steamboat Springs School District RE-2 Board of Education workshop adjourned at 4:00 pm.

Board of Education Workshop minutes for April 8, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on May 5, 2025:

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Katy Lee, President

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**May 5, 2025**

**AGENDA ITEM**  
**REPORTS & COMMUNICATIONS**

**Reports & Communications**

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- Summer Facilities Projects Update - Facilities Manager Pascal Ginesta
- Instructional Coaches Update - Instructional Coaches Lisa Adams and Cathy Girard and School Improvement Coordinator Anne Barbier
- Title IX and Girls Athletics - SSHS Assistant Principal/Activities Director Luke DeWolfe and Superintendent Dr. Celine Wicks
- Cell Phone Update - SSHS Principal Jay Hamric, SSHS Culture & Climate Lead Hanna Rodis, and YVHS Principal Kristyl Boies

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

May 5th 2025

## School Board Facilities and Project Update

### Strawberry Park Elementary School

1. Den 3 corridor cubbies installation for student storage of coats, backpacks, and snow boots.
2. Paint Den 3 common areas and corridor.
3. New stage curtains replacing original end of life ones from 1981.

### Soda Creek Elementary School

1. Replace end of life HVAC Boilers to New modern, efficient district standard ones.
2. Replace roofing membrane on the Media area roof.

### Steamboat Middle School

1. Place synthetic turf at seating areas of the athletic field.
2. Restripe lanes on the asphalt track.
3. Replace HVAC controller for the 6th grade wing.

### District Office Building

1. Clean and repair building masonry of the main building.

### Steamboat High School

1. Resurface and restripe the athletic track at Gardner field.
2. Replace backboards and add shot clocks at Meeks and Romano gyms.

# Steamboat Springs School District RE-2

Emergency Operations Plan Review 2024-25



# EOP District Wide Accomplishments

1. 2007- Installation of Cameras and ID card readers at exterior and common interior doors.
  2. 2008 - 800 MHZ Radios at all facilities.
  3. 2010 - Adopted I Love U Guys SRP and started drills and training.
  4. 2014 - Active shooter training SSMS.
  5. 2014- Implemented Emergency Operations Plan.
  6. 2014 - Mou's with multiple agencies in place.
  7. 2015 - Creation of Reunification Box and training.
  8. 2017 - New door HDW and keying.
  9. 2016/19 - Lockdown blue lights installed.
  10. 2018 - SSMS Installation of fire sprinkler system.
  11. 2019 - All schools update of service entrance
  12. 2020 - New 800 MHZ Radios
  13. 2021 - New addressable fire panels at all buildings.
  14. 2022 - Implementation of 4 lockdown drills annually and monthly evacuation drills.
  15. 2024 - District admin building secure entrance.
  16. 2024 - Replacement of ALL panic door HDW at SSMS and SCE.
  17. Annual Reunification trainings. Actual as well as Table top and classroom training.
- Future scheduled training : August 5th full Lockdown / Reunification exercise with Routt County Emergency Management and Law enforcement.**

# Emergency Operations Plan (EOP)



**Steamboat School District**

Emergency Operations Plan

October 14, 2024

# Incident Command Team Structure



## School Incident Command Team (ICS) Structure

**School Incident Command**  
Principal and or District Leadership  
Pascal Ginesta 970-846-7777  
Facilities

Unified  
Command law  
Enforcement

Dr. Celine Wicks  
970-819-8529  
Superintendent

Debbie Ginesta  
970-871-3193  
Administrative Assistant

Laura Milius  
970-819-6406  
Communications

Shelby DeWolfe  
970-457-0655  
Behavioral Health

Tim Miles  
970-819-4363

School Safety Coordinator/Public Safety Liaison  
(SRO, School Security or Designee)  
Lisa Eifling 734-564-8655  
Stephen Harbison 970-846-6590

Dr. Tim Ridder  
970-896-6876  
Teaching and Learning

Stephanie Juneau  
970-819-5736  
Finance Operations

Casey Ungs  
970-846-1632  
Transportation



# HOLD

## In Your Room or Area.

### **HOLD IN YOUR ROOM OR AREA.**

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

#### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls."

"Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

#### **PUBLIC ADDRESS - RELEASE**

A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

#### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



# SECURE

Get Inside. Lock Outside Doors.

## SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside, Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.

Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

### PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.

The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.

Thank you for your assistance with making this Secure work smoothly."

### ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of

## NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

### CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

### MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

## SCHOOL IS SECURED

MONITORED ENTRY AND CONTROLLED RELEASE



## ESCUELA BAJO PROTECCIÓN

ETRAIDA VIGILADA Y SALIDA CONTROLADA



# LOCKDOWN

## Locks, Lights, Out of Sight.

### **LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT**

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

#### **PUBLIC ADDRESS**

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

#### **ACTIONS**

The Lockdown Action advises making rooms look occupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

#### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

#### **RESPONSIBILITY**

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior

#### **REPORTED BY**

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

#### **PREPARATION**

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

#### **DRILLS**

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.

# SSSD Instructional Coaching Team

*Instructional Coaching builds on collective collaboration and teacher efficacy.*

*Collective efficacy has the highest impact on student learning.*

*-John Hattie*

## Professionals in various fields have Coaches .....



Surgeons...

because the science of the field changes rapidly



Athletes...

because it's hard to analyze technique while competing



Business Executives...

Because of the power of reflection to determine the best “play” and strategies



Educators...

for all of the above and to elevate learning experience for all students to reach their fullest potential

Why have a  
coach?

# SSSD Instructional Coaching

## Team

Anne Barbier

(School Improvement Coordinator)

- Admin and Team support (Impact/ Data)
- Coaching PLCs with data/impact
- Data/Evidence driven dialogues
- Team-Centered Coaching Building
- Coach of Coaches

Paul Girard and Lisa Adams

(Student Centered/Instructional Coaches)

- Student-Centered Coaching
- Transformational Coaching
- Thought Partner
- Individualized PD and connections
- Induction & New Educators to SSSD

❖ Facilitate implementation and impact of curriculum & instruction

# Vision

The SSSD Coaching Team embraces a transformational approach to support our educational community by elevating educator efficacy, partnering to empower educators, and advocating for all stakeholders focused on student learning and growth for all to reach their full potential.



# SSSD Instructional Coaches Overview

- New Educators to SSSD
  - Orientation
  - Check-ins
- Initial Educator-CDE Induction Program (2 year cycle)
  - Mentor Coaching
  - Monthly PD Sessions
  - Learning Walks tied to student/teacher goals
  - Coaching Cycles tied to student/teacher goals
  - Manage and track accountability for CDE Induction Program requirements with follow-up
- SSSD Playbook, Programming and Training
  - Creating clarity, consistency, competency and connections
  - Supporting the strategic plan and sustainability
- ALL Educators - Coaching Cycles



# Mission

The coaching team provides a collaborative partnership that is personalized, non-evaluative and confidential for educators to thrive in their practice and for students to reach their fullest potential.



# SSSD Instructional Coaching Team

 A collaborative approach in a partnership with our educational community focused on student growth.

- Serve as a mirror for instruction and growth
- Use data, evidence, and student work to determine and design instruction
- Grow students learning capacity, confidence, and success by utilizing high impact strategies
- Support with utilizing structures and protocols to elevate engagement and learning
- Offer coaching cycles which can include modeling, co-teaching, micro-modeling, co-planning, video-coaching, differentiation, learning walks, etc.



# SSSD Instructional Coaching Team

 A collaborative approach in a partnership with our educational community focused on student growth.

- **PLC/Team Coaching:**
  - Team to dive into academic programming, instructional effectiveness, and student performance to build collective efficacy.
- **Student-Centered Instructional Coaching:**
  - Collaborate to identify and utilize strategies to move students towards mastery and growth.
- **Transformational Coaching:**
  - Partner to provide individualized professional development to join and support students and educators on their educational journey.



Table 1. Teacher professional development outcomes

Professional development elements	Knowledge level (% understanding content)	Skill attainment (% demonstrating proficiency in instructional practices)	Transfer to practice (% regularly implementing instructional practices in the classroom)
<b>Theory</b> (e.g., presenter explains content—what it is, why it is important, and how to teach it)	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>Demonstration</b> (e.g., presenter models instructional practices)	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>Practice</b> (e.g., participants implement instructional practices during the session)	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>Coaching</b> (e.g., participants receive ongoing support and guidance when they return to the classroom)	<b>95%</b>	<b>95%</b>	<b>99%</b>

Effectiveness

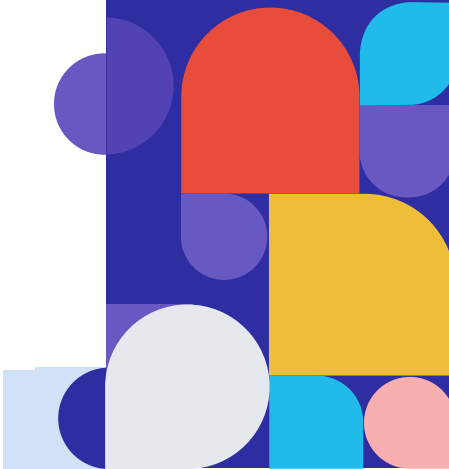
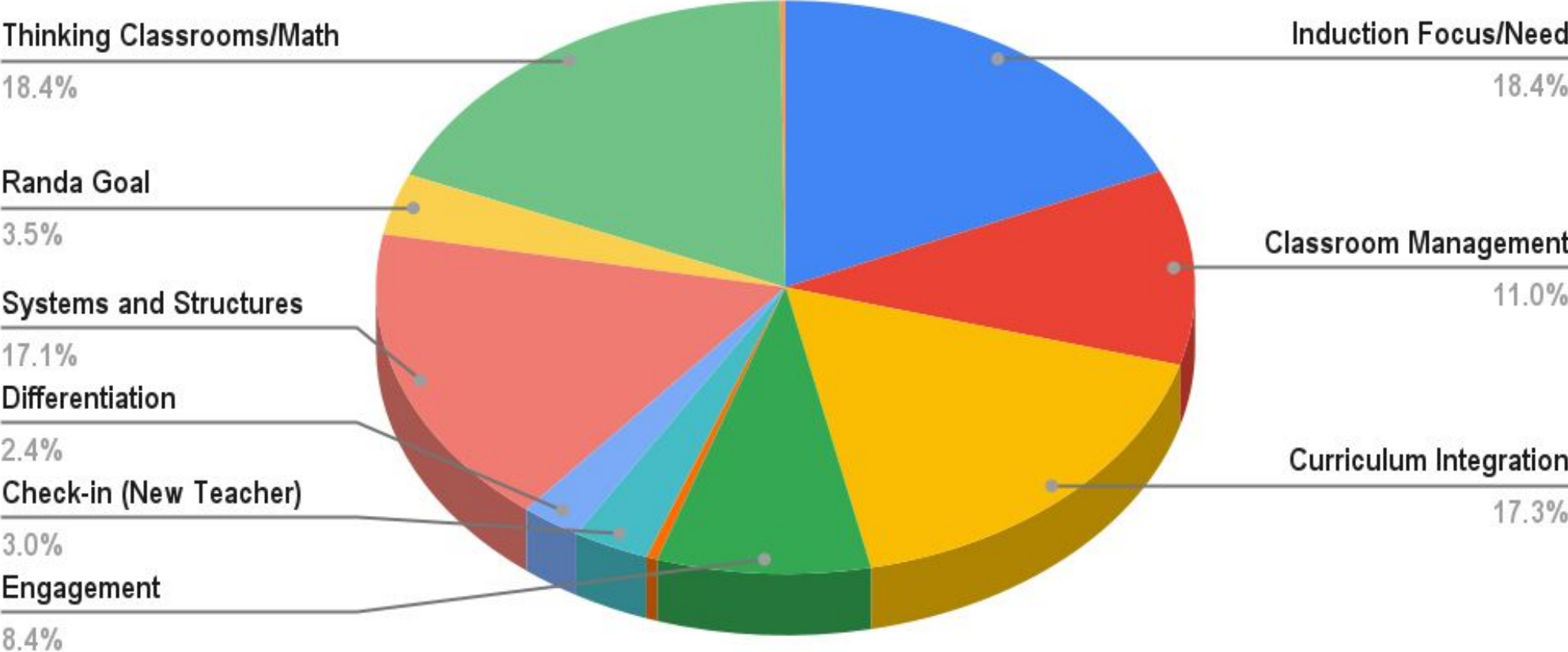
*“I’m not sure I would have had reflection space on my own. It felt like personal PD. The coaching model allowed me to have a thinking and accountability partner. We developed a relationship with each other and the students that showed we collectively are learners and working together. This was important for the students to see and be part of this cycle. My students’ growth mindset and achievement grew. My students and I have more agency.”*



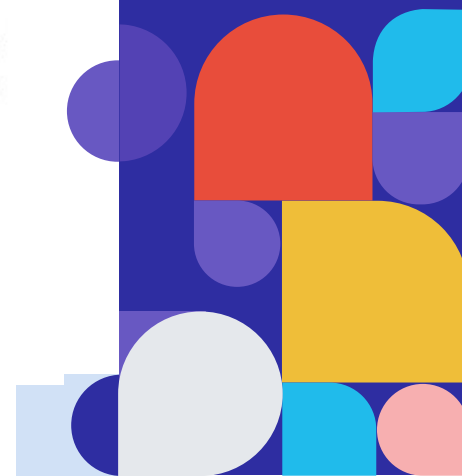
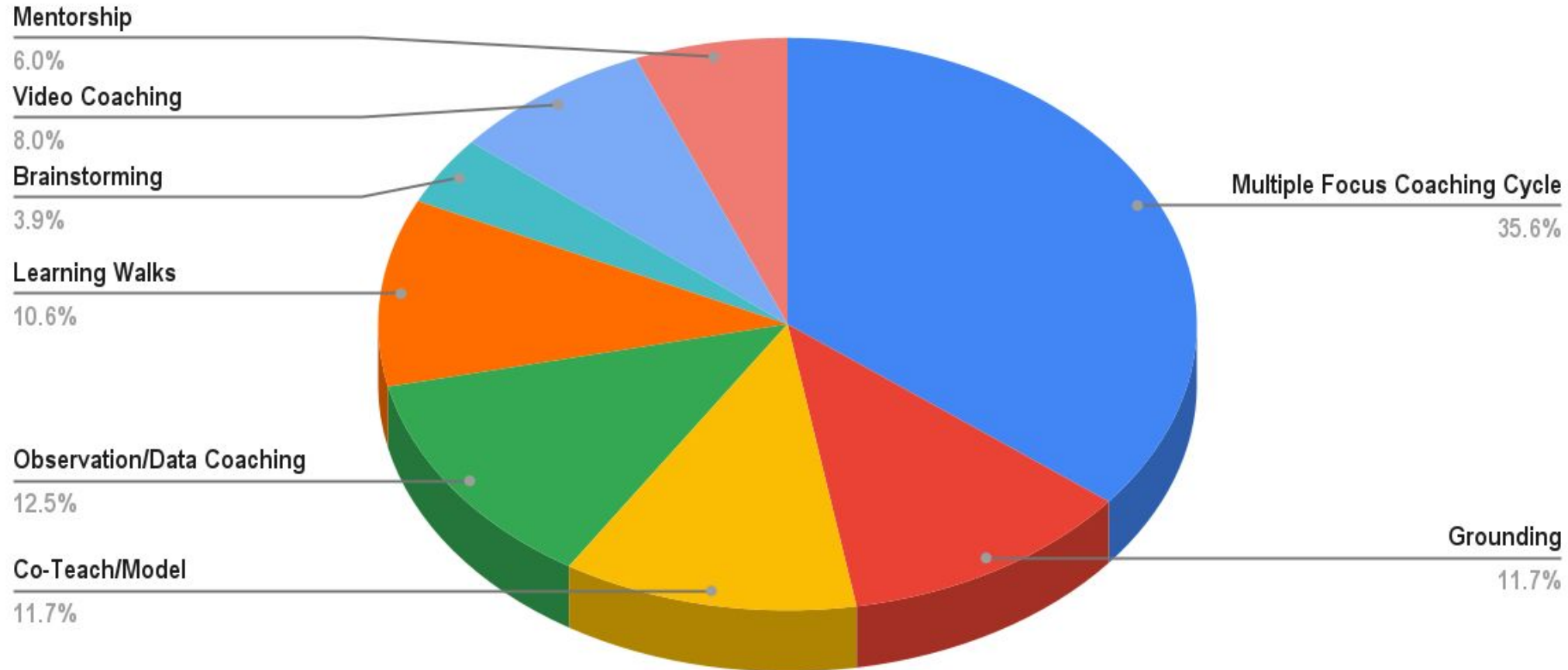
# Data/Trends

**Power of the partnership and  
coaching cycle**

# Reason for Coaching Cycle Partnership



# Focus for Coaching Cycle Partnership



# Educator Classification

5-10yrs of experience

4.3%

Alt License

1.9%

3-4yrs experience

2.4%

Veteran

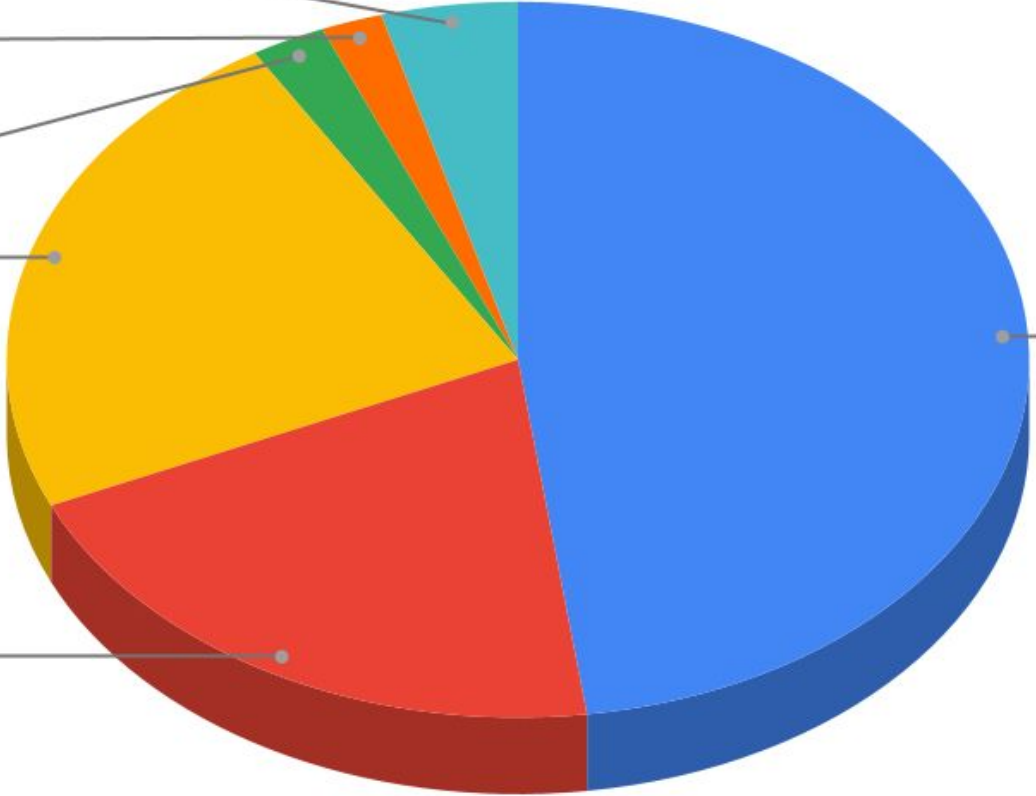
23.1%

<2yrs in District w/ Professional

20.5%

Initial License

47.8%



# Impact on Students

Instructional Coaching builds on collective collaboration and teacher efficacy. Collective efficacy has the greatest impact on student growth.

*With an effect size of  $d=1.57$ , Collective Teacher Efficacy is strongly correlated with student achievement. -Hattie Research*

Table 1. Teacher professional development outcomes

Professional development elements	Knowledge level (% understanding content)	Skill attainment (% demonstrating proficiency in instructional practices)	Transfer to practice (% regularly implementing instructional practices in the classroom)
<b>Theory</b> (e.g., presenter explains content—what it is, why it is important, and how to teach it)	10%	5%	0%
<b>Demonstration</b> (e.g., presenter models instructional practices)	30%	20%	0%
<b>Practice</b> (e.g., participants implement instructional practices during the session)	60%	60%	5%
<b>Coaching</b> (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%



**Thank you!**

## **SSHS Girls Flag Football Analysis:**

### **Survey's**

Athletics survey- Sent out by SSHS in November 2024. 624 student responses (attached).

### **History:**

SSHS has never had a Girls Flag Football team. SSHS does have Flag football during Homecoming. This event has high levels of participation.

### **Information:**

Girls Flag Football is a Colorado High School Activities Association Fall sport.

- Start date: 2nd week in August. State Championship: 1st weekend in November.
- There are 62 Flag Football teams in Colorado. There are 367 CHSAA schools.
- There are no Flag Football teams on the Western Slope.
- Flag Football is the fastest growing CHSAA sport, and the fastest growing sport nationally. 12 states currently sanction Flag Football.
- There are 2 classifications of Flag Football in Colorado: 4A- 1-1685 students (30 schools) 4-5 of these schools have enrollment under 1000 students. 5A 1685 - Above (32 schools)
- Flag Football can play a maximum of 15 games plus postseason.
- Flag Football is played 7 vs 7. Typically 30 players make up a team.

### **Potential Positives-**

- Potential to create positive opportunities for female SSHS students to participate in an educationally based CHSAA sanctioned sport.
  - Basic Football understanding is needed to coach. Large pool of potential Flag Football coaches in Steamboat due to boys youth Flag Football leagues.
  - 64 survey respondents said they would almost certainly play if there was a team at SSHS.
  - May help SSHS comply with Title 9 requirements.
  - DEI: Equipment costs are minimal. The sport is easy to access for all students. The sport requires a very general skill set to participate. Football is generally popular and understood among many groups of students. These factors could potentially lead to higher levels of diversity in the participants.
- SSHS has the 40 x 80 yard field that is required. No additional markings needed.

### **Potential Concerns-**

- Sustainability- No feeder programs ie. Club. No youth programs.

### **Other Considerations:**

- Facility usage- Boys Soccer and Football currently use SSHS Fields in the Fall. The addition of another team would mean having some later practices for all teams, but this could be done. - Storage for additional supplies, equipment, and uniforms would be minimal and some

equipment could be shared with boys football. Locker room space is adequate for the addition of a Flag Football.

-Impact on current Fall sport numbers: While this is hard to gauge. I would anticipate that Flag Football may slightly impact Cross Country and Volleyball participation numbers. However I would not see this as detrimental to either program.

Approx. District Cost

Coaching staff 1 Head Coach- \$6,000 - \$7,500, 1 Asst Coach- \$4,500- \$5,500

Officials/Fees- \$2000

Transportation- \$5000 - \$8,000

Hotels and food (coaches / bus driver)- \$2,000 - \$5,000

Equipment and supplies- \$1,000 - \$2,000

Uniforms- \$0 (Denver Broncos will supply jerseys)

**Total- \$20,500 - 30,000**

Approx Individual Player Cost:

Hotels: \$200- \$400

Participation Fee-\$200

Equipment: \$100- 200

Food on trips: \$300

**Total- \$1200 - \$1500**

**Recommendation-**

-No youth or feeder program makes long term sustainability questionable.

-Large number of girls interested in playing (per survey).

-No teams on the Western Slope equate to a large amount of travel, overnight trips and time out of school.

-The future of Flag Football in Colorado is strong. It is growing every year and I would anticipate Western Slope teams will add in the near future.

-Officials- Lack of qualified officials on the Western Slope means a large expense to get officials to Steamboat.

-Coaching- Strong pool of people with Flag experience and football backgrounds in Steamboat.

-Competitive equity- SSHS would be one of the smallest public schools in the state participating in Flag Football. I believe that our girls could compete with larger schools.

-Equitability and Inclusion- Easy sport to access for all kids. No specific skill set needed besides basic athletic skills. Cleats or shoes would be only required equipment items. The Denver Broncos will provide jerseys.

-Based on all of the above factors SSSD may want to consider adding Girls Flag Football at this time.

Prepared by: Luke DeWolfe C.A.A.  
Assistant Principal / Athletic Director SSHS  
2/10/25

### S-47 Girls Flag Football

The following criteria may be used for the addition of an activity at Steamboat Springs High/Middle School.

1. There is a substantial interest and ability to sustain a viable program, as determined by the School District.  
*Survey given to 624 SSHS students 64 students (11.6%) Responded that they would almost certainly play Girls Flag Football if it was offered at SSHS. This was the highest recorded response of any sport.*
2. Following Title IX guidelines, the new program will substantially address an imbalance in participation rates by males and females. The new program will not create an imbalance in participation rates by males and females.  
*The addition of girls flag football would comply with, and address Title IX guidelines.*
3. The activity is sanctioned/sponsored by the league/conference, CHSAA (Colorado High School Activities Association) or there is reasonable expectation that it soon will be sanctioned/sponsored.  
*Flag Football is a CHSAA sanctioned Girls sport.*
4. There is an availability of appropriate facilities as determined by the School District.  
*Boys Football and Boys Soccer would need to share field space in the Fall.*
5. There is an availability of qualified coaches as determined by the School District.  
*There is a large pool of Flag football coaches due to many youth leagues in Steamboat, as well as coaches familiar with traditional football.*
6. There is an availability of qualified officials as determined by the School District.  
*The majority of games would be played away. We would need to pay officials to travel here, and or help facilitate officials training for home games.*
7. Travel costs/time are not excessive as determined by the School District.  
*There will be a cost to travel to the front range for games.*
8. Resources are available to implement and sustain the cost of the program as determined by the School District. These costs may include, but are not limited to coaches' salaries, transportation, game essential equipment/supplies, uniforms, and facilities.  
*All components listed will need to be addressed. Program could be phased in over time.*
9. Following guidelines from the OCR (Office of Civil Rights), program provides equal access to extracurricular activities to students with disabilities.  
*Yes.*
10. The School District reserves all rights to determine a phase in or trial period for the addition of all aspects related to the addition of activities.  
*Yes, this could occur.*


Questions

Responses

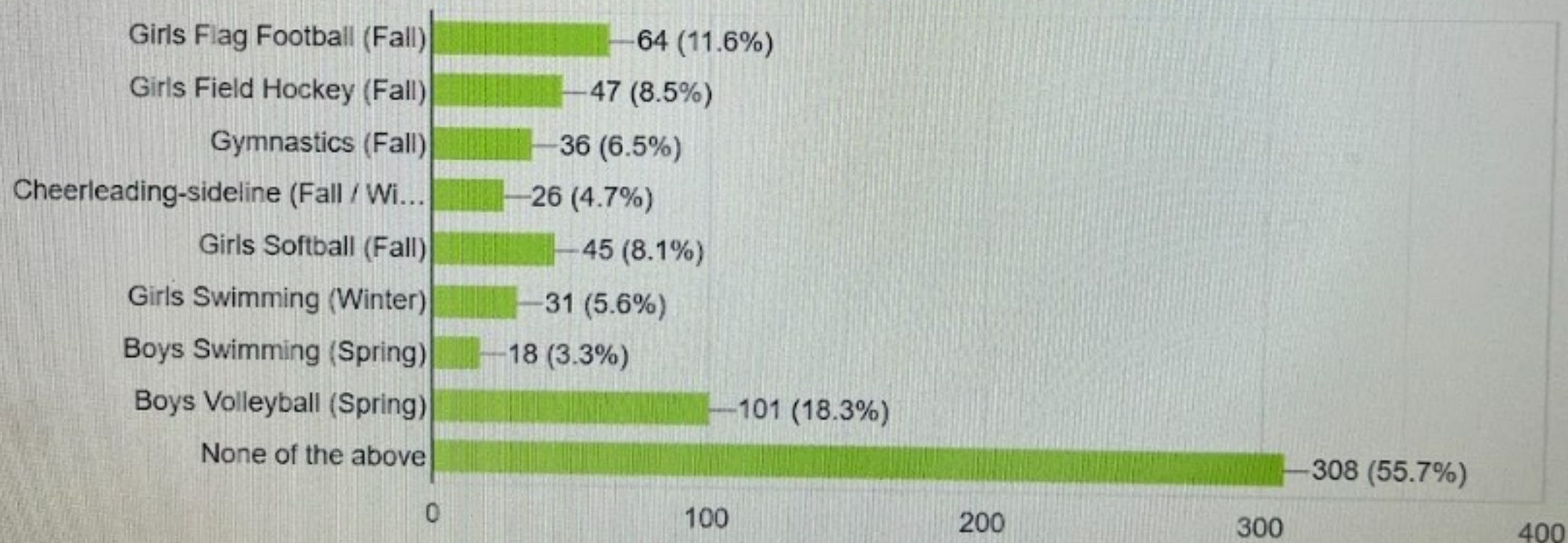
624

Settings

**Athletics Survey:** Please check the CHSAA sanctioned sport(s) that you would almost certainly play if it was offered at SSHS? *\*note the season the sport is offered. Do not check a box if your current sport(s) would conflict with the options below unless you would quit your current sport(s).*

 Copy chart

553 responses



# SSHS Cell Phone Update

May 5, 2025

# Cell Phone Violation Data

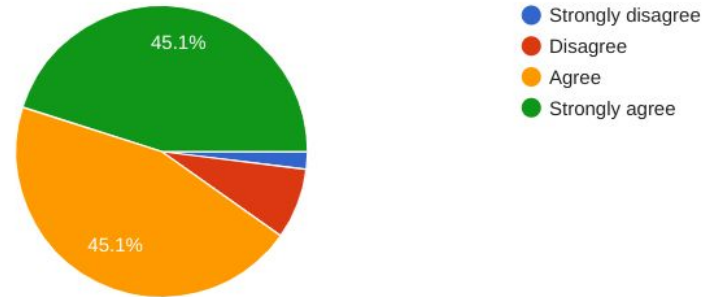
<b>Violation</b>	<b>Number of Students</b>	<b>Consequence</b>
1st	171	Yondr bag for the rest of the day; Opened by staff at the end of the day
2nd	26	Yondr bag for the rest of the day; Opened by staff when parent comes to pick up at the end of the day
3rd	6	Yondr bag for the rest of the day; Yondr bag with staff for one month
19 instances of insubordination with the process, including 8 students charged for Yondr bag vandalism. Insubordination leads to three extra days of Yondr bag.		

# SSHS Staff Cell Phone Survey Results

- 65% of teaching staff have issued a yondr bag
- 92% of teaching staff said the policy has improved the classroom environment.
- 90% of teaching staff said the policy has **POSITIVELY** impacted their instruction.

This policy has **positively** impacted my instruction.

51 responses



# Sailor Senate Recommendations

## **Keep cell phone policy as is**

- **It is working**
- **Students are not using cell phones in the classrooms**
- **More academic production and engagement**
- **More focus and less distractions**
- **Increase in student connection and interactions with Commons' additions**
- **Student agency**

# Climate and Culture Recommendations

**Keep cell phone policy as is**

## PUBLIC COMMENT DURING A BOARD OF EDUCATION MEETING

Thank you for your interest in the public comment portion of this board meeting. This meeting is being recorded and live streamed and available to view on the District's website.

All wishing to speak during public comment on items on the current agenda or not on the current agenda must be physically present at the Board meeting to address the board. Electronic participation via Zoom is not available when the Board is meeting in person.

### **Community Comments**

**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:**

- Any members of the public wishing to speak about issues not on the current agenda or items that are on the agenda are requested to fill in the speaking log, providing your name, address and who you are representing.
- Comments are limited to 3 minutes. If four or more people wish to address the board on a single topic, the board may allot 12 minutes for a collective view.
- Speakers' comments and questions should deal with a topic related to matters of the school district.
- Speakers' remarks should be suitable for an audience that includes children.
- Individual personnel matters and comments about individual students should be sent to the Superintendent in writing with your signature in place of commenting publicly.
- Out of respect for the guests attending the Board meeting, the Board may limit public comment to 30 minutes. Registered speakers not part of the first 30 minutes, will be heard at the conclusion of the meeting.
- No action shall be taken during this portion of the meeting. Any public comment requiring additional discussion or action by the Board must be placed on a future agenda
- This meeting is being recorded and live streamed and is also available to view on the District's website. All wishing to speak during public comment will need to be present at the meeting at Sleeping Giant School.

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

<b>Meeting Date:</b>	May 5, 2025
<b>Agenda Item:</b>	Consideration of Addition of a SSHS Girls Flag Football Team beginning with the 2025-26 School Year
<b>Presented by:</b>	Luke DeWolfe SSSD Activities Director and Superintendent Dr. Celine Wicks
<b>Core Issues:</b>	Pursuant to S-47: Athletic/Activity Programs- Addition/Elimination/Probation/Suspension - provides criteria for adding, eliminating or probating an athletic/activity program and S-10: Extracurricular/Athletic Participation, the school district supports the concept that a wide variety of extracurricular activities should be made available to students. Title IX regulations require the addition of a female extracurricular activity at the high school.
<b>Background Info:</b>	Luke DeWolfe presented an analysis of a proposal for a flag football team under Reports and Communications. After review of Title IX regulations, SSSD needs to be in compliance. Therefore, SSHS would need to add a girls sport.
<b>Policy Implications:</b>	GP-1: Governance Commitment; GP-2: Board Job Description; S-47: Athletic/Activity Programs- Addition/Elimination/Probation/Suspension
<b>Fiscal Implications:</b>	Estimated costs for this program will be minimal (coach(es), equipment, uniforms and transportation). This is a CHSAA sanctioned activity.
<b>Options:</b>	<ol style="list-style-type: none"> <li>1. To approve the addition of a high school girls flag football team</li> <li>2. To not approve the addition of a high school girls flag football team</li> </ol>
<b>Backup Memoranda Provided?</b>	Analysis document is included for review
<b>Recommended Action:</b>	Resolved, that the Board of Education approve the addition of a high school girls flag football team beginning with the 2025-26 school year.

## **SSHS Girls Flag Football Analysis:**

### **Survey's**

Athletics survey- Sent out by SSHS in November 2024. 624 student responses (attached).

### **History:**

SSHS has never had a Girls Flag Football team. SSHS does have Flag football during Homecoming. This event has high levels of participation.

### **Information:**

Girls Flag Football is a Colorado High School Activities Association Fall sport.

-Start date: 2nd week in August. State Championship: 1st weekend in November.

-There are 62 Flag Football teams in Colorado. There are 367 CHSAA schools.

-There are no Flag Football teams on the Western Slope.

-Flag Football is the fastest growing CHSAA sport, and the fastest growing sport nationally. 12 states currently sanction Flag Football.

-There are 2 classifications of Flag Football in Colorado: 4A- 1-1685 students (30 schools) 4-5 of these schools have enrollment under 1000 students. 5A 1685 - Above (32 schools)

-Flag Football can play a maximum of 15 games plus postseason.

- Flag Football is played 7 vs 7. Typically 30 players make up a team.

### **Potential Positives-**

- Potential to create positive opportunities for female SSHS students to participate in an educationally based CHSAA sanctioned sport.

- Basic Football understanding is needed to coach. Large pool of potential Flag Football coaches in Steamboat due to boys youth Flag Football leagues.

- 64 survey respondents said they would almost certainly play if there was a team at SSHS.

- May help SSHS comply with Title 9 requirements.

-DEI: Equipment costs are minimal. The sport is easy to access for all students. The sport requires a very general skill set to participate. Football is generally popular and understood among many groups of students. These factors could potentially lead to higher levels of diversity in the participants.

SSHS has the 40 x 80 yard field that is required. No additional markings needed.

### **Potential Concerns-**

-Sustainability- No feeder programs ie. Club. No youth programs.

### **Other Considerations:**

-Facility usage- Boys Soccer and Football currently use SSHS Fields in the Fall. The addition of another team would mean having some later practices for all teams, but this could be done. - Storage for additional supplies, equipment, and uniforms would be minimal and some

equipment could be shared with boys football. Locker room space is adequate for the addition of a Flag Football.

-Impact on current Fall sport numbers: While this is hard to gauge. I would anticipate that Flag Football may slightly impact Cross Country and Volleyball participation numbers. However I would not see this as detrimental to either program.

Approx. District Cost

Coaching staff 1 Head Coach- \$6,000 - \$7,500, 1 Asst Coach- \$4,500- \$5,500

Officials/Fees- \$2000

Transportation- \$5000 - \$8,000

Hotels and food (coaches / bus driver)- \$2,000 - \$5,000

Equipment and supplies- \$1,000 - \$2,000

Uniforms- \$0 (Denver Broncos will supply jerseys)

**Total- \$20,500 - 30,000**

Approx Individual Player Cost:

Hotels: \$200- \$400

Participation Fee-\$200

Equipment: \$100- 200

Food on trips: \$300

**Total- \$1200 - \$1500**

**Recommendation-**

-No youth or feeder program makes long term sustainability questionable.

-Large number of girls interested in playing (per survey).

-No teams on the Western Slope equate to a large amount of travel, overnight trips and time out of school.

-The future of Flag Football in Colorado is strong. It is growing every year and I would anticipate Western Slope teams will add in the near future.

-Officials- Lack of qualified officials on the Western Slope means a large expense to get officials to Steamboat.

-Coaching- Strong pool of people with Flag experience and football backgrounds in Steamboat.

-Competitive equity- SSHS would be one of the smallest public schools in the state participating in Flag Football. I believe that our girls could compete with larger schools.

-Equitability and Inclusion- Easy sport to access for all kids. No specific skill set needed besides basic athletic skills. Cleats or shoes would be only required equipment items. The Denver Broncos will provide jerseys.

-Based on all of the above factors SSSD may want to consider adding Girls Flag Football at this time.

Prepared by: Luke DeWolfe C.A.A.  
Assistant Principal / Athletic Director SSHS  
2/10/25

### S-47 Girls Flag Football

The following criteria may be used for the addition of an activity at Steamboat Springs High/Middle School.

1. There is a substantial interest and ability to sustain a viable program, as determined by the School District.  
*Survey given to 624 SSHS students 64 students (11.6%) Responded that they would almost certainly play Girls Flag Football if it was offered at SSHS. This was the highest recorded response of any sport.*
2. Following Title IX guidelines, the new program will substantially address an imbalance in participation rates by males and females. The new program will not create an imbalance in participation rates by males and females.  
*The addition of girls flag football would comply with, and address Title IX guidelines.*
3. The activity is sanctioned/sponsored by the league/conference, CHSAA (Colorado High School Activities Association) or there is reasonable expectation that it soon will be sanctioned/sponsored.  
*Flag Football is a CHSAA sanctioned Girls sport.*
4. There is an availability of appropriate facilities as determined by the School District.  
*Boys Football and Boys Soccer would need to share field space in the Fall.*
5. There is an availability of qualified coaches as determined by the School District.  
*There is a large pool of Flag football coaches due to many youth leagues in Steamboat, as well as coaches familiar with traditional football.*
6. There is an availability of qualified officials as determined by the School District.  
*The majority of games would be played away. We would need to pay officials to travel here, and or help facilitate officials training for home games.*
7. Travel costs/time are not excessive as determined by the School District.  
*There will be a cost to travel to the front range for games.*
8. Resources are available to implement and sustain the cost of the program as determined by the School District. These costs may include, but are not limited to coaches' salaries, transportation, game essential equipment/supplies, uniforms, and facilities.  
*All components listed will need to be addressed. Program could be phased in over time.*
9. Following guidelines from the OCR (Office of Civil Rights), program provides equal access to extracurricular activities to students with disabilities.  
*Yes.*
10. The School District reserves all rights to determine a phase in or trial period for the addition of all aspects related to the addition of activities.  
*Yes, this could occur.*


Questions

Responses

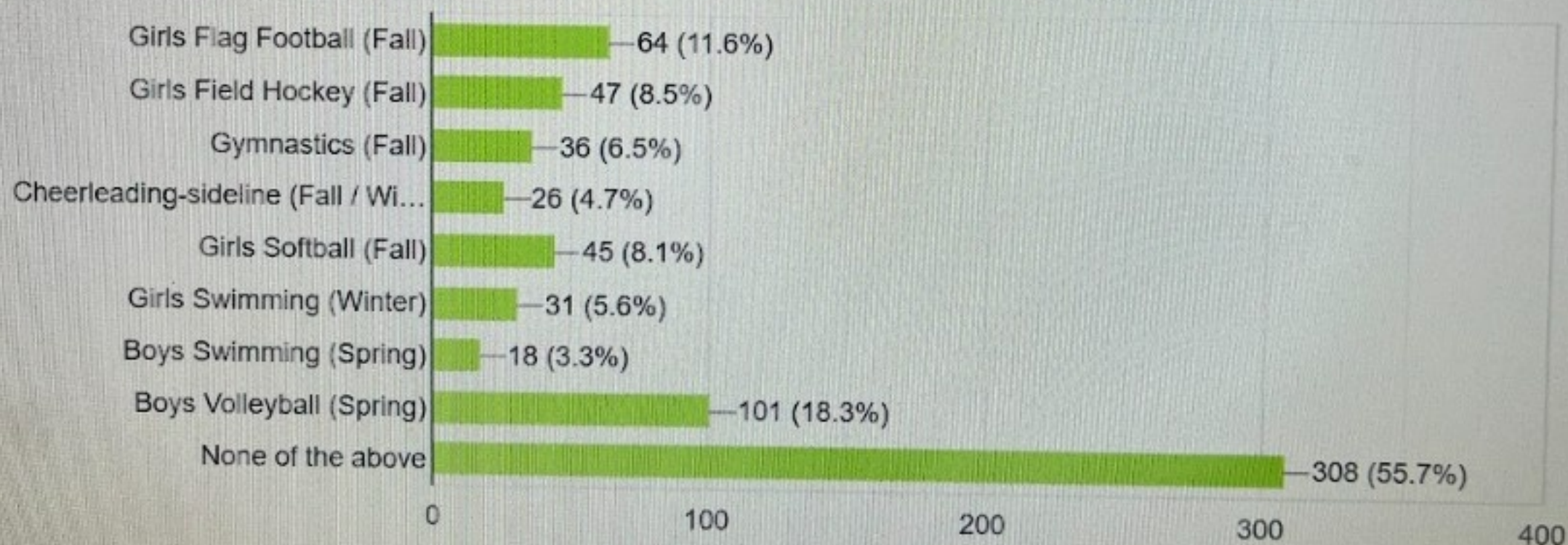
624

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**Athletics Survey:** Please check the CHSAA sanctioned sport(s) that you would almost certainly play if it was offered at SSHS? *\*note the season the sport is offered. Do not check a box if your current sport(s) would conflict with the options below unless you would quit your current sport(s).*

 Copy chart

553 responses



**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
May 5, 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:

**GP-1: Governance Commitment** - Changes to policy based on CASB GP-1 as reviewed at Board workshop on April 8.

**GP-2: Governing Style (fka Board Job Description)** - Changes to policy based on CASB GP-2 as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-3 to GP-2 to match CASB sample policy numbering.

**GP-3: Board Job Description (fka Governing Style)**- Changes to policy based on CASB GP-3 as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-2 to GP-3 to match CASB sample policy numbering.

**GP-4: Monitoring Board Governance Process and Board/Superintendent Relationship Policies** - Changes to policy based on CASB GP-4 as reviewed at Board workshop on April 8.

**GP-5: President’s Role (fka Board Member’s Code of Conduct)**- Changes to policy based on CASB GP-5 as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-6 to GP-5 to match CASB sample policy numbering. Board’s original GP-5: Board Member’s Code of Conduct will be renumbered to GP-9 to match CASB sample policy

**GP-6: Board Committee Principles (fka President’s Role) - NEW** - New policy consideration based on CASB GP-6 as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-6 to GP-5 to match CASB sample policy numbering.

**GP-7: Committee Structure - further review required** -Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in this packet at this time.

**GP-8: Agenda Planning - further review required** - Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in this packet at this time.

**GP-9: Board Member’s Code of Conduct (fka GP-5)**- Changes to policy based on CASB GP-9 as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-5 to GP-9 to match CASB sample policy numbering.

**GP-10: Board Member Covenants (fka Handling Concerns Raised by Parents, Community Members, and Staff Members) - NEW**- New policy consideration based on CASB GP-10 as reviewed at

Board workshop on April 8. Changes include renumbering District policy GP-10 to GP-10-E to match CASB sample policy numbering.

**GP-10-E: Handling Concerns Raised by Parents, Community Members, and Staff Members (fka GP-10)** - Changes to policy based on CASB GP-10-E as reviewed at Board workshop on April 8. Changes include renumbering District policy GP-10 to GP-10-E to match CASB sample policy numbering.

**GP-11: Board Member Conflict of Interest** - Changes to policy based on CASB GP-11 and BCB: School Board Member Conflict of Interest as reviewed at Board workshop on April 8.

**GP-12: Board Member Financial Disclosures** - Changes to policy based on CASB GP-12 as reviewed at Board workshop on April 8.

**GP-13: Process for Addressing Board Member Violations** - Changes to policy based on CASB GP-13 as reviewed at Board workshop on April 8.

**GP-14: Development and Revision of Board Policy** - Changes to policy based on CASB GP-14 as reviewed at Board workshop on April 8.

**GP-15: Public Participation at School Board Meetings- further review required** - Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in the packet at this time.

**GP-15-R: Regulations for Public Comment at Board Meetings** - Changes to policy based on work by Katy Lee and Lara Craig following the Board workshop on April 8.

**GP-16: East Rount Library Board** - Katy Lee reviewed with East Rount Library Board and is recommending rescinding this policy while the Board will continue with the practice of adopting resolutions when presented regarding library board appointments.

**GP-17: Accreditation - further review required** - Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in the packet at this time.

**GP-18: Gift Acceptance Policy** - Changes to policy based on work by Katy Lee and Lara Craig following the Board workshop on April 8.

**GP-19: School Board Meetings - further review required** - Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in the packet at this time.

**GP-19-A: Electronic Participation in School Board Meetings- further review required** - Kevin and Leah to continue the review process following the Board workshop on April 8. No draft included in the packet at this time.

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.

## Governance Commitment

The Board, on behalf of students, staff, parents and the community, holds itself accountable to the citizens of the district by ~~ensuring~~ ~~endeavoring that all~~ ~~to take action it takes is consistent with the district accomplishing worthwhile results for students while avoiding undesirable circumstances~~ that supports achieving the mission of the district and the Board's *Ends* policies. In the fulfillment of this charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations ~~to define its concerns in terms of values (policies) and to define its vision in terms of expectations (results).~~

Adopted November 16, 1998

Revised: August 24, 2009  
 June 20, 2007  
 October 18, 2004  
 July 2, 1999

**Legal References:** -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Monitored and Reviewed : March 18, 2024

March 6, 2023

## Governing Style

The Board ~~will governs lawfully, ethically and prudently~~ with an emphasis on organizational vision rather than on interpersonal issues of the Board~~;~~, encourages diversity in viewpoints~~;~~, ~~engage in~~ focuses on strategic leadership rather than administrative detail~~;~~, observes clear distinction between Board and District Superintendent roles~~;~~, makes collective rather than individual decisions~~;~~, ~~exhibit future orientation rather than past or present~~; and governs pro-actively rather than reactively.

Accordingly:

1. ~~The Board will cultivate a sense of group responsibility.~~ The Board, not the District Superintendent or staff, ~~will be~~ is responsible for excellence in board governance~~ing~~. ~~The Board will work in partnership with the District Superintendent, staff, students, parents and the community to initiate policy.~~ The Board ~~will~~ uses the expertise of individual Board members to enhance the ability of the Board as a body, ~~rather than to~~ but does not substitute individual judgments for the Board's collective values.
  - a. ~~Members will attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.~~
  - b. ~~Members will endeavor to make policy decisions only after full discussion at publicly held board meetings.~~
  - c. ~~Members will encourage free expression of opinion by all board members and seek systematic communications between the board and students, staff and all elements of the community.~~
2. The Board 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 district through the careful establishment of written policies reflecting the Board's values ~~and perspectives~~. The Board's major policy focus ~~will be~~ is on the intended long-term benefits for students, not on the ~~administrative or~~ programmatic means of attaining those benefits.
4. ~~The Board will enforce upon itself whatever self-discipline is needed to govern with excellence. This self-discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuity of governance capability.~~
5. ~~Continuous~~ ~~Continousual~~ Board development ~~will~~ includes orientation of new members in the Board's governance process and periodic Board discussion and evaluation of process to assure continued improvement.
- 5-6. The Board ~~will~~ does not allow ~~no~~ any officer, individual, or committee of the Board ~~or any other person~~ to hinder or be an excuse for not fulfilling its commitments.

6.

The Board ~~will~~ monitors ~~and discuss~~ the Board’s process and performance at each meeting. Self-monitoring ~~will~~ includes comparison of Board ~~activity and discipline~~ actions and behaviors to policies in the *Governance Process* and *Board-Superintendent Relationship* categories.

Adopted November 16, 1998

Revised: March 18, 2013  
August 24, 2009  
June 20, 2007  
October 18, 2004

**Legal References:** -

Monitoring Method: Board self-assessment

Monitoring Frequency Each Board Meeting  
Monitored and Reviewed : January 24, 2022

March 6, 2023

Revised policy created based on Board workshop on 4-8-25 using CASB sample policy GP-2: Governing Style. Board’s policy GP-3: Governing Style is being renumbered to match CASB’s policy GP-2 and CASB’s policy will be used and will replace wording in the Board’s current GP-3. The Board’s policy GP-2: Board Job Description will be renumbered to match CASB policy GP-3: Board Job Descriptio. If the Board adopts the revisions and recoding recommendations, GP-3 will be recoded to GP-2.

## Board Job Description

The job of the Board is to represent and lead the district 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 ~~will~~ 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 Governing according to~~ written governing policies which, at the broadest levels, address:
  - a. ~~Ends/Results:~~ Organizational products, impacts, benefits, results, ~~recipients,~~ 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: How authority is delegated and its proper use monitored;~~ Describes the District Superintendent role, authority, and accountability and how such authority is delegated and monitored.
3. ~~In collaboration with students, staff, parents, and the community,~~ dDetermine 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 ~~qualifications required of a Superintendent and select a superintendent~~ that meets those needs.
4. ~~Holding the Superintendent accountable by monitoring Assurance of successful District/Superintendent performance on District Results Ends and Executive Limitations policies.~~
5. ¶
  - a. ~~Holding itself accountable by monitoring Governance Process and Board-Superintendent Relationship policies.~~
  - a. 6. Focusing on organizational performance through adherence to the District Strategic Plan.
  - b. ~~Monitor Superintendent performance solely against these and goals set forth by the Board and Superintendent and take any action related thereto.¶~~
6. ~~Establish or change Superintendent compensation, benefits, or perquisites.¶~~

Adopted

November 16, 1998

Latest Revision

2025

Revised: March 20, 2023  
August 24, 2009  
June 20, 2007  
October 18, 2004

**Legal References:** C.R.S. 22-7-10411-301 (school district accountability committees)

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in December  
Monitored and Reviewed :  
June 22, 2015  
January 29, 2018  
September 27, 2021

**Monitoring Board Governance Process and Board/Superintendent Relationship Policies**

The purpose of monitoring the Board’s *Governance Process* and *Board-Superintendent Relationship* policies is to determine the degree to which the policies are being fulfilled. Information which does not contribute to this task will not be considered monitoring. While monitoring will be as systematic and automatic as possible, sufficient time and depth of attention will be given to this important Board job.

Each *Governance Process* and *Board/Superintendent Relationship* policy will be monitored through self-assessment on an annual basis.

~~Each Board member will review the policies listed in the Board agenda and scheduled for monitoring prior to the Board meeting and determine whether the Board is meeting its expectations according to:~~

- ~~a. Whether the policy remains relevant and continues to reflect the Board’s values~~
- ~~b. Whether the Board and Superintendent are meeting expectations and are in compliance with the policy. If not, the board will take action to do so.~~
- ~~c. The board may add a new policy at any time but shall reserve time once a year to discuss additions.~~

Adopted November 16, 1998

Latest Revision: 2025

Revised: May 8, 2023

March 20, 2023

January 24, 2022

July 2, 1999

October 18, 2004

June 20, 2007

**Legal References:** -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Monitored and Reviewed : March 18, 2024

### 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 ~~legitimately~~ imposed on it ~~from outside the organization~~ by law.
2. Conduct and ~~M~~monitor Board meeting deliberations ~~to ensure~~ so that only Board issues, as defined in Board policy, are discussed.
  - a. Conduct ~~Ensure that~~ Board meetings so that deliberations are fair, **open, and** thorough, ~~but also efficient, timely, and orderly and to the point.~~
  - b. Chair Board meetings with ~~all~~ the commonly accepted ~~power~~authority of that position as described in *Robert's Rules of Order* and in accordance with law.
  - c. Ensure that ~~regular~~ monitoring of Board policy is placed in Board meeting agendas ~~and~~ when circumstances arise that require monitoring outside of the normal schedule.
3. 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 policies created by the Board in the ~~Results~~*Ends* and *Executive Limitations* policy areas.
  - b. Refrain from exercising any authority as an individual to supervise or direct the District Superintendent.
4. Serve as the liaison between the Board and the District Superintendent on Board operational issues, including development of Board meeting agendas.
5. 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.
6. **Sign all contracts authorized by the Board and all official Board reports.**
7. Maintain all monitoring data and reports ~~from~~for *Executive Limitations* and ~~Results~~*Ends* policies and compile data for annual evaluation of the District Superintendent.
8. **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 Revision:	2025
Revised:	October 18, 2004
	June 20, 2007
<b>Legal References:</b>	<b>C.R.S. 22-32-105 (Duties of the <del>president and vice-president</del>)</b> <b>C.R.S. 24-6-402 (<del>Meetings—open meetings law to the public</del>)</b>
Monitoring Method:	Board self-assessment
Monitoring Frequency	Semi-annually in December and June Monitored and Reviewed : January 24, 2022

Revised policy created based on Board workshop on 4-8-25 using CASB sample policy GP-5: President's Role. Board's policy GP-6: President's Role is being renumbered to match CASB's policy GP-5 and CASB's policy will be used to update the wording in the Board's current GP-6. If the Board adopts the revisions and recoding recommendations, GP-6 will be recoded to GP-5.

## Board Committee Principles

Board committees, when used, will be used to support the work of the Board and not to interfere with delegation of authority from the Board to the District Superintendent.

Accordingly:

1. Board committees are to assist the Board to do its job, not to direct or advise the staff. Committees ordinarily assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees do not have direct dealings with current staff operations unless specifically given that authority by the Board.
2. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority are carefully stated by the Board to assure that committee authority will not conflict with authority delegated to the District Superintendent.
3. Board committees may not exercise authority over the District Superintendent or staff. The District Superintendent works for the full Board and any direction to the District Superintendent related to a committee recommendation must come from the full Board.
4. Board committees are expected to avoid over-identification with organizational parts rather than the whole. Therefore, the work of a Board committee is not used to monitor organizational performance on that same subject.
5. This policy applies only to committees formed by Board action, whether or not the committees include Board members. It does not apply to committees formed under the authority of the District Superintendent.
6. All Board committee meetings are subject to the open meetings law.

Adopted: 2025

Monitoring Method: Internal report

Monitoring Frequency:

Monitored and Reviews:

LEGAL REFS: C.R.S. 22-11-301 (district accountability committees)  
 C.R.S. 22-11-401 (school accountability committees)  
 C.R.S. 24-6-402 (open meetings law)

**Sample policy created for Board to review 2025 based on sample policy provided by CASB. District's GP-6: President's Role will be renumbered to GP-5 if the Board decides to adopt the President's Role CASB version. Board did not have a Board Committee Principles policy so this will be a new policy.**

## Board Member's Code of Conduct

The Board commits itself and its members to ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. The Board acting in its legislative capacity has the authority and responsibility to interpret and apply these standards of conduct.

Accordingly:

1. Board Members represent the interests ~~must have loyalty to~~ of the citizens of the entire school district. ~~ownership, unaffected by loyalties to Staff, their organizations, and any self interest. Board members are expected and encouraged to engage the community in a variety of ways and express the community's values at the Board table. The community is broadly defined to encompass as many viewpoints as possible. In addition, Board members are expected and encouraged to fully and openly express their own viewpoints during deliberations on school district issues. This A~~ accountability to the whole district community supersedes any conflicting loyalty ~~such as that~~ to other advocacy or interest groups, ~~membership on other boards or employment.~~ It also supersedes the personal interest of any Board member who is also a parent of a student in the district or who is an employee of the district. This ultimate accountability to the whole district is not intended to stifle the democratic process essential to effective board decision making. In order to promote a dynamic exchange of ideas and viewpoints during board deliberations, Board members are expected and encouraged to engage the community in a variety of ways and express the community's values at the board table. The community is broadly defined to encompass as many viewpoints as possible. In addition, Board members are expected and encouraged to fully and openly express their own viewpoints during deliberations on school district issues.
2. Board Members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
  - a. Members' interaction with the District Superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
  - b. Members' interaction with the public, press or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions.
  - c. Members will not publicly make or express individual negative ~~opinions~~ judgments about fellow Board Members or District Superintendent or staff performance. Any such judgments of District Superintendent performance will be made only by the Board, meeting in executive session as appropriate.

3. Board members will maintain the confidentiality of all matters required to be kept confidential by federal or state law or regulations and all matters discussed in executive session.
4. Members will make every reasonable effort to protect the integrity and promote the positive image of the district and one another.
  - ~~a. Members will take no private action that will compromise the board or administration and respect the confidentiality of information that is privilege under applicable laws.~~
  - ~~b. Members will remember always that their first and greatest concern must be the educational welfare of the students attending the public schools.~~
5. Board members will maintain a respectful demeanor during interaction and board discussion.
  - ~~a. Members will demonstrate respect for each other's opinions.~~
  - ~~b. Members will maintain positive interaction through a non-defensive posture asking clarifying questions and reserving judgment until fully informed.~~

Adopted November 16, 1998

Latest Revision: 2025

Revised: March 18, 2013

March 1, 2010

June 20, 2007

November 15, 2004

July 2, 1999

**Legal References:**

C.R.S. 22-32-110(1)(k)(specific powers of Boards)

C.R.S. 24-6-201 et seq. (Public Official Disclosure Law)

C.R.S. 24-18-104(rules of conduct for all public officers, general assembly, local government officials and employees)

C.R.S. 24-18-109(rules of conduct for local government officials and employees)

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in February

Monitored and Reviewed : March 18, 2024

January 24, 2022

Revised policy created based on Board workshop on 4-8-25 using CASB sample policy GP-9: Board Member Code of Conduct. Board's policy GP-5: Board Member Code of Conduct is being renumbered to match CASB's policy GP-9 and portions of CASB's policy will be incorporated into the Board's existing policy. District doesn't have a current GP-9 because it was previously renumbered to GP-5 on 6-20-07. If the Board adopts the revisions and recoding recommendations, GP-5 will be recoded to GP-9.

## Board Member Covenants

In order to build effective relationships between Board members, Board members will establish a system of communication that builds on mutual expectations and trust.

Accordingly, Board members have voluntarily agreed to strive to:

1. Exercise honesty in all communication;
2. Demonstrate respect for each other's opinions;
3. Focus on issues, not personalities;
4. Assume and practice trust;
5. Maintain focus on shared goals;
6. Communicate in a timely manner to avoid surprises;
7. Withhold judgment on issues until fully informed;
8. Seek first to understand rather than be understood;
9. Criticize privately, praise publicly;
10. Use executive sessions appropriately and judiciously;
11. Maintain confidentiality, to the extent possible;
12. Follow the chain of command;
13. Openly share personal concerns, issues, and agendas;
14. Assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification;
15. Share information and knowledge;
16. Give direction as the whole, not as individuals;
17. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another;
18. Once the Board has taken final action on a matter before it, we will publicly support the decision.

Adopted: 2025

Monitoring Method: Internal report

Monitoring Frequency:

Monitored and Reviews:

**Sample policy created for Board to review 2025 based on sample policy provided by CASB. District's GP-10: Handling Concerns Raised by Parents, Community Members and Staff Members will be renumbered to GP-10-E if the Board decides to adopt the Board Member Covenants CASB version. Board did not have a Board Member Covenants policy so this will be a new policy.**

## **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 **situation contact** raises a high level of concern, communicate with the **District sSuperintendent** as soon as possible.
  - g. Not undertake any formal independent investigation or research.
2. The 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 sSuperintendent**, he or she will have a one-on-one conversation with the **District sSuperintendent** 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 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 s**Superintendent as to the nature of the discussion, providing as much information as is necessary for the Board and **the District s**Superintendent to be fully informed.
4. The 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 ~~shall~~**will** apply to chance social encounters where routine school district matters are discussed.

Adopted: November 15, 2004

Latest Revision and Recoding: 2025

Revised: January 27, 2012

**Legal References:** -

Monitoring Method: Board self-assessment

Monitoring Frequency: Each Board Meeting

Monitored and Reviewed: January 24, 2022

Revised policy created based on Board workshop on 4-8-25 using CASB sample policy GP-10-E: Handling Operational Issues Raised by a Community or Staff Member. Board policy GP-10: Handling Concerns Raised by Parents, Community Members and Staff Members is being renumbered to match CASB's policy GP-10-E and CASB's policy will be used to update the wording in the Board's current GP-10. If the Board adopts the revisions and recoding recommendations, GP-10 will be recoded to GP-10-E.

October 26, 2009, GP-10: Board Members Covenants was deleted. Handling Concerns policy should have moved forward as GP-10. On January 27, 2012, correction to policy number was made and indexes updated to reflect the change in policy number.

## Board Member Conflict of Interest

Public office is a trust created by the confidence the electorate ~~reposes~~ places in the integrity of local government officials for the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to be devoted ~~with~~ complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, and demonstrable. ~~and which is or may be in conflict with the public interest.~~

1. A Board member who has a personal or private interest in a matter proposed or pending before the Board must: disclose such interest to the Board, ~~may abstain from not voting on it the matter,~~ and ~~will~~ attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by voluntarily notifying the Secretary of State of interest in the matter, the member may vote if participation is necessary to obtain a quorum or otherwise enable the Board to act. If a member votes under these circumstances, the member ~~shall~~will state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the Secretary of State ~~shall~~will list as applicable the amount of the member’s financial interest, the purpose and duration of any services rendered, compensation received for services, or such other information necessary to describe the interest.

2. The Board will not hire any of its members as an employee of the district nor will the Board approve any compensation for a member for services rendered to the district except for services rendered to the Board as provided by law . Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

~~In keeping with a fundamental principle of this policy that Board members must be devoted with complete loyalty and singleness of purpose to the general public interest, the Board expressly adopts the doctrine of incompatibility of office as applied to eligibility to hold office on the Board. ¶¶~~

~~¶¶~~  
~~a. Steamboat Springs School District RE2 paid employees are prohibited from serving on the Board, except as specified above in Item 2. ¶¶~~

~~¶¶~~  
~~b. Employees or members of the governing board of any charter school authorized by the district are prohibited from serving on the Board, except as specified above in Item 2. ¶¶~~

3. The ~~District and the Board will~~ cannot enter into any contract ~~with any of its members or~~ with a firm, ~~or corporation, contractor, and/or vendor if in which~~ a board member ~~is a party to the contract or~~ has a financial interest in the contract unless one or more of the following apply:
  - a) The contract is awarded to the lowest responsible bidder based on competitive bidding procedures;
  - b) The merchandise is sold to the highest bidder at a public auction;
  - c) The transaction involves investing or depositing money in a financial institution, which is in the business of loaning money or receiving money;
  - d) If, because of geographic restrictions, the district could not otherwise reasonably afford the contract because the additional cost to the district would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services;
  - e) If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the Secretary of State and to the Board; ~~or~~
  - f) Except as described herein, a Board member ~~shall~~will not be a purchaser at any sale or a vendor for any purchase made by the district.
4. A Board member may request an advisory opinion from the Secretary of State concerning issues relating to personal conduct and potential conflict of interest.
5. A Board member must avoid conflict of interest with respect to his or her fiduciary responsibility. Accordingly, a Board member may not:
  - a) Disclose or use confidential information acquired in the course of official duties to further substantially personal financial interests;
  - b) Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in that position or which the Board member knows or should know is primarily for the purpose of a reward for official action taken (The phrase “economic benefit tantamount to a gift of substantial value” includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value);
  - c) Engage in a substantial financial transaction for private business purposes with a person whom the Board member supervises in the course of official duties; ~~or~~
  - d) Perform an official act, which directly and substantially confers an economic benefit on a business or other undertaking in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.
6. It is permissible for a Board member to receive:

- a) Campaign contributions and contributions in-kind which are reported in accordance with state law;
  - b) An occasional non pecuniary gift, which is insignificant in value;
  - c) A nonpecuniary award publicly presented by a nonprofit organization in recognition of public service;
  - d) Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the Board member is scheduled to participate;
  - e) Reimbursement for or acceptance of an opportunity to participate in a social function or meeting, which is not extraordinary when viewed in light of the position;
  - f) Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events. Tickets to these events may have to be reported in accordance with the public official disclosure law; and
  - g) Payment for speeches, appearances or publications reported in accordance with the public office disclosure law.
7. It is not considered a breach of conduct for a Board member to:
- a) Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates; or
  - b) Accept or receive a benefit as an indirect consequence of transacting school district business.

8. Federal Funded Transactions- Separate from state law and the Board's policies concerning the Board's standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of Board members whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a Board member will not participate in the selection, award or administration of a contract supported by a federal award if the Board member has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the Board member, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits Board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, "immediate family" means the Board member's spouse, partner in a civil union, children, and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private

benefit is of “nominal value,” the Board will follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

A Board member who violates the standards of conduct set forth in this policy’s section may be subject to censure or other disciplinary action, in accordance with the Board’s authority, and state law.

Adopted	November 16, 1998
Latest Revision	2025
Revised:	April 15, 2024 January 10, 2022 November 9, 2020 July 2, 1999 November 15, 2004 August 3, 2015
Legal References:	2 C.F.R. 200.318(c)(Uniform Grant Guidance- written standards of conduct covering conflicts of interest required concerning the selection, award, and administration of contracts supported by federal funds)  Colorado Constitution, Article. X, Section. 13 (prohibition on making profit out of district money or using for unlawful purpose) <del>C.R.S. 1-45-101 et seq. (Fair Campaign Practices Act)</del>  C.R.S. 22-32-109 (1)(y) (Board duty to adopt bylaws relating to conflict of interest) <del>C.R.S. 22-32-110(1)(k)(specific powers of Boards)</del>  <del>C.R.S. 24-6-201 et seq. (Public Official Disclosure Law)</del>  C.R.S. 24-18-104, 109, 110 and 111 (rules of conduct for district officials/employees) C.R.S. 24-18-201 and 202 (district officials/employees may not have interest in district contract)  <del>C.R.S. 24-18-105 (Ethical principles for public officers, local government officials and employees)</del>
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually in May  Monitored and Reviewed:

Review of policy based on CASB GP-11 on 4-8-25. Minor changes based on comparison of the policies. District’s version had several Colorado Revised Statute references that were not included on CASB’s sample policy. Kristina confirmed that CASB’s Legal References are current.

It was recommended that the Board review CASB BCB policy and the federally funded transactions wording that starts on page 2.

Stephanie reviewed the wording on BCB and determined that we should add the wording from BCB to GP-11 on 4-11-25.

## Board Member Financial Disclosures

~~Board members are~~ As required by law, Board members ~~must to~~ disclose certain items received in connection with serving on the Board. ~~If~~ Board members receiving such items, ~~they~~ must file a report with the Secretary of State on forms prescribed by the Secretary of State. Such reports must be filed on or before January 15, April 15, July 15 and October 15 of each year and ~~shall~~ must cover the period since the last report. The report must contain the name of the person from whom the reportable item was received, its value, and the date of receipt. Board members who do not receive any items that must be reported are not required to file a report.

1. Items, which must be reported, include the following:

a. 1. Any money received including a loan, pledge, advance or guarantee of a loan ~~or any forbearance or forgiveness of indebtedness from any person~~ with a value ~~greater than~~ of \$ 75.00 or more.

b. 2. Any gift of any item of real or personal property other than money with a value ~~greater than~~ of \$ 75.00 or more.

c. 3. Any loan of real or personal property if the value of the loan is ~~greater than~~ \$ 75.00 or more. "Value of the loan" means the cost saved or avoided by the Board member by not borrowing, leasing or purchasing comparable property from a source available to the general public.

d. 4. Any payment for a speech, appearance or publication.

e. 5. Tickets to a sporting, recreational, educational, or cultural event with a value ~~greater than~~ of \$ 75.00 or more for any single event.

f. 6. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention, ~~fact-finding mission, or trip~~ or other meeting ~~if at which the Board member or candidate for the Board is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the school district~~ unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities such as the Colorado Association of School Boards (CASB).

g. 7. Any gift of a meal to a fundraising event of a political party.

2. The financial disclosure need not include the following:

- a. A contribution or contribution in kind that already has been reported pursuant to the Fair Campaign Practices Act.

- b. An item of perishable or nonpermanent value including meals unless such item is required to be reported under paragraph 1.e. or 1. g. above.
- c. A non-pecuniary award publicly presented by an organization in recognition of public service.
- d. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention or other meeting in which the individual is scheduled to participate if the payment or reimbursement is made from public funds or from the funds of any association of public officials or entities such as CASB.
- e. Payment of salary from employment including other government employment.

3. To avoid misunderstanding about the value of an item, the donor must furnish the Board member with a written statement of the dollar value of the item when it is given.

Adopted	November 16, 1998
Latest Revision:	2025
	April 15, 2024
	March 8, 2021
	August 20, 2018
Renewed:	November 5, 2012 – no revisions
Revised:	November 15, 2004
Legal References:	C.R.S. 24-6-201 et seq. (Public Official Disclosure Law)
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually in May

## Process for Addressing Board Member Violations

The Board and its members are committed to faithful compliance with the provisions of the Board’s policies. In the event of a member’s alleged violation of policy, the Board may seek remedy by the following process:

- a. **f**First, conversation in a private setting between the Board member alleged to have violated Board policy and the Board president or other Board member (in no event more than two Board members)
- b. **s**Second, if the alleged violation continues, discussion in a work session between the Board member and the full Board regarding the policy issues involved
- c. **t**Third, if the Board determines there to be a substantial violation of Board policy, public censure of the Board member may occur

Adopted: November 15, 2004

Latest Revision: 2025

Revised: December 14, 2009

**Legal References:** -

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in May  
 Monitored and Reviewed: April 1, 2024

Policy reviewed at Board Policy Workshop on 4-8-25. No changes to wording at this time and it matches the CASB sample policy. Only correction was capitalization to “First”, “Second”, and “Third” in the body of the policy.

## Development and Revision of Board Policy

It is the Board's responsibility to develop and maintain governing policy. A systematic, predictable means of developing and revising policy promotes community, school, parent, and student involvement in policy decisions of the Board and encourages careful and well informed decision-making by the Board. Accordingly, the Board will develop new policy or substantially revise existing policy as follows:

### 1. Introduction

Proposals regarding District policies and operations may originate at any of several sources, including but not limited to: a parent, a community member, an employee, a member of the School board, the Superintendent, a professional consultant, or a civic group. Proposals should be submitted to either a board member or the superintendent for Board consideration.

### 2. First Reading

Any policy or policy revision proposal that is introduced pursuant to Item 1 above, will be given a "first reading" by the Board at the scheduled time on the agenda. After the first reading, if the Board feels it will be helpful to its decision-making process, the Board will open discussion to those attending the meeting. After all comments have been received, the Board will discuss the policy.

If the policy or policy revision fails to meet with the approval of a majority of the Board, it will be eliminated from further discussion. The policy may be redrafted and resubmitted for another first reading.

If the policy or policy revision, with or without amendments, meets with approval of a majority of the Board it will be placed on the agenda for the next monthly business meeting under "action items."

### 3. Second Reading and Adoption

A policy or policy revision that is placed on the agenda as an action item pursuant to being given a "first reading" ~~shall~~will receive a second reading. After the reading, the Board will open discussion to those attending the meeting. After all comments have been received, the Board will discuss the policy.

After the second reading, upon motion and second, the policy or policy revision may be adopted, with or without amendments, by approval of a majority of the Board. If extensive or controversial amendments are necessary as determined by the Board President, the policy will be rescheduled as an action item, as amended, for the next monthly business meeting of the Board and will receive another reading.

Readings may be aloud or silent, at the discretion of the President. Copies of the proposal will be provided for those attending the meeting.

In case of an emergency, with a vote of the majority of the Board, the process can be expedited.

Adopted: November 15, 2004

Latest Revision: 2025  
April 15, 2024

Revised: October 22, 2012

**Legal References:** C.R.S. 22-32-109 (specific duties of board)-

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in May  
Monitored and Reviewed:

Policy reviewed at Board Policy Workshop on 4-8-25. The Board opted to keep their own current version of GP-14 related to "Introduction". Minor changes made to the existing policy by added commas as needed and changing "shall" to "will" where needed.

## Regulations for Public Comment at Board Meetings

### Community Comment for Items not on the Current Board Agenda at Regular Business Meetings

If the Board Chair will calls for Community Comment(s) relating to items/issues not on the current agenda.

1. The Board Chair will begin by reading this a statement with protocol for public comment.
  - Any members of the public wishing to speak about issues not on the current agenda or items that are on the agenda are requested to fill in the speaking log, providing your name, address and who you are representing. ¶
  - Comments are limited to three minutes. If four or more people wish to address the board on a single topic, the board may allot 12 minutes for a collective view. ¶
  - Speakers' comments and questions should deal with a topic related to matters of the school district. ¶
  - Speakers' remarks should be suitable for an audience that includes children. ¶
  - Individual personnel matters and comments about individual students should be sent to the Superintendent in writing with your signature in place of commenting publicly. ¶
  - Out of respect for the guests attending the Board meeting, the Board may limit public comment to 30 minutes. Registered speakers not part of the first 30 minutes, will be heard at the conclusion of the meeting. ¶
  - No action shall be taken during this portion of the meeting. Any public comment requiring additional discussion or action by the Board must be placed on a future agenda. ¶
  - ¶
2. Virtual Meetings - In the event that the Board holds a virtual meeting, the Board has adopted a Public Comment Protocol for Virtual Meetings. The public comment virtual protocol is included in Boardbook for each meeting. Please review this information in order to participate in public comment virtually. ¶
3. ¶
2. Individuals wishing to address the Board are limited to three minutes per person wishing to address the Board. If four or more people wish to address the board on a single topic the Board may allot up to 15 minutes for a collective commentary.
3. When recognized by the Board, individuals wishing to address the Board, the speaker should provide their name and who they are representing.
  4. No action will be taken on any item not scheduled on the agenda. No action will be taken during this portion of the meeting. Any public comment requiring additional discussion or action by the Board must be placed on a future agenda.
  5. On a scheduled agenda item, the Board may or may not ask clarifying questions of the speaker. However, discussion is limited to Board members.

### Community Comment on Scheduled Agenda Items ¶

¶

The Board will take community comment prior to any vote and during all public discussions at regular Board business meetings. It is the Board's choice whether or not to take public comment at other meetings. ¶

~~Generally the flow will be as follows:¶~~

~~¶~~

- ~~1. Board Chair asks for a motion or introduces the topic.¶~~
  - ~~● Chair receives a motion and second if required.¶~~
- ~~2. Board Directors make comments and discuss the motion or topic.¶~~
- ~~3. Board Chair calls for Community Comment.¶~~
  - ~~● Any members of the public wishing to speak about issues on the agenda are requested to fill in the speaking log providing your name, address, and who you are representing.¶~~
  - ~~● Personal comments are limited to three minutes per person wishing to address the Board. If four or more people wish to address the board on a single topic, the board may allot 12 minutes for a collective view.¶~~
  - ~~● When recognized by the Board, please identify yourself by providing your name and who you are representing.¶~~
- ~~4. Community Comment on scheduled agenda items will follow the same regulations as non-agenda items as listed above. ¶~~

Adopted	November 21, 2016
Latest Revision:	2025
	October 11, 2021
	September 24, 2018
Legal References:	C.R.S. 22-32-108(4) Meetings of the Board of Education
	C.R.S. 24-6-402 Meetings Open to Public
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Board election year in November
	Monitored and reviewed: 3-28-22

## East Routt Library Board

In agreement with the City of Steamboat Springs and the East Routt Library Board, the Board of Education will review and take action on recommendations for directors to serve on the East Routt Library Board. The East Routt Library Board of Directors will make the recommendations.

Adopted	August 19, 2002
Revised:	November 15, 2004
<b>Legal References:</b>	-
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually in August Monitored and Reviewed: August 28, 2023

Following review by Katy Lee and discussion with the East Routt Library Board, Katy is recommending that the Board rescind this policy as it is not a required policy. However, state law requires the Board to approve the directors for the East Routt Library Board, so the Board will continue the practice of adopting a resolution when presented by the East Routt Library Board.

## Gift Acceptance Policy

The Board of Education is duly appreciative of public interest in and goodwill toward students and the schools manifested through gifts, grants, bequests, and endowments. The purpose of this policy is to provide guidelines for acceptance of gifts, grants, bequests, and endowments. ~~In order to~~ To accept gifts, grants, bequests, or endowments that provide a benefit rather than a detriment to the Steamboat Springs School District RE-2, the Board of Education will consider the following ~~information~~ **criteria** for all proposed gifts, grants, bequests, and endowments that require Board approval:

- Value & Source: Consider the amount and who is providing the funding.
- Solicitation: Determine if it was solicited, by whom, and for what purpose.
- Conditions: Review any attached terms or requirements.
- Appropriateness: Ensure any elements of promotion or recognition align with District values and do not result in undue endorsement of a particular service or organization.
- Usage & Scope: Clarify how, where, and when the funds will be used (e.g. district-wide or specific school).
- Financial Clarity: Confirm a detailed and transparent financial plan.
- Contingency: Understand implications if the gift is declined.
- Student Impact: Evaluate how the funding supports student outcomes.
- Duration: Define the time frame for use of the gift.
- ~~What is the amount of the gift, grant, bequest, or endowment?¶~~
- ~~Who is the provider of the gift, grant, bequest, or endowment?¶~~
- ~~Was the gift, grant, bequest, or endowment solicited? If so, by whom and for what purpose?¶~~
- ~~What are the conditions attached to the acceptance of the gift, grant, bequest, or endowment?¶~~
- ~~Do the gifts, grants, bequests, or endowments that include advertising or promotion of a particular product or service meet standards of good taste and reflect positive values?¶~~
- ~~Is there a definite understanding with regard to the use of the gift, grant, bequest, or endowment including whether it is intended for the use of one particular school or for all schools in the district and a timeline for using it?¶~~
- ~~Is there a clear financial picture of the proposed use of the gift, grant, bequest, or endowment?¶~~
- ~~What happens if the Board does not accept the gift, grant, bequest, or endowment?¶~~
- ~~What is the data that demonstrates how the proposed funding supports results for students?¶~~
- ~~What is the time frame for this gift, grant, bequest, or endowment?¶~~

The Board reserves the right to accept or decline the proposed gift, grant, bequest, or endowment.

Adopted: June 15, 2009

Latest Revision: 2025

Revised: September 11, 2023

Monitoring Method: Board self-assessment  
Monitoring Frequency: Annually in August  
Monitored and Reviewed: May 22, 2017

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
May 5, 2025**

**AGENDA ITEM  
BOARD MEMBER UPDATES/COMMENTS/DEBRIEF**

**Background Information:**

- Board Member Updates
- Meeting Review

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**May 5, 2025**

**AGENDA ITEM**  
**PLAN FOR FUTURE MEETINGS**

**Plan for future meetings**

- FY26 Budget - Presentation of Budget Draft - May 19
- DAC Update - May 19
- 2026-27 School Year Calendar Adoption- May 19
- Exceptional Student Services Update - May 19
- YVHA Update - Cottonwoods - June 2
- Budget - Public Hearing - June 2
- Budget Adoption - June 16
- End of Year Data Report - June 16
- CASB Annual Convention - December 11-13

**Board Workshops**

- Board Retreat - Review District Strategic Plan and Priority Discussion - August 12
- Workshops - TBD

**Coffee with the Board** - Off the Beaten Path Bookstore

- May 14 at 11:30 am - Leah Helme and Kevin Callahan

**November 4, 2025 Election Timeline**

- Call for Nominations - Petitions available for candidates - August 6
- Petitions Due to DEO - with required signatures and documents - August 29
- Cancellation of Election by SSSD (if applicable) - September 2
- Election Day - November 4
- Oath of Office - between November 5 and December 5
- Board Organizational Meeting - between November 5 and December 11