

Business Meeting

Monday, August 25, 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. Employment

5.2. Resignations

5.3. Substitute Teachers 2025-26

5.4. Substitute Paraprofessionals 2025-26

5.5. Substitute Health Techs 2025-26

5.6. Substitute Bus Driver 2025-26

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-3 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; GP-14: Development and Revision of Board Policy

9.1. Second Reading and Consideration of Adoption of Revisions to Selected Board Policies

Purpose: To consider adoption of revisions to selected Board policies as reviewed and discussed by the Board as a first reading on August 11, 2025. Policies being considered are: GP-7, GP-17, ENDS -1, ENDS-2, and GP-19-A

10. **Governance Process Policy Review**

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

First Reading and Consideration of Adoption of Revisions to Board

Policy:

11. **Board Discussion**
Pursuant to Policy: GP-1; GP-3 and District Strategic Plan
12. **Board Member Updates/ Comments/Debrief** -
Pursuant to Policies: GP-1; GP-3; EL-4
13. **Plan for Future Meetings**
14. **Adjourn Business Meeting**

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025

AGENDA ITEM
EMPLOYMENT OF PERSONNEL

The administration is recommending the following candidates for the 2025-26 school year:

Background Information:

- Dana Andersen - Transportation Special Needs paraprofessional
- Sequoya Bertron - SPE Daily Building substitute - change of status from SSMS paraprofessional
- Sara Boyle - SPE PLC Team Leader
- Jennifer Brossett - SCE Special Education paraprofessional
- Connie Brown - SPE .6 FTE Health Tech - change of status from .4 FTE
- Marcia Brown-Peters - Transportation Special Needs paraprofessional
- Rebecca Cohen - SSHS World Language Department Chair
- Emily Colon - SPE PLC Team Leader
- Marco Cuevas - SSMS Assistant Football coach
- Kirsten Delaney - SGS Special Education paraprofessional
- Will Donohue - SSMS Special Education paraprofessional
- Kari Faulk Wood - SSHS Language Arts Department Chair
- Matthew Fenimore - SSHS Special Education Department Chair
- Corinne Fishback - SSMS/SPE .6 FTE Health Tech - change of status from .4 FTE
- Jay Hamric - SSHS Assistant Football coach
- Meghan Hanson-Peters - SSHS Induction Mentor
- Carol Harris - SPE PLC Team Leader
- Kharcee Lane Hughes - SSHS .6 FTE Special Education paraprofessional
- Kyle Jiminez - SSHS Assistant Football coach
- Maria Klein - SCE Special Education paraprofessional
- Skylar Kling - SSMS Assistant Cross Country coach
- Jim Knapp - SGS Induction Mentor
- Amanda (Mandy) Maass - SSMS .5 FTE Special Education paraprofessional
- Amber Neeley - SPE PLC Team Leader
- Christi Oliver - SPE PLC Team Leader
- Connor Payne - SSHS Induction Mentor
- Julian Piedra - SSHS Head ESports coach
- Chuck Rosemond - SSHS Induction Mentor for 2 employees
- Jason Scicchitano - SSHS Head Boys Tennis coach
- Justine Staelin Bodig - SSHS Induction Mentor
- Angela Teters - SSHS Substance Abuse Prevention Coordinator
- Darcy Walters - SGS Induction Mentor
- Brad Weber - SSMS Fall Athletic paraprofessional
- Brad Weber - SGS Induction Mentor
- Katie Weeks - SPE PLC Team Leader

Recommended Action:

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

District Wide :

Opening created by:

District Need

- o Madison Rodriguez - Registered Behavior Technician

Sleeping Giant School :

Opening created by:

District Need

- o Kirsten Delaney - Special Education paraprofessional - previous long-term substitute

District Need

- o Jim Knapp - Induction Mentor

District Need

- o Darcy Walters - Induction Mentor

District Need

- o Brad Weber - Induction Mentor

Soda Creek Elementary School :

Opening created by:

Ann Cropper change of status to preschool

- o Jennifer Brossett - Special Education paraprofessional

Dayana Morales resignation

- o Maria Klein - Special Education paraprofessional

Steamboat Springs Middle School :

Opening created by:

Gary Taylor resignation

- o Marco Cuevas - Assistant Football coach

Katie Groendyke change of status to SPE

- o Will Donohue - Special Education paraprofessional

District Need

- o Corinne Fishback - .6 FTE Health Tech - change of status from .4 FTE

Kevin Fonger change of status to head coach

- o Skylar Kling - Assistant Cross Country coach

Sequoya Bertron change of status to SPE daily building substitute

- o Amanda (Mandy) Maass - .5 FTE Special Education paraprofessional

District Need

- o Brad Weber - Fall Athletic paraprofessional

Steamboat Springs High School :

Opening created by:

Garrett Branson resignation

- o Rebecca Cohen - World Language Department Chair

Ryan Ayala resignation

- o Kari Faulk Wood - Language Arts Department Chair

Matt Helm resignation

- o Matthew Fenimore - Special Education Department Chair

Joel Cobb resignation

- o Jay Hamric - Assistant Football coach

District Need

- o Meghan Hanson-Peters - Induction Mentor

Return following resignation

- o Kharcee Lane Hughes - .6 FTE Special Education paraprofessional

Christopher Hasenbalg resignation

- o Kyle Jiminez - Assistant Football coach

District Need

- o Connor Payne - Induction Mentor

Dani Booth resignation

- o Julian Piedra - Head ESports coach

District Need

- o Chuck Rosemond - Induction Mentor

Return following resignation

- o Jason Scicchitano - Head Boys Tennis coach

District Need

- o Justine Staelin Bodig - Induction Mentor

2 year Grant

- o Angela Teters - Substance Abuse Prevention Coordinator

Strawberry Park Elementary School :

Opening created by:

Danny Frank resignation

- o Sequoya Bertron - Daily Building substitute - change of status from SSMS paraprofessional

Niki Andrew PLC Team Leader resignation

- o Sara Boyle - PLC Team Leader

District Need

- o Connie Brown - .6 FTE Health Tech - change of status from .4 FTE

Christina Hensley PLC Team Leader resignation

- o Emily Colon - PLC Team Leader

Lindsay Kelly PLC Team Leader resignation

- o Carol Harris - PLC Team Leader

Nick Maki PLC Team Leader resignation

- o Amber Neeley - PLC Team Leader

Shannon Keese PLC Team Leader resignation

- o Christi Oliver - PLC Team Leader

Lindsey Clark PLC Team Leader resignation

- o Katie Weeks - PLC Team Leader

Transportation Department :

Opening created by:

District Need

- o Dana Andersen - Special Needs Bus paraprofessional

Misty Carter resignation

- o Marcia Brown-Peters - Special Needs Bus paraprofessional

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025

AGENDA ITEM
RESIGNATIONS

Background Information:

Niki Andrew has resigned her position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 13, 2025.

Garrett Branson has resigned his position as the Department Chair of the World Language Department at Steamboat Springs High School effective August 21, 2025.

Lindsey Clark has resigned her position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 13, 2025.

Matt Erholtz has resigned his position as the Department Chair of the CTE Department at Steamboat Springs High School.

Matt Graves has resigned his position as the Head Alpine Ski coach for Steamboat Springs High School effective 8-21-25.

Christina Hensley has resigned her position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 13, 2025.

Shannon Keese has resigned her position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 13, 2025.

Lindsay Kelly has resigned her position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 13, 2025.

Nick Maki has resigned his position as a Building Leadership Team Leader for Strawberry Park Elementary School effective August 18, 2025.

Michael Vandahl has resigned his position as Head Boys Basketball coach for Steamboat Springs High School effective August 20, 2025.

Recommended Action:

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

Niki Andrew - SPE Team Leader
Garrett Branson - SSHS Department Chair
Lindsey Clark - SPE Team Leader
Matt Erholtz - SSHS Department Chair
Matt Graves - Head Alpine Ski coach
Christina Hensley - SPE Team Leader
Shannon Keese - SPE Team Leader
Lindsay Kelly - SPE Team Leader
Nick Maki - SPE Team Leader
Michael Vandahl - Head Boys Basketball coach

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

**AGENDA ITEM
SUBSTITUTE TEACHERS FOR 2025-2026**

Background Information:

The following individuals have 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>
Brown, Rita	Elem/Reading	Prof/4-14-27	
Chamberlain, Maureen		5 yr/11-15-28	SPE
Cully, Megan	Elementary	Interim/8-12-26	SGS
Dickson, Babette	French/Business	Prof/7-19-31	9-12
Farmer, Sarah		3 yr/9-2-26	
Himot, Jennifer		3 yr/10-23-26	
Maass, Amanda	ELA 6-12	Prof/5-20-31	SSMS
Manning, Shannon	Elementary	Prof/6-11-27	
Mayer, Jade		1 yr/2-5-26	
McLaughlin-Sloop, Heather		3 yr/11-15-26	6-12
Quinn-Clynes, Molly		1 yr/10-16-26	6-12
Rubinstein, Jill	Elementary	Prof/5-16-26	9-12
Sweeney, Kailyn		3 yr/4-17-27	
Tate, Allison	French	Prof/9-10-25	6-12
Varrone, Brittany	Elementary	Prof/7-31-26	
Wilson, Caitlin	ELA/SS 6-12	Prof/7-6-28	
Wodnik, Torey		1 yr/12-11-25	SCE/SSMS

Recommended Action:

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

Rita Brown, Maureen Chamberlain, Megan Cully, Babette Dickson, Sarah Farmer, Jennifer Himot, Amanda Maass, Jade Mayer, Heather McLaughlin-Sloop, Molly Quinn-Clynes, Jill Rubinstein, Kailyn Sweeney, Allison Tate, Brittany Varrone, Caitlin Wilson, Torey Wodnik

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

**AGENDA ITEM
SUBSTITUTE PARAPROFESSIONALS FOR 2025-2026**

Background Information:

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

Brown, Rita
Dickson, Babette
Geppert, Pamela
Himot, Jennifer
Manning, Shannon
Mayer, Jade
Melcher, Georgia
Mitchell, Rob
Quinn-Clynes, Molly
Varrone, Brittany
Wodnik, Torey

Recommended Action:

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

Rita Brown, Babette Dickson, Pamela Geppert, Jennifer Himot, Jade Mayer, Shannon Manning, Georgia Melcher, Rob Mitchell, Molly Quinn-Clynes, Brittany Varrone, Torey Wodnik

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

**AGENDA ITEM
SUBSTITUTE NURSE AND HEALTH TECHS FOR 2025-2026**

Background Information:

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

Graham, Rhonda - Health Tech
Jennings, Tom - Health Tech
LeBlanc, Katherine - Nurse
Pelletier, Fran - Health Tech
Vaughan, Taylor - Nurse

Recommended Action:

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

Graham, Rhonda - Health Tech
Jennings, Tom - Health Tech
LeBlanc, Katherine - Nurse
Pelletier, Fran - Health Tech
Vaughan, Taylor - Nurse

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

**AGENDA ITEM
SUBSTITUTE BUS DRIVER FOR 2025-2026**

Background Information:

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

Raper, Lori

Recommended Action:

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

Raper, Lori

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

Meeting Date:	August 25, 2025
Agenda Item:	Approval of the minutes for the Board of Education August 11, 2025 Business Meeting and August 12, 2025 Workshop
Presented by:	Secretary to the Board
Core Issues:	GP-19: School Board Meetings
Background Info:	Drafts of the minutes are included for review and approval.
Policy Implications:	GP-19: School Board Meetings
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. Approve the Minutes as written. 2. Correct the Minutes then approve.
Backup Memoranda Provided?	Drafts of the minutes are included for review and approval.
Recommended Action:	<p>Resolved, that the Board of Education approve the minutes for August 11, 2025, as presented.</p> <p>Resolved, that the Board of Education approve the minutes for August 12, 2025, as presented.</p>



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

Minutes
August 11, 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, and Director of Teaching and 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

Chresta Brinkman made a motion and Lara Craig 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 Employment

5.2 Resignations

5.3 Substitute Teachers 2025-26

5.4 Substitute Paraprofessionals 2025-26

5.5 Substitute Nurses and Health Techs 2025-26

5.6 Substitute Bus Drivers 2025-26

5.7 Approval of the Intergovernmental Agreement with the Department of Health Care Policy and Financing for Medicaid Matching Funds 2025-26

5.8 Approval of the Cooperative Agreement with Colorado Mountain College for Concurrent Enrollment Programs for 2025-26

5.9 Approval of the Memorandum of Understanding with Colorado Mountain College for a Mentor Program for the 2025-26 School Year

Kevin Callahan made a motion and Leah Helme seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, and 5.9 as presented. The motion passed unanimously.

6. Approval of Minutes- June 16, 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 June 16, 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

- SSHS CTE teachers participated in a SustainabilitySkills workshop hosted by Lyra and Jobs For the Future. This workshop was funded by the nationally awarded GROWN grant that SSHS was a partner recipient along with SOROCO and Lyra. SSHS is in the first year of this three year grant.
- SSHS - There are over 40 student -athletes signed up for the first-ever SSHS girls flag football team. Thank you to Coach Connor Payne and Assistant Coach Shawn Baumgartner for leading this start up sport. The first game is Saturday, August 23rd against Lakewood High School at Gardner Field at 11 am.



- SSMS - Thanks to the amazing maintenance and custodial crew for all the hard work this summer, Claudia Hernandez, Felix Sosa, Abraham Rodriguez, Charlie Kingsland, and Jose Gonzalez. The building and campus is ready for the school community thanks to their dedication, attention to detail, and team approach.
- SGS is excited to introduce four outstanding educators who have joined the team. Each brings a unique background and shared commitment to engaging students, fostering belonging, and advancing SGS's vision and mission. Kelly Hohman will be teaching Kindergarten and brings 28 years of experience. Liz Homuth will be teaching 6th Grade Math/Science and brings 16 years of experience. Patrick Nichols will be teaching STEM and recently served as a 6th grade team lead and science teacher in Denver. Megan Cully will be a .5FTE Gifted Education teacher and has experience teaching outdoor education to middle school students.
- SPE would like to celebrate their Instructional Leadership Team - Carol Harris, Emily Colon, Desi Wilcox, Amber Neeley, Carrie Abalos, Katie Weeks, Christi Oliver, Lesa Scoppa, and Sara Boyle. The team is working to develop shared goals and a collective vision for the year ahead. Thank you to the facility, technical, and custodial staff - Jose Gonzalez, Ana Mejia Rodriguez, Oskar Janin, and Jennifer Martinez Uriarte for summer projects, updating technology, and cleaning and beautifying the space.
- SCE - The District's emergent Bilingual summer program was hosted at Soda Creek and led by Ann Coon, with funding from the District, Northwest Colorado Health, and Yampatika. The program's main goal was to prevent academic summer slide and maintain English language acquisition for 88 students from 2nd to 7th grade. Northwest Colorado Health provided a Social-Emotional Health curriculum, and Yampatika offered environmental studies. Additionally, teachers Cathy Girard, Pam Karzen, Lucy Hackman, Ruben Dones, Ann Henderson, Sherry Meadows, Cindy Ruzicka, and Tim Schuett taught three academic blocks focused on English Language Arts, writing, math, and science. The program also included multiple excursions, such as swimming lessons for kids. By providing transportation (Casey Ungs), the program removed a significant barrier for families. This allowed Dimmye High, Jill Rowan, and Brynne McCormick to offer Read Act tutoring minutes during the four-week session.
- SCE offered individualized reading support to 46 students over the summer. Andrea Johnosn organized the program, which allowed six teachers - Dimmye High, Kristi Spence, Heather Sloan, Sherry meadows, Holly Barclay, and Jennifer Woodbridge to provide more than 200 hours of tutoring. This program aims to maintain students' reading proficiency and combat the summer slide commonly experienced by those reading below grade level.

Staff Survey End of Year Results - Director of Teaching & Learning Dr. Tim Ridder

- Presentation is included in Boardbook for review
- Fall 2023 - Overall District Score was 3.82
- Spring 2024 - Overall District Score was 3.93
- Fall 2024 - Overall District Score was 4.08
- Spring 2025 - Overall District Score was 3.99
- Top Threat Areas are Professional Growth; Time & Resources; Leadership Trust & Values Alignment; Recognition & Value; and Personal Safety & Belonging
- We have seen growth within the District in the last 2 years and staff have a higher perception of SSSD in 24/25 vs. 23/24; slight regression in overall score between Fall 24 and Spring 25 - found good points on which to reflect
- Manageable workload concerns dropped from fall 24 to spring 25
- Professional Growth is a consistent concern and we are actively working to provide opportunities for teachers/staff to grow
- Worked with District Administration Team to provide guidance on professional development for 25-26
- Professional Development that will be provided throughout the school year will include Culturally Responsive - Model Classrooms; Math Trainings - Carnegie & Ready Math; and High Impact Instruction Team - defining great instruction as a district to target PD
- Chresta Brinkman - Can we get more details on some of the survey concerns? Dr. Wicks - We do follow-up meetings with staff to get more specific information; switching to Panorama - can compare our results across Colorado and the country
- Will be using Panorama surveys this year; will be able to compare with data collected across the country; matches the TLCC survey; provides a cleaner format to organize and review data
- Professional Development - Anchored in Excellence. Driven by Growth - created with Admin Team
- Staff will engage in professional development anchored in academic and socio-emotional excellence for all students with a focus on the following core areas: High Impact Instruction; Professional Learning Communities; Curricular Resource Adoption - sheet included in Boardbook with descriptions
- District wide training with Dr. Cash on August 13- Infusing Rigor through Critical Reasoning and Creativity; additional training requested and required will be offered the afternoon of August 13 and on August 14



- Restorative Practices training will be offered twice and will try to offer again in the future for those not able to attend first offerings
- CU Science Training is a required training and we have invited other school districts to bring in staff to attend
- Generative AI training - will help staff understand the ethics and develop our own ethics for use in the classroom and by students
- Calendar of 25-26 professional development is included in Boardbook for review
- Lara Craig - thank you for the student voice; Gemini - do we have a policy around this? Dr. Ridder - We worked with EAB last summer to provide guidelines to help determine what is appropriate for kids and how do we expand student use for the future work force
- Lara Craig - Teacher morale and culture & climate - We know that teacher workload is a national issue; student behaviors are part of the workload issue; Are we focusing on civility and relationships for students to address behaviors? Dr. Ridder - The District's restorative practices work includes development of common practices across the district and the creation of a discipline matrix
- Lara Craig - What is consistent professional development mean and what does it look like in other areas? Dr. Ridder - High impact instruction with a focus on differentiation; Dr. Cash will continue to work with staff throughout the school year through virtual sessions
- We had a lot of people work on professional development planning and how we can make sure we're impacting student learning focus

Whistler Property Discussion- Superintendent Dr. Celine Wicks

- This is an opportunity to have an open discussion with board members about the work that we have done on Affordable Housing
- Our current focus for affordable housing for staff is focused on the use of a parcel of land by Sleeping Giant School
- It has been pretty loud and clear that the District itself may not be able to do anything with the Whistler property specifically so the Director of Finance and Operations Stephanie Juneau and I are recommending to the Board that we sell the Whistler parcel
- We have had great conversations with Parks and Recreation to make this a win/win for everyone
- We would love to sell this parcel to the City to keep it as a park - this may take a couple years
- We have a new valuation inspection of the property to be done in September and will share this information with the Board when available

Is the Board open to selling the Whistler property?

- Katy Lee - Having been through 2 rounds of trying to build on the Whistler property and not getting too far in this round before we got feedback from the community, I don't think the District will be able to effectively utilize the property as an asset for either a school or housing so I do agree that we need to sell it; the top choice is for the community to be able to keep it as a park and open space but I feel very strongly that we make sure we get adequate value out of it for the purpose of housing our staff
- Lara Craig - I agree that it is best to look into the sale of the property; I would prefer not just getting an adequate price but top dollar- that's what any other business would do and that's what we need considering the growing issue of funding in Colorado and the United States; I would only support top dollar value for it
- Chresta Brinkman - The best outcome would be for us to obtain the proper valuation for the sale of the property. I would be very grateful if it could continue to be utilized by the community the way it is now.
- Leah Helme - Is selling the Whistler property dependent upon moving forward with the SGS property for housing? Especially since we are not trying to pass a bond or a mill levy; Dr. Wicks - Not necessarily at this time but it would be helpful
- Kevin Callahan - As a Board, we all have the interest of the community in mind. We don't want to do anything that is going to make our neighbors unhappy and our friends and families around us not appreciate our choices, but at the same time, we are in a very interesting position where we have our future growth for our own teachers and the availability to be here in the District; I don't think that we're in any space to do something other than get top value - it would just inhibit our ability to do that going forward. The minute we get in the game for affordable housing and we capitalize on what we have, the more we get out of it. We have no interest in doing what the community doesn't want.
- Chresta Brinkman - Thank you for working on this over the summer

Public Comment on Whistler Update

- Angela Cosby - Parks & Rec Director - Thank you for having a collaborative conversation with use and understanding the city process and policy and merging with them
- Kathy Connell - community member - Thank you for the collaborative work and trying to look at the greater good; the appraisal will provide a fair market value; thank you for your efforts



Staff Affordable Housing Update - Superintendent Dr. Celine Wicks

- The District has a 9 member Affordable Housing Committee consisting of Katy Lee, Lara Craig, Dr. Wicks, Stephanie Juneau, Pascal Ginesta, 2 community members and 1 teacher and 1 support staff
- District put out an RFP for the affordable housing project and received 4 proposals; the committee decided to interview 3 and then decided on Rural Homes, LLC as final option
- Rural Homes, LLC is led by Paul Major and they have a similar project in Ouray that I plan to visit
- Our project is expected to consist of 22 units with the District purchasing 10 units for rentals and the others will be sold to individuals
- We are not able to apply for funds from Prop 123 due to the restrictions that it puts on the income for occupants (100% AMI); our staff would not be able to qualify under those restrictions
- We expect this to be a \$10M project with the District needing \$5M
- Units would be available to District staff first and then to other local workers that support our community; this would be the same for the rental units
- We need to address the water for the development before we can move forward with Rural Homes

Does the Board feel comfortable to move forward with this project?

- Kevin Callahan - Paul does not have the water connected? Dr. Wicks - We would have to work with the City for water (allotment) but the lines could be hooked into SGS lines
- Kevin Callahan - I give my full support to move forward with this project
- Chresta Brinkman - I give my support to move forward with this project
- Leah Helme - I give my support to move forward with this project
- Katy Lee - I support this project and part of the process is to have a solid plan that will make a difference for affordable housing in our community
- Lara Craig - I give my support for this project
- Leah Helme - What do the units look like? Dr. Wicks - They are 1-3 bedroom townhomes that will fit aesthetically in the community
- Katy Lee - I think this is a great use of this parcel of land in the Sleeping Giant area
- Dr. Wicks - We are looking at building on a 2.5 acre parcel of land
- Kevin Callahan - I look forward to welcoming more people to the community in the west

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

8. Public Comment - 5:27 pm

No public comment on non agenda items.

9. Action Item

9.1 Second Reading and Consideration of Adoption of New Executive Limitations Policy EL-8: School Year Calendar

Leah Helme made a motion and Kevin Callahan seconded to adopt the new policy EL-8: School Year Calendar, as presented..

- Copy of the draft version of the policy is included in Boardbook for review
- Lara Craig - Is it an impactful thing to strike the number of hours from the policy?
- Chresta Brinkman - District will continue to align with the state laws regarding hours; removing the specific hours from the policy avoids having to make policy changes if state law changes
- Dr. Wicks - The wording in the policy referencing statute keeps the District automatically in line with state requirements; The District's Administration policy can be changed if statute changes because it lists hours in the document

The motion to adopt the new policy EL-8: School Year Calendar as presented, passed unanimously.

10. Executive Limitations Policy Review

First reading of revisions to policy and consideration of adoption of new policy

GP-19: School Board Meetings

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page



- Lara Craig - would like to have an explanation of “waive notice of a special meeting”; Is this required?
- Katy Lee will review and bring back revisions to the next board meeting for consideration

GP-19-A: Electronic Participation in School Board Meetings

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Board members did not have any comments or changes to the policy
- Plan for second reading and consideration of adoption of revisions on August 25, 2025

GP-7: Committee Structure

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Board members did not have any comments or changes to the policy
- Plan for second reading and consideration of adoption of revisions on August 25, 2025

GP-8: Agenda Planning

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Board wants to discuss the planning cycle and monitoring more thoroughly at the August 12 Board workshop
- Will also review items 4 and 5 and whether they are redundant and needed as part of this policy
- If Board is able to review at the workshop on August 12, the plan is to bring back an updated version of the policy revisions at the August 25th Board meeting for a first reading

GP-15: Public Participation at School Board Meetings

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Lara Craig - How will we manage “civility” if we continue to remove the wording from the policy?
- Katy Lee - We cannot restrain “free speech”
- Lara Craig - Board needs to be able to control the meeting
- Lara and Katy will work on the “civility” section of this policy and possibly condense the language used in the existing policy
- If Board is able to review at the workshop on August 12, the plan is to bring back an updated version of the policy revisions at the August 25th Board meeting for a first reading

GP-17: Accreditation

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Board members did not have any comments or changes to the policy
- Plan for second reading and consideration of adoption of revisions on August 25, 2025

Ends-1 (fka R-1): Mission, Vision, and Beliefs

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Policy aligns with District’s Strategic Plan
- Board members did not have any comments or changes to the policy
- Plan for second reading and consideration of adoption of revisions on August 25, 2025

Ends-2 (fka R-2): Academic Achievement

- Copy of policy included for review; notes about the changes to the policy are reflected on the last page
- Policy aligns with District’s Strategic Plan
- Board members did not have any comments or changes to the policy
- Plan for second reading and consideration of adoption of revisions on August 25, 2025

11. Board Member Updates/Comments/Debrief

Lara Craig

- Participated in a District Housing Committee work
- Worked on a Board workbook with Leah
- Worked with Leah and planning a Board agenda for the school year

Kevin Callahan

- Continue to contact representatives to talk about education funding concerns
- Ready for the new school year

Chresta Brinkman

- Attended the new staff introductory session
- Attended the restorative practices session

Leah Helme

- Attending CASB events
- Working on the Legislative agenda for the 2026 session
- CASB Regional Meeting scheduled for the end of August
- CASB Delegate Assembly is in September

Katy Lee

- Participated in the District Housing Committee work
- Working on topics for August 12 workshop
- Working on finding people that might be interested in being a Board member - election November 4

12. Plan for future meetings

- CASB Regional Meeting - August 26
- CASB Annual Convention - December 11-13
- Leah Helme - Steamboat Reading would like to do a presentation at a future meeting



Board Workshops

- Board Retreat - Review District Strategic Plan and Priority Discussion - August 12
- Board Policy Monitoring discussion

Coffee with the Board - Off the Beaten Path Bookstore

- TBD - dates to be set in August for the fall

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

13. Adjourn

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 5:57 pm.

Board of Education Business Meeting minutes for June 16, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on August 25, 2025:

Katy Lee, President



STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 BOARD OF EDUCATION WORKSHOP

Minutes
August 12, 2025
9:00 AM

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

District Administration present: Superintendent Dr. Celine Wicks, Administrative Assistant Deb Ginesta, Director of Teaching & Learning Dr. Tim Ridder, Director of Exceptional Students Services Kristen Atwood, and Director of Communications Laura Milius

1. Workshop - Call to Order

Katy Lee called the workshop to order at 9:08 am.

2. Workshop Topics

Board Self-Evaluation

- Board had discussions about goal setting, monitoring, agenda planning, work sessions, reports from District staff, issues to review as a Board
- Agenda Planning - Leah and Lara created a document that was shared that will be used this school year to track Board topics, deadlines for Board action items, links for policy monitoring, other committee work and events; Document will be worked on by all Board members to bring it up to date and then posted on the District website
- Board Workbook and Onboarding for new board members - Lara and Leah are working on a workbook; there is an onboarding document that will be shared with the Board for consideration for future use
- Work Sessions - Board members would like to have work sessions monthly in order to have deeper conversations about important District topics such as: Mental Health; Reading K-12; Demographic Data for SpEd and GT; CDE Reports; Cell Phones; Writing K-12; Unified Improvement Plans; Research and Surveys behind District reports
- Policy Monitoring - Board needs to have a plan for monitoring of Executive Limitations policies
- Unified Improvement Plans - UIPs - What does Board accreditation (according to statute) mean? DAC needs to be involved in creation; First submission is October 15; District only submits every other year

Strategic Plan Update - Dr. Celine Wicks and Director of Teaching & Learning Dr. Tim Ridder

- Presentation included in Boardbook for review and copy of the Strategic Plan which is also posted on the District website
- Dr. Wicks asked the Board to review Mansfield Independent School District Vision 2030 on their website; includes a District Scorecard and a Student Scorecard
- Dr. Wicks would like the Board to consider looking at a different way of presenting our Strategic Plan and using our SAC, DAC and Board to provide community input for initiatives and goals
- Board wants to keep the priorities and focus areas from our current Strategic Plan

Exceptional Student Services - Director of Exceptional Student Services Kristen Atwood

- 30% of our student population is considered exceptional (special education and gifted talented)
- Goal for 25-26 is increasing student scores; targets set for 3-5 mgp points
- Gifted Education State Department will visit September 23-25
- New gifted staff hired for the 25-26 school year: Maggie Bruski, Mindy Mulliken, and Megan Cully
- Dr. Cash - all staff training on August 13 - Enrichment will be making lessons more rigorous

Legal Update - Superintendent Dr. Celine Wicks

- Shared information with the Board regarding pending civil lawsuit
- Discussed improvements made at the schools based on the allegations in the lawsuit

Housing Update - Superintendent Dr. Celine Wicks

- Rural Homes, LLC was picked by the Housing Committee following the interview process
- They have \$45M available with 3% financing to get the project started
- District needs to have \$5M and may have a donor and also plans to apply for the Short-Term Rental Tax through the City for additional \$5 M
- District will need to have an MOU approved by the Board to work with Rural Homes, LLC on this project
- District needs to have the water and sewer options approved before we can move forward with Rural Homes
- Katy Lee and Lara Craig will attend the next Silver Spur HOA meeting



- Kevin Callahan will plan to take Katy Lee's report on the Housing Committee
- Laura Milius will work on communication for the project through different venues and products

Superintendent Dr. Wicks' 25-26 Evaluation

- Budget
- High School assessment performance and accreditation
- Mental Health Services and programs and funding
- Dr. Wicks will create some goals based on topics shared by the Board and will review with Katy Lee

Board Policy Review

- GP-8: Agenda Planning - policy is ready for first reading on August 25th
- GP-15: Public Participation at School Board Meetings - Katy and Lara will work on cleaning up the civility wording to be included in the policy - plan to have the revisions ready for first reading on August 25th
- GP-19: School Board Meetings - need to get additional guidance on the "waive notice" section of the policy; plan to have information to share with the Board on August 25th

3. Workshop Adjourn

The Steamboat Springs School District RE-2 Board of Education workshop adjourned at 2:50 pm.

Board of Education Workshop minutes for August 12, 2025 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on August 25, 2025:

Katy Lee, President

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025

AGENDA ITEM
REPORTS & COMMUNICATIONS

Reports & Communications

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- Active Shooter and Reunification Training Event at SSSD - Facilities Manager Pascal Ginesta
- Human Resources Department Update - Director of Human Resources Katie Jacobs
- District Level and Disaggregated Data Presentation - Director of Teaching & Learning Dr. Tim Ridder and School Improvement Coordinator Anne Barbier

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



Human Resources Staffing Update 2025-2026

Human Resources- who and what do we do

HR department is dedicated to support the District mission by attracting, retaining, and developing a talented workforce committed to student success.

Director of Human Resources - Katie Jacobs

HR Generalist - Kiki Soule

HR Generalist - Toni Quick

(Honorary member- Sherry Larson, Payroll Mgr)

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Community
Innovative Learning
Communication
Citizenship

Human Resources

Employee Lifecycle: From Recruitment to Retirement

Attracting & Hiring Top Talent

Strategic recruitment, workforce planning

Onboarding & Employee Support

Efficient hiring, orientation, making connections

Benefits and compensation programs

Fostering positive climate, Employee relations/conflict resolution

Employee safety - workman's compensation management

Licensing & Regulatory Compliance

Policy oversight, risk mitigation

Educator licensing and compliance

Retirement

Exit process, insurance change, PERA info

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Citizenship

Human Resources - Staffing 25/26

SSSD has 430 regular staff - over 500 with Subs and Coaches

50 open positions this year (both licensed and classified roles)

Current: 1 Biliteracy teacher (SGS)

1 Special Education Paraprofessional (of 33 total)

Some special service providers and social worker roles filled with contracted staff; in compliance with IDEA

Celebrating strong retention of staff in all areas

24/25 a 9-10% turnover

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Human Resources - SpEd Highlight

Over the last 3 years - range of 80-130 openings

22/23 added over 20 licensed positions (over 40 with classified)

Hired 14 new SpEd teachers. That August we had 11 SpEd para positions still open

Addition of SpEd SSP positions from NWBOCES

Careful planning, continuous training and strong support from our Exceptional Services team, the Special Education staffing retention has significantly increased

Currently 33 SpEd paras District wide, with 1 open position (sub coverage)

Hired only 4 new SpEd Teachers

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Human Resources

Thank you!

Questions?

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Steamboat Springs School District

State Performance 2024-2025 School Year Results

DATA Preview for grounding in Spring
2025 Achievement and Results



Student Achievement & Growth



SSSD Strategic Goal: By June 2025, at least 75% of SSSD students will meet or exceed expected academic achievement and above 50th percentile in Academic Growth Measure according to assessments (SAT Suite, NWEA, iReady and CMAS).

By June 2026 78%, June 2027 80%..



Colorado Measures of Academic Success CMAS Grades 3-8 Snapshot



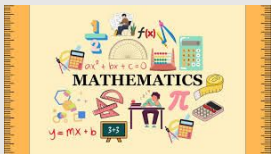
COLORADO
Department of Education



2025 District 3-8 CMAS Achievement Data

Performance Levels: Meets or Exceeds

Percentage of Students who Met or Exceeded grade level expectations (District level - all grades 3-8)



	2025 District Performance Level %Met or Exceeded	2024 District Performance Level %Met or Exceeded	2025-2024 Change
ELA - District	67.20%	69%	-1.80%
ELA - State	44.80%	44.10%	0.70%
Math - District	55.80%	54.50%	1.30%
Math - State	35.90%	34.20%	1.70%

2025 District - Grade Level Performance % Met+Exceeded (CMAS)



English Language Arts

	2025 SSSD	2025-2024 SSSD Change	2025 State	Difference SSSD - State
3rd Grade	51.2%	-9.4	42.0%	9.2%
4th Grade	60.0%	-5.9	42.0%	23.9%
5th Grade	69.3%	+6.6	48.0%	15.4%
6th Grade	69.8%	0.0	44.2%	25.8%
7th Grade	75.1%	-6.6	48.8%	35.4%
8th Grade	75.9%	+5.1	43.9%	28%



Math

	2025 SSSD	2025-2024 SSSD Change	2025 State	Difference SSSD - State
3rd Grade	47.8%	-6.7	41.2%	6.6%
4th Grade	55.0%	-.9	36.5%	18.5%
5th Grade	61.9%	+2.0	39.1%	22.8%
6th Grade	49.7%	+3.4	31.4%	18.3%
7th Grade	54.5%	+4	31.8%	22.7%
8th Grade	66.5%	+8.9	34.7%	31.8%

2025 District - Grade Level Performance % Met+Exceeded (CMAS)



English Language Arts

	2025 SSSD	2025-2024 SSSD Change	2025 State	2025-2024 STATE Change
3rd Grade	51.2%	-9.4	42.0%	-0.1
4th Grade	60.0%	-5.9	42.0%	0.0
5th Grade	69.3%	+6.6	48.0%	0.7
6th Grade	69.8%	0.0	44.2%	0.2
7th Grade	75.1%	-6.6	48.8%	2.5
8th Grade	75.9%	+5.1	43.9%	1.1





Math

	2025 SSSD	2025-2024 SSSD Change	2025 State	2025-2024 STATE Change
3rd Grade	47.8%	-6.7	41.2%	-0.5
4th Grade	55.0%	-9	36.5%	2.4
5th Grade	61.9%	+2.0	39.1%	1.8
6th Grade	49.7%	+3.4	31.4%	2.2
7th Grade	54.5%	+4	31.8%	2.0
8th Grade	66.5%	+8.9	34.7%	2.2

2025 District -Grade Level Performance % Met+Exceeded (CMAS)



	2025 SCIENCE		
	2025 SSSD	2025 State	Difference SSSD - State
5th Grade	65.50%	39.00%	+26.50%
8th Grade	68.60%	36.40%	+32.20%
11th Grade	40.80%	25.00%	+15.80%

	2024 SCIENCE		
	2024 SSSD	2024 State	Difference SSSD - State
5th Grade	58.4%	37.9%	+20.5
8th Grade	58.0%	32.2%	+25.8
11th Grade	45.9%	24.8%	+21.1



District Elementary & MS CMAS ELA Results Academic Achievement



% of students who Met or Exceeded grade level expectations

ELA	2025	2024	2023	2022	2021	2020 (COVID)	2019	2018
ALL GRADES	67.2%	69.0%	69.2%					
3rd Grade	51.2%	60.6%	50.6%	55%	62.3%		61.5%	55.8%
4th Grade	60.0%	65.9%	58.6%	65%			70.1%	73.9%
5th Grade	69.3%	62.7%	75.1%	69%	69.9%		78.7%	73.7%
6th Grade	69.8%	69.8%	73.7%	75%			64.8%	74.8%
7th Grade	75.1%	81.7%	80.3%	71%	81.2%		76.4%	75.5%
8th Grade	75.9%	70.8%	70.7%	83%			73.4%	63.3%



Historical District Elementary & MS CMAS MATH Results Academic Achievement



% of students who Met or Exceeded grade level expectations

MATH	2025	2024	2023	2022	2021	2020 (COVID)	2019	2018
ALL GRADES	55.8%	54.5%	49.5%					
3rd Grade	47.8%	54.5%	47.2%	52%			54.2%	51%
4th Grade	55.0%	55.9%	48.8%	43%	50.3%		61.2%	65.3%
5th Grade	61.9%	59.9%	48.9%	53%			60.5%	58%
6th Grade	49.7%	46.3%	44.0%	44%	40.6%		45.8%	54%
7th Grade	54.5%	54.1%	43.4%	50%			66.5%	59.7%
8th Grade	66.5%	57.6%	64.0%	71%	52.2%		63.7%	60.2%

2025 English Language Arts - CMAS Performance Levels



Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	14.8%	17.1%	23.2%	35.7%	9.1%	44.8%
District	8.1%	7.9%	16.7%	45.2%	22.0%	67.2%

2024 English Language Arts - CMAS Performance Levels

Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	14.2%	17.9%	23.8%	34.9%	9.2%	44.1%
District	5.8%	8.9%	16.3%	48.0%	21.0%	69.0%

2023 English Language Arts - CMAS Performance Levels

Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	14.1%	17.9%	24.3%	35%	8.8%	43.7%
District	6.6%	8.9%	15.4%	47.1%	22.1%	69.2%

2025 Math - CMAS Performance Levels



Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	16.3%	23.0%	24.8%	29.5%	6.4%	35.9%
District	7.3%	13.1%	23.9%	44.3%	11.5%	55.8%

2024 Math - CMAS Performance Levels

Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	16.1%	24.8%	25.0%	28.2%	6.0%	34.2%
District	6.1%	14.2%	25.1%	41.7%	12.9%	54.5%

2023 Math - CMAS Performance Levels

Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	17.6%	24.2%	25.3%	27.5%	5.4%	32.9%
District	7%	15.2%	28.3%	39%	10.5%	49.5%

2025 Science - Overall - Performance - CMAS



2025 Grade 5	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	32.6%	28.4%	34.5%	4.5%	39.0%
District	14.3% ↓	20.2% ↓	48.2%	17.3% ↑	65.5%

2024 Grade 5	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	33.1%	29.0%	34.2%	3.8%	37.9%
District	17.5%	24.0%	48.7%	9.7%	58.4%

2025 Grade 8	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	32.7%	30.9%	35.6%	0.9%	36.4%
District	5.9% ↓	25.4% ↓	66.9% ↑	1.8%	68.6%

2024 Grade 8	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	37.7%	30.0%	31.7%	0.5%	32.2%
District	14.1%	27.8%	56.6%	1.5%	58.0%

2025 Science - Overall - Performance Levels- CMAS



2025 Grade 11	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	38.3%	36.6%	24.1%	0.9%	25.0%
District	18.4% ↓	40.8% ↑	36.8% ↓	3.9% ↑	40.8%

2024 Grade 11	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	37.8%	37.4%	23.7%	1.1%	24.8%
District	31.1%	23.0%	44.3%	1.6%	45.9%



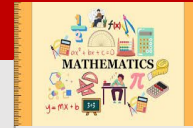
SSSD Demographic Data (CMAS: Grades 3- 8)

District % Met or Exceeded by Demographics



CMAS ELA

	2025	2024	2023	2022
District (all)	67.2%	69.0%	69.2%	68.8%
Minority Students	38.4%	41.7%	40.9%	41%
White	74.4%	75.1%	75.7%	74.6%
*Free & Reduced	45.8%	41.4%	37.4%	40.0%
Emerging Bilingual (NEP or LEP)	4.7%	6.9%	9.1%	9.0%
GT	100%	97.1%	98.8	97.9%
IEP	29.5%	26.6%	27%	23.6%



CMAS Math

	2025	2024	2023	2022
District (all)	55.8%	54.5%	49.5%	52.3%
Minority Students	20.2%	24.4%	22.7%	19.1%
White	64.7%	62.8%	56.1%	60.6%
*Free & Reduced	30.7%	28.2%	21.7%	25.0%
Emerging Bilingual (NEP or LEP)	4.8%	11.5%	3.2%	2.5%
GT	97.8%	91.4%	93.2%	95.9%
IEP	20.6%	16.7%	14%	17.3%



SSSD Demographic Data CMAS Science

District % Met or Exceeded by Demographics

CMAS Science



	2025 Grade 5	2024 Grade 5	2025 Grade 8	2024 Grade 8	2025 Grade 11	2024 Grade 11
District (all)	65.5%	58.4%	68.6%	58.0%	40.8%	45.9%
Minority Students	36.1%	38.2%	40.9%	17.9%	9.0%	16.7%
White	73.5%	66.1%	78.4%	67.5%	53.7%	53.2%
*Free & Reduced	34.6%	33.3%	44.7%	30.6%	35.7%	36.4%
Emerging Bilingual (NEP or LEP)	22.2%	10.0%	0.0%	8.3%	0.0%	0.0%
GT	100%	95.5%	100%	97.1%	88.9%	90.0%
IEP	29.2%	13.0%	42.9%	4.2%	22.2%	7.7%



Current **GROWTH** Data 2025 CMAS

MGP = Median Growth Percentile District Cohort level of progress relative to the current tested student population

State MGP = Average progress of students across the state in the current year. MGP is always around 50



	Elementary:	Middle:	Grades 3-8
2025 ELA	63.5	60	61
2024 ELA	59	55	57



	Elementary:	Middle:	Grades 3-8
2025 Math	63	59	60
2024 Math	68	63.5	64



SSSD Demographic Data (CMAS: ALL Grade Levels)

OVERALL MGP by Demographics

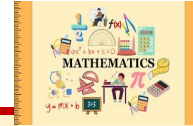
MGP = Median Growth Percentile District Cohort level of progress relative to the current tested student population

State MGP = Average progress of students across the state in the current year. MGP is always around 50



CMAS ELA

	2025	2024	2023	2022
District (all)	61 State= 50	57 State= 50	61 State= 50	51 State= 50
Minority Students	53 State= 48	56 State= 48	51 State= 47	50 State= 48
White	64 State= 52	57 State= 52	63 State= 52	52 State= 52
*Free & Reduced	53 State= 46	54 State= 46	54 State= 45	42 State= 45
GT	62 State= 59	54 State= 59	70 State= 61	57 State= 61
IEP	55 State= 43	54 State= 43	48 State= 40	43 State= 38



CMAS Math

	2025	2024	2023	2022
District (all)	60 State= 50	64 State= 50	59 State= 50	63 State= 50
Minority Students	56 State=48	57 State=48	62 State= 48	64 State= 48
White	62 State= 52	66 State= 52	59 State= 52	62 State= 51
*Free & Reduced	56 State= 46	56 State= 47	57 State= 46	66 State= 46
GT	61 State=59	62 State=59	68 State= 60	72 State= 61
IEP	62 State= 44	58 State= 45	54 State= 43	62 State= 40



SSSD Demographic Data (CMAS: Elementary Grades 3- 5)

Elementary MGP by Demographics

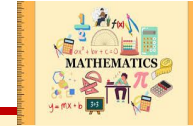
MGP = Median Growth Percentile District Cohort level of progress relative to the current tested student population

State MGP = Average progress of students across the state in the current year. MGP is always around 50



CMAS ELA

	2025	2024	2023	2022
District (all)	64 State= 50	59 State= 50	62 State= 50	51 State= 50
Minority Students	58 State= 48	50 State= 48	55 State= 47	43 State= 48
White	64 State= 52	62 State= 52	63 State= 52	56 State= 52
*Free & Reduced	58 State= 46	53 State= 46	54 State= 45	66 State= 45
GT	62 State= 59	51 State= 59	77 State= 61	64 State= 61
IEP	55 State= 43	61 State= 43	46 State= 40	48 State= 38



CMAS Math

	2025	2024	2023	2022
District (all)	63 State= 50	68 State= 50	57 State= 50	52 State= 50
Minority Students	54 State=48	59 State=48	47 State= 48	67 State= 48
White	65 State= 52	70 State= 52	59 State= 52	52 State= 51
*Free & Reduced	43 State= 46	56 State= 47	54 State= 46	80 State= 46
GT	68 State=59	79 State=59	66 State= 60	81 State= 61
IEP	74 State= 44	64 State= 45	48 State= 43	66 State= 40



SSSD Demographic Data (CMAS: Middle School Grades 6- 8)

Middle School MGP by Demographics

MGP = Median Growth Percentile District Cohort level of progress relative to the current tested student population

State MGP = Average progress of students across the state in the current year. MGP is always around 50



CMAS ELA

	2025	2024	2023	2022
District (all)	60 State= 49	55 State= 49	61 State= 49	51 State= 49
Minority Students	52 State=48	62 State= 49	49 State= 47	53 State= 48
White	62 State= 50	54 State= 50	63 State= 51	51 State= 51
*Free & Reduced	51 State= 46	55 State= 47	51 State= 45	na
GT	62 State=57	55 State= 57	66 State= 60	55 State= 60
IEP	57 State= 43	51 State= 44	50 State= 39	42 State= 38



CMAS Math


	2025	2024	2023	2022
District (all)	59 State= 49	64 State= 50	61 State= 50	66 State= 50
Minority Students	58 State=47	54 State= 48	66 State= 47	62 State= 47
White	59 State= 51	65 State= 51	59 State= 52	68 State= 52
*Free & Reduced	58 State= 45	54 State= 46	59 State= 45	na
GT	59 State=57	58 State= 57	70 State= 58	69 State= 60
IEP	60 State= 44	57 State= 45	56 State= 42	61 State= 40


District - State Comparison (CMAS Growth Median MGP Cohort)

MGP = Median Growth Percentile District Cohort level of progress relative to the current tested student population

State MGP = Average progress of students across the state in the current year. MGP is always around 50



 English Language Arts (State = 50)	2025 SSSD	2024 SSSD	2023 SSSD
	4th Grade	67	65
5th Grade	62	54	68
6th Grade	62	55	61
7th Grade	66	68	66
8th Grade	49	50	56

 Math (State = 50)	2025 SSSD	2024 SSSD	2023 SSSD
	4th Grade	61	67
5th Grade	66	69	59
6th Grade	48	60	49
7th Grade	59	62	57
8th Grade	64	68	74

Colorado PSAT/SAT Grades 9-11



COLORADO
Department of Education



Current PERFORMANCE Data 2025 PSAT/SAT MATHEMATICS

Percent Met or Exceeded Expectations

	2025	Change 2025-2024	2024	2023
DISTRICT PSAT 9	63.3%	-2.2	65.5%	67.0%
State PSAT 9	37.5%	-2.0	39.5%	46.5%
DISTRICT PSAT 10	57.8%	+3.0	54.8%	54.2%
State PSAT 10	36.4%	+2.5	33.9%	37.9%
DISTRICT SAT	51.2%	+9.3	41.9%	59.4%
State SAT	32.5%	+1.4	31.1%	35.2%



Current PERFORMANCE Data 2025 PSAT/SAT READING & WRITING

Percent Met or Exceeded Expectations

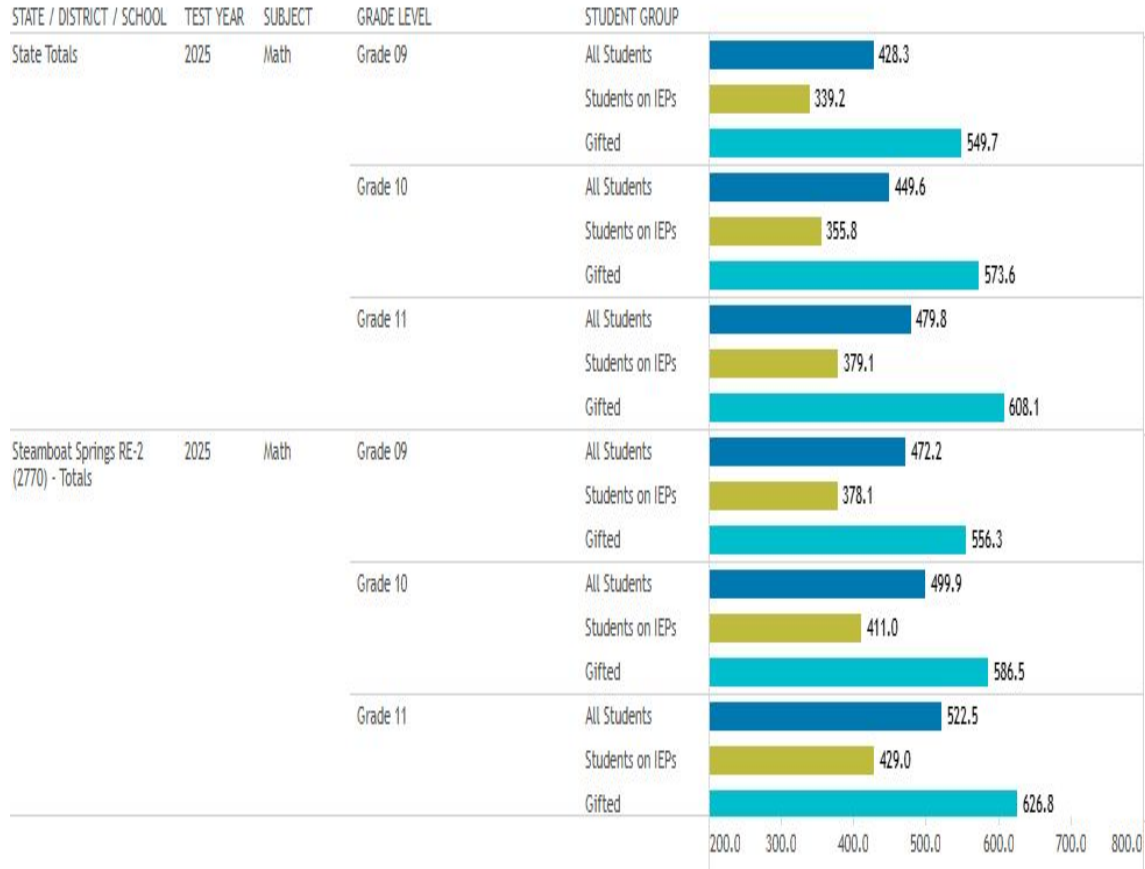
	2025	Change 2025-2024	2024	2023
DISTRICT PSAT 9	80.8%	+3.0	77.8%	83.5%
State PSAT 9	65.4%	+0.4	65.0%	63.6%
DISTRICT PSAT 10	81.6%	-1.3	82.9%	81.8%
State PSAT 10	63.5%	-2.5	66.0%	64.5%
DISTRICT SAT	80.0%	+5.7	74.3%	82.8%
State SAT	61.5%	+3.9	57.6%	58.9%

Evidence Based Reading & Writing ACHIEVEMENT PSAT 9, PSAT 10, SAT 11 2025

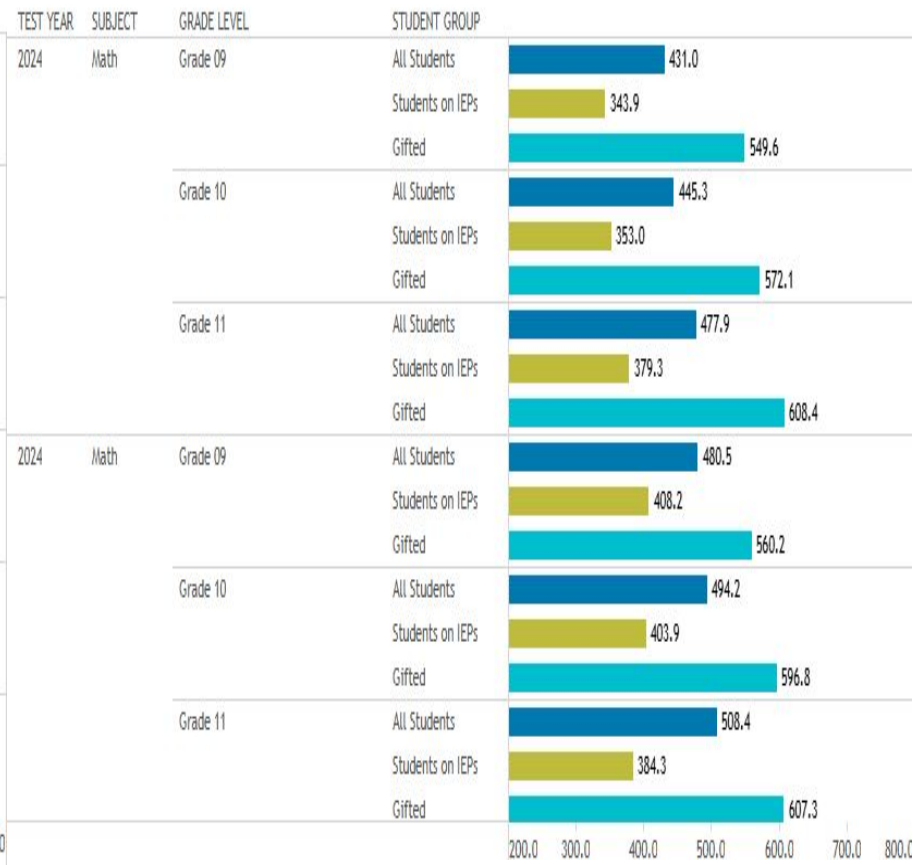


2024

Achievement: Mean Scale Scores



Achievement: Mean Scale Scores



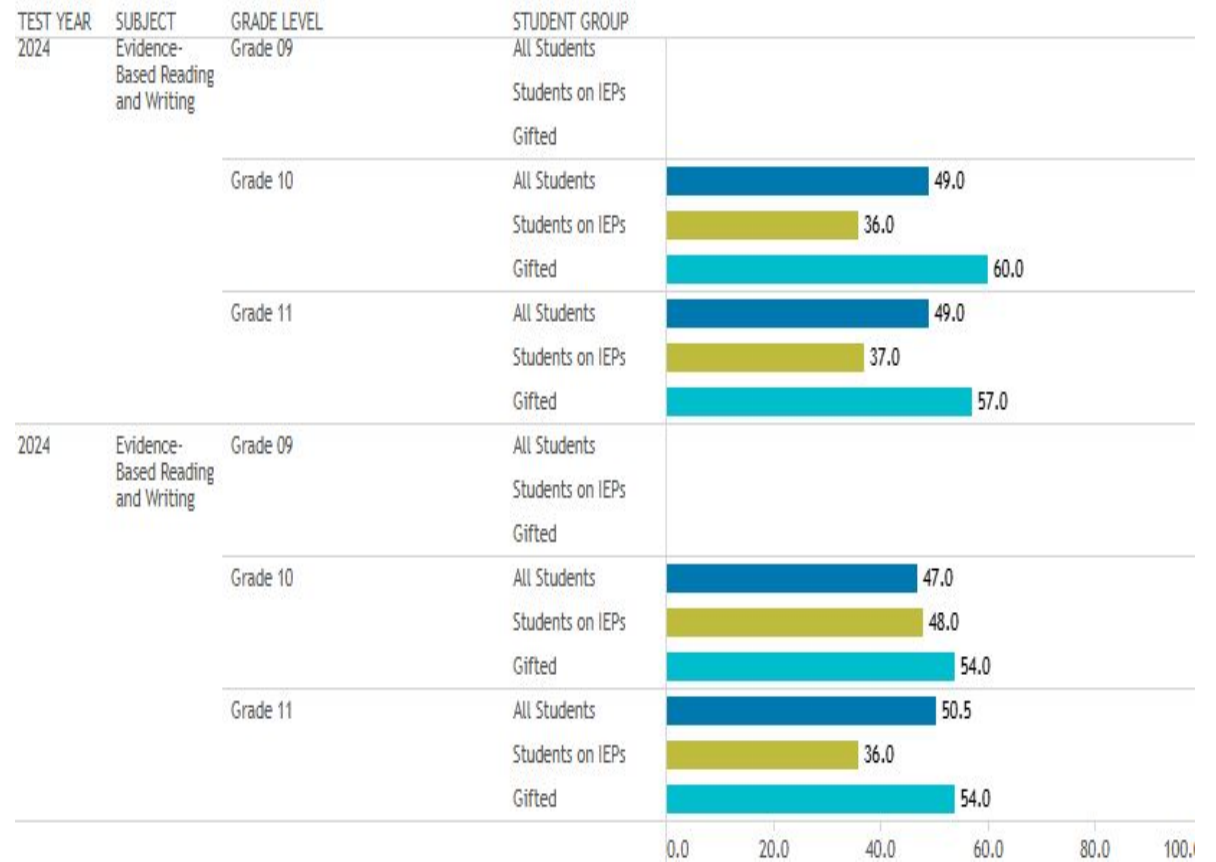
Evidence Based Reading & Writing GROWTH PSAT 9, PSAT 10, SAT 11

2025

2024



Cohort-Referenced Growth: Median Student Growth Percentiles

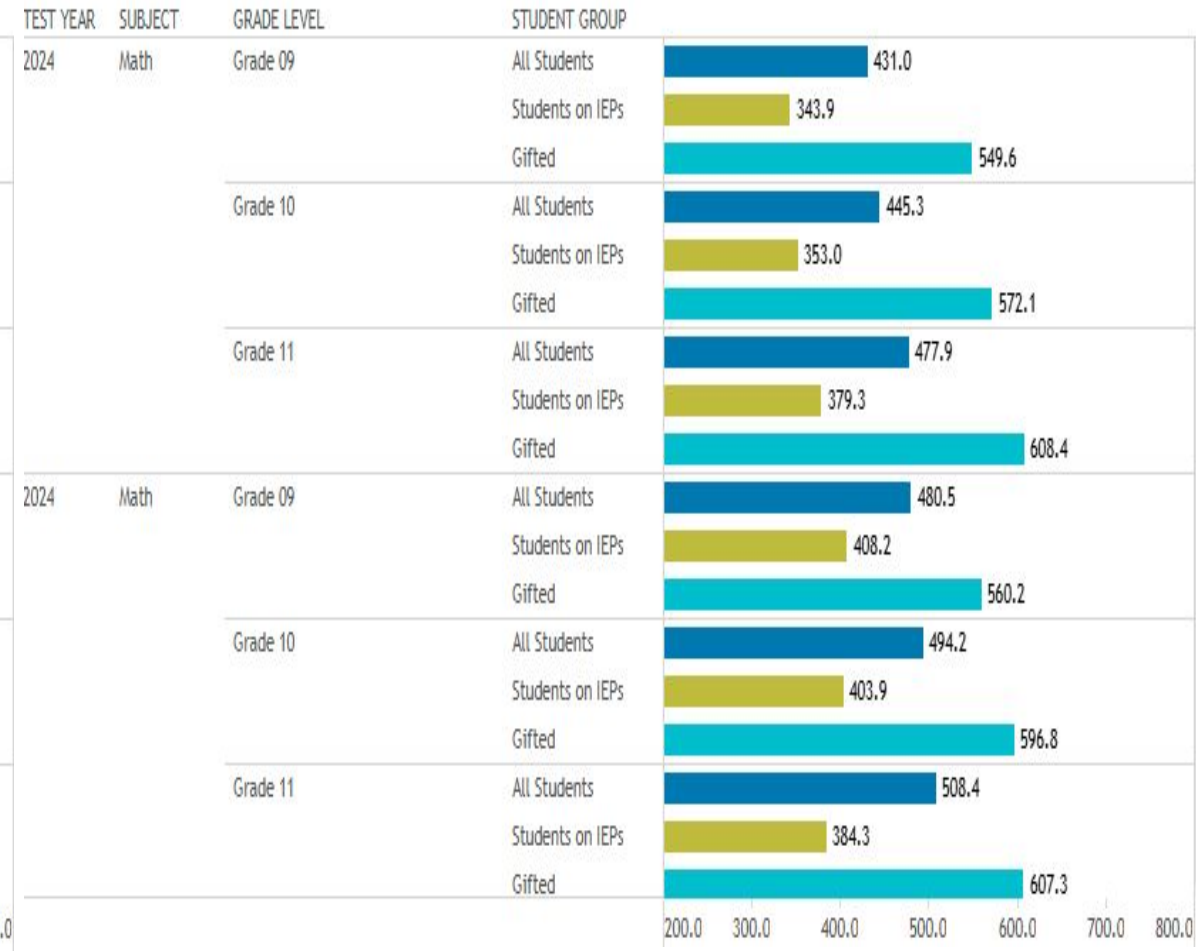
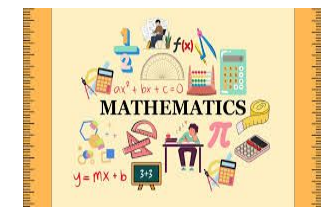


Math ACHIEVEMENT PSAT 9, PSAT 10, SAT

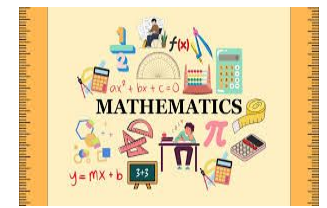
2025

Achievement: Mean Scale Scores

2024



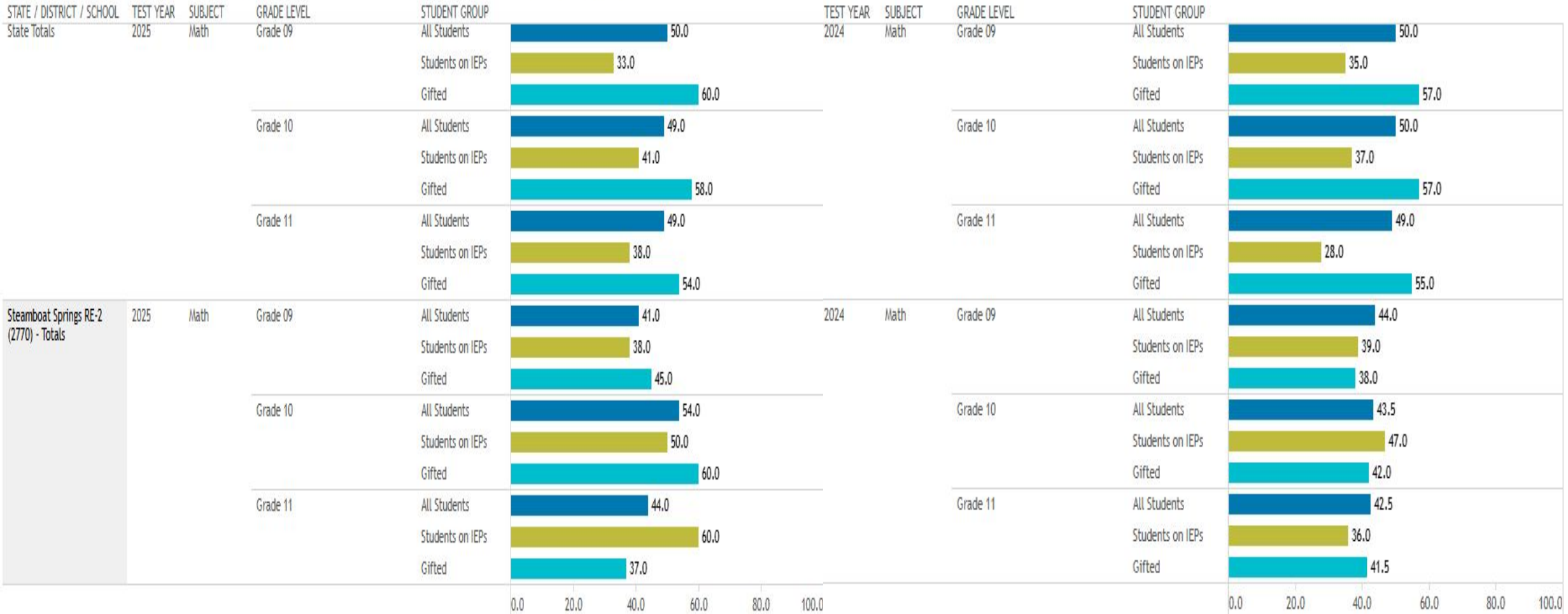
Math GROWTH PSAT 9, PSAT 10, SAT 11



2025



Cohort-Referenced Growth: Median Student Growth Percentiles



2024









SSSD PSAT / SAT GROWTH (State MGP = 50)

2025 MGP (Median Growth Percentile) SSSD Growth		
	<i>EBRW</i> 	<i>Math</i> 
PSAT 9	NA	41 ↓
PSAT 10	60 ↑	54 ↑
SAT 11	41 ↓	44 ↑

2024 MGP (Median Growth Percentile) SSSD Growth		
	<i>EBRW</i> 	<i>Math</i> 
PSAT 9	NA	44
PSAT 10	47	43.5
SAT 11	50.5	42.5

2023 MGP (Median Growth Percentile) SSSD Growth		
	<i>EBRW</i> 	<i>Math</i> 
PSAT 9	NA	35
PSAT 10	50	52.5
SAT 11	50	52

2022 MGP (Median Growth Percentile) SSSD Growth		
	<i>EBRW</i> 	<i>Math</i> 
PSAT 9	NA	43.5
PSAT 10	52	57
SAT 11	49	45

**No previous Growth Data for 2020 and 2021 due to COVID



Current District Demographic **Achievement** Data 2024 PSAT/SAT
Percentage of Students who Met or Exceeded Expectations
District level - All grades 9-12
Demographics: SPED (IEP) and Gifted Education (GE) populations



IEP	District Performance Level %Met or Exceeded	
	2025	2024
ELA SSSD	44.3%	27%
ELA State	22.3%	
Math SSSD	17.1%	15.9%
Math State	6.4%	



GE	District Performance Level %Met or Exceeded	
	2025	2024
ELA SSSD	100%	99%
ELA State	96.8%	
Math SSSD	96%	94%
Math State	86%	



SSSD Demographic Growth Data PSAT/SAT ELA

District Median Growth Percentile (MGP) by Demographics



PSAT 10 ELA

SAT ELA

PSAT 10 ELA	2025	2024	2023	2022
District (all)	60 State = 49	47 State = 49	51 State = 50	52 State = 49
Minority Students	57 State = 47	49 State = 45	54 State = 46	45 State = 46
White	60 State = 52	46 State = 54	50 State = 53	53 State = 52
*Free & Reduced	64 State = 45	47 State = 44	48 State = 43	20 State = 44
GT	58 State = 59	54 State = 60	56 State = 61	na
IEP	49 State = 42	48 State = 36	45 State = 43	43 State = 39

SAT ELA	2025	2024	2023	2022
District (all)	41 State = 49	51 State = 49	50 State = 49	49 State = 50
Minority Students	28 State = 46	43 State = 45	40 State = 46	44 State = 44
White	48 State = 53	52 State = 53	51 State = 51	49 State = 53
*Free & Reduced	27 State = 44	37 State = 43	40 State = 44	46 State = 42
GT	56 State = 56	54 State = 57	56 State = 57	na
IEP	59 State = 39	36 State = 37	34 State = 38	41 State = 35



SSSD Demographic Growth Data PSAT/SAT MATH

District MGP Median Growth Percentile by Demographics



PSAT 9 MATH

PSAT 10 MATH

SAT MATH



PSAT 9 MATH	2025	2024	2023	2022
District (all)	41 State = 50	44 State = 50	35 State = 50	44 State = 50
Minority Students	40 State = 46	51 State = 47	33 State = 46	43 State = 47
White	42 State = 54	42 State = 53	35 State = 53	44 State = 52
*Free & Reduced	34 State = 43	52 State = 45	30 State = 44	na
GT	45 State = 60	38 State = 57	41 State = 61	na
IEP	38 State = 33	39 State = 35	44 State = 43	25 State = 42



PSAT 10 MATH	2025	2024	2023	2022
District (all)	54 State = 49	44 State = 50	53 State = 48	57 State = 48
Minority Students	52 State = 47	50 State = 47	48 State = 45	61 State = 44
White	54 State = 51	41 State = 52	53 State = 53	57 State = 53
*Free & Reduced	49 State = 46	45 State = 45	na	na
GT	60 State = 58	42 State = 57	64 State = 59	na
IEP	50 State = 41	47 State = 37	54 State = 40	48 State = 35



SAT MATH	2025	2024	2023	2022
District (all)	44 State = 49	43 State = 49	52 State = 49	45 State = 49
Minority Students	46 State = 46	39 State = 45	52 State = 45	41 State = 44
White	44 State = 52	47 State = 53	52 State = 52	45 State = 53
*Free & Reduced	42 State = 44	53 State = 42	na	na
GT	37 State = 54	42 State = 55	55 State = 54	na
IEP	60 State = 38	36 State = 28	52 State = 37	39 State = 28

2025 PSAT 9/ PSAT 10/ SAT - Overall - Performance

Mean Scale Scores (Red = State numbers, Blue = Total Group)

Category	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
SAT (EBRW)  District (n=214) State (n= 57,263) Total Group (n =1,136,951)	14% 33 37	7% 6 6	80% 58 53 ↑
SAT (MATH)  District (n=214) State (n= 57,263) Total Group (n =1,136,951)	44% 62 65	5% 6 5	51% 32 29 ↑

Category	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
PSAT10 (EBRW)  District (n=204) State (n= 55,852) Total Group (n =352,666)	15% 29 32	3% 8 8	83% 63 60
PSAT10 (MATH)  District (n=204) State (n= 55,852) Total Group (n =352,666)	25% 52 55	18% 11 11	58% 36 34

Category	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
PSAT9 (EBRW)  District (n=228) State (n= 56,390) Total Group (n =251,497)	11% 26 29	7% 9 9	81% 65 62 ↑
PSAT/9 (MATH)  District (n=228) State (n= 56,390) Total Group (n =251,497)	29% 55 58	7% 7 7	64% 37 35 ↓



BENCHMARK PERFORMANCE Data 2024 PSAT/SAT

Reading and Writing

% Met or Exceeded Benchmarks



	Reading & Writing					
	PSAT 9		PSAT 10		SAT	
	2025	2024	2025	2024	2025	2024
District	81%	78%	82%	83%	80%	74%
State (Public Schools Only)	65%	65%	63%	66%	61%	57%
State (ALL Schools)	65%	65%	63%	66%	62%	58%
U.S. and U.S Territories	62%	61%	60%	62%	57%	53%
Global Testers	62%	61%	60%	62%	57%	53%



BENCHMARK PERFORMANCE Data PSAT/SAT

Math

% Met or Exceeded Benchmarks



	Math					
	PSAT 9		PSAT 10		SAT	
	2025	2024	2025	2024	2025	2024
District	64%	66%	58%	55%	51%	42%
State (Public Schools Only)	37%	39%	36%	34%	32%	31%
State (ALL Schools)	37%	40%	36%	34%	33%	31%
U.S. and U.S Territories	34%	36%	34%	31%	29%	27%
Global Testers	35%	36%	34%	31%	29%	27%



BENCHMARK PERFORMANCE Data 2025 PSAT 9

Reading and Writing, Math

Performance Levels Benchmark Distributions

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark

Reading and Writing

Performance Levels

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark



	# of Testers	Performance Levels			Benchmark Distribution
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	
District	228	81%	7%	11%	0%
State (Colorado Department of Education)	56,390	65%	9%	26%	0%
State (All Schools)	56,571	65%	9%	26%	0%
U.S. and U.S. Territories	244,496	62%	9%	29%	0%
Global Testers	251,497	62%	9%	29%	0%

Math

Performance Levels

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark



	# of Testers	Performance Levels			Benchmark Distribution
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	
District	228	64%	7%	29%	0%
State (Colorado Department of Education)	56,390	37%	7%	55%	0%
State (All Schools)	56,571	37%	7%	55%	0%
U.S. and U.S. Territories	244,496	34%	7%	58%	0%
Global Testers	251,497	35%	7%	58%	0%

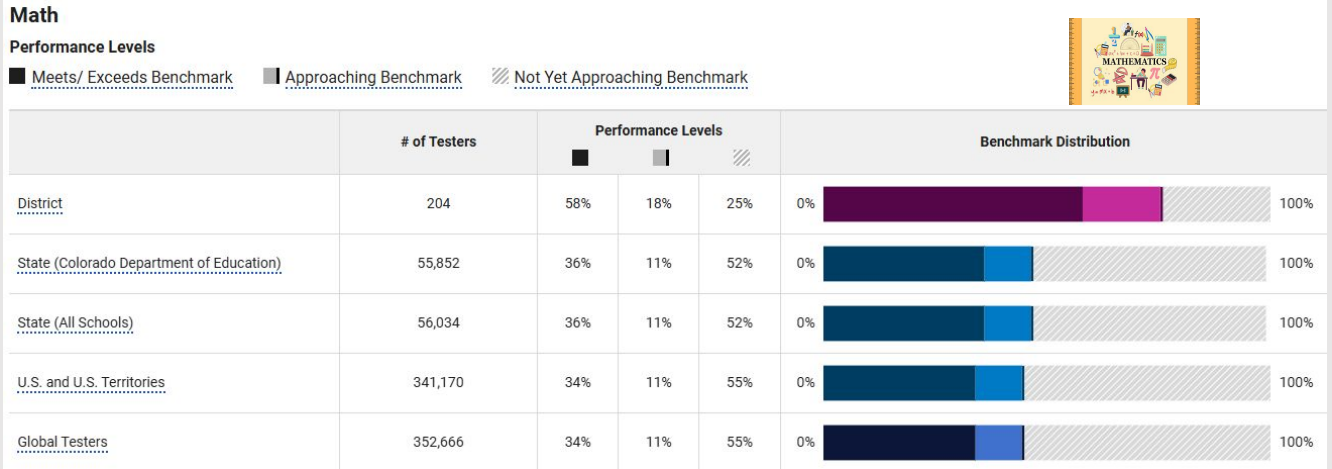
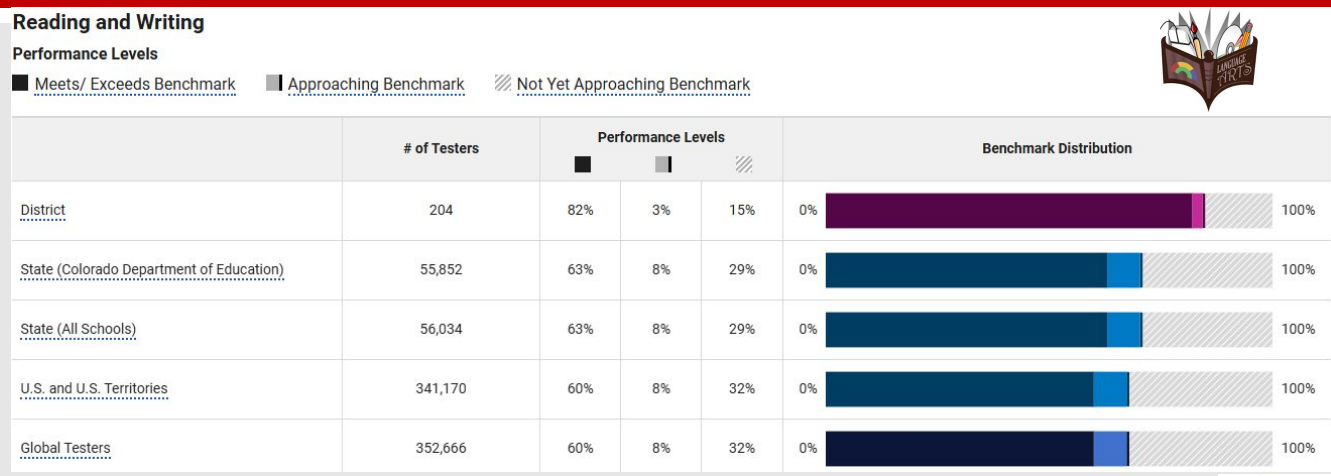


BENCHMARK PERFORMANCE Data 2025 PSAT 10

Reading and Writing, Math

Performance Levels Benchmark Distributions

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark





BENCHMARK PERFORMANCE Data 2025 SAT

Reading and Writing, Math

Performance Levels Benchmark Distributions

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark

Reading and Writing

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark



	# of Testers	Performance Levels			Benchmark Distribution	
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	Meets/ Exceeds Benchmark	Approaching Benchmark
District	214	80%	7%	14%	0%	100%
State (Colorado Department of Education)	57,263	61%	6%	33%	0%	100%
State (All Schools)	57,713	62%	6%	32%	0%	100%
U.S. and U.S. Territories	1,134,075	57%	6%	37%	0%	100%
Global Testers	1,136,951	57%	6%	37%	0%	100%

Math

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark



	# of Testers	Performance Levels			Benchmark Distribution	
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark	Meets/ Exceeds Benchmark	Approaching Benchmark
District	214	51%	5%	44%	0%	100%
State (Colorado Department of Education)	57,263	32%	6%	62%	0%	100%
State (All Schools)	57,713	33%	6%	61%	0%	100%
U.S. and U.S. Territories	1,134,075	29%	5%	65%	0%	100%
Global Testers	1,136,951	29%	5%	65%	0%	100%



BENCHMARK PERFORMANCE Data PSAT/SAT OVERALL

Met Both Benchmarks

	PSAT 9		PSAT 10		SAT	
	2025	2024	2025	2024	2025	2024
District	61%	62%	55%	54%	51%	42%
State (Public Schools Only)	36%	38%	35%	33%	32%	30%
State (ALL Schools)	33%	38%	35%	33%	32%	30%
U.S. and U.S Territories	33%	34%	32%	30%	28%	26%
Global Testers	34%	34%	33%	30%	28%	26%



Strategic Plan Actions & Strategies

To close gaps



SSSD Professional Development: Anchored in Excellence. Driven by Growth. SSSD staff will engage in professional development anchored in academic and socio-emotional excellence for all students with a focus on following core areas: High Impact Instruction, PLCs, and Curricular Resource Adoption



Continued work with Professional Learning Communities. District PLC Guidelines set and focused on student learning and growth.



Continued implementation of the Science of Reading and Structures of Literacy and coaching from Early Literacy Coaches and onboarding our new consultant - STRIVE.



Culturally responsive teaching and learning practices - More focussed work on ensuring all students of all cultures can connect to each classroom in SSSD. Administrator mentoring and building specific trainings.



The following content areas are up for Curriculum Review Process: 4-12 ELA, Emerging Bilingual, World Cultures/World Languages, Health



District Curriculum Mapping System: Continued support for curriculum alignment and development K-12

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**

Meeting Date:	August 25, 2025
Agenda Item:	<p>Second Reading and Consideration of Adoption of Revisions to Selected Board Policies:</p> <ul style="list-style-type: none"> ● GP-7: Committee Structure ● GP-17: Accreditation ● ENDS-1: Mission, Vision, and Beliefs ● ENDS-2: Academic Achievement ● GP-19-A: Electronic Participation in School Board Meetings
Presented by:	Katy Lee
Core Issues:	Pursuant to GP-14: Development and Revision of Board Policy, after the second reading, the policy revisions may be adopted, with or without amendments, by approval of a majority of the Board. A first reading and revision of the policies took place on August 11, 2025. Policies are being revised to match CASB sample policies as reviewed at a Board workshop on April 8, 2025.
Background Info:	Copies of the revised policies are included in the packet for review
Policy Implications:	GP-1: Governance Commitment; GP-14: Development and Revision of Board Policy
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. To adopt the revised policies as presented 2. To make amendments to the policies and adopt with stated amendments
Backup Memoranda Provided?	Copies of the revised policies are included in the packet for review
Recommended Action:	Resolved, that the Board of Education adopt the revised Board policies, as presented.

THIS IS A WORK IN PROGRESS AS OF 7-17-25 - SEE NOTES ON LAST PAGE

Committee Structure

A committee is a Board committee only if its existence and charge comes from the Board and its work is intended to support the Board’s work; whether or not Board members sit on the committee. The only Board committees are those which are set forth in this policy. Unless otherwise stated or required by law, a committee ceases to exist as soon as its task is complete. All Board committees are advisory in nature to the Board.

Board Committee assignments (committees requiring Board Director or appointed representation) include the following:

1. District Advisory Accountability Committee (DAC)

Purpose:

- ~~To~~ Make recommendations to the Board relative to the program of accountability. ~~The DAC and the Board shall cooperatively determine areas of study at least annually.~~
- ~~To~~ Review the goals/objectives and plans of individual schools and make annual recommendations to the Board regarding procedures for implementation of the plans for inclusion in the district budget.
- ~~After consulting with school accountability committees,~~ ~~To~~ make recommendations to the Board relative to the prioritization of expenditures of school district funds/moneys as related to Board goals.
- ~~To~~ Provide consultation on adoption, revision, and implementation of a district safe school plan.
- ~~To annually review the Board’s policy on School Accreditation and make recommendations regarding the school accreditation policy and process to the Board by June 15th each year.~~
- ~~Provide input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.~~

Membership: The term for membership is two (2) years. ~~Terms may be renewed upon approval by the Board of Education.~~

~~The following members are appointed by the Board~~ will strive to have a balance of membership on the committee consistent with the district’s racial/ethnic proportions as follows :

- Superintendent
- One person involved in business in the community within district boundaries.
- 1 School Administrator

~~The following members are recommended to the Board for approval by building principals~~

- ~~School~~ Accountability Committee (SAC) parents- 1 per school*
- One non-SAC member parent – 1 per school*
- Teachers- 1 per school*
- One High school student (as available)

- ~~One representative from Yampa Valley High School~~
- ~~One representative from North Routt Community Charter School~~

~~* SCE, SGS SPE, SSMS and SSHS~~

The number of parents must exceed the number of representatives from the group with the next highest representation.

2. District Bargaining Team ~~-Board will have a representative on the team to represent the Board's interest in staff negotiations~~
3. ~~Routt County Early Childhood Council and Universal Preschool Program*~~
4. ~~North West Board of Cooperative Educational Services (NWBOCES) Board~~
- ~~*Board Director or appointed representation by the Board of Education~~

All district accountability committee meetings and school accountability committee meetings ~~shall~~ will be open to the public. Meeting notices for district accountability committee meetings ~~shall~~ will be posted in the same place and manner as notices of Board meetings. Notices for school accountability committee meetings ~~shall~~ will be posted in the school.

Latest Revision: January 9, 2024
March 22, 2021

Adopted: November 16, 1998

Revised: March 5, 2018
October 8, 2012
October 4, 2010
October 13, 2003
June 16, 2003
December 16, 2002
August 19, 2002
January 10, 2000
June 7, 1999

LEGAL REFS.:

- C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
- C.R.S. 22-11-301 and 302 (*district accountability committee*)
- C.R.S. 22-11-401 and 402 (*school accountability committees*)
- C.R.S. 24-6-402 (*open meetings law*)
- 1 CCR 301-1, Rules 2202-R-1.00 et seq. (*accreditation rules*)

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in April

7-17-25 - additional review by Deb Ginesta - same recommendation as below; Board will discuss during 8-12-25 Board workshop

COMMENTS AND NOTES FROM POLICY REVIEW 4-8-25: THIS POLICY WILL BE REVIEWED BY LEAH AND KEVIN TO DETERMINE RECOMMENDATIONS FOR POLICY LANGUAGE. BOARD'S CURRENT POLICY IS VERY DIFFERENT FROM THE CASB SAMPLE POLICY AND THERE IS A QUESTION ABOUT WHAT IS REQUIRED TO BE INCLUDED IN POLICY AS OPPOSED TO WHAT IS CONSIDERED PROCESS.

REVISIONS MADE BY DEB ON 4-11-25 USING CASB SAMPLE POLICY GP-7 AS SUGGESTIONS FOR CONSIDERATION

Accreditation

THIS IS A WORK IN PROGRESS - SEE NOTES ON LAST PAGE 7-17-25

The Board of Education believes its primary responsibility is to provide leadership in the area of student achievement. To foster greater accountability and enhance improvement in student achievement, the Board shall will enter into an accreditation contract with the State Board of Education regarding district accreditation and shall accredit the schools within the district.

District accreditation

The accreditation contract shallwill bind the Board to manage the district and its schools to meet certain standards, goals, and requirements over the term of the contract, in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

In conjunction with accreditation, the Board is committed to adopting academic standards for student learning, achievement performance levels, systems for measuring student achievement, and methods for improving student achievement.

School accreditation

While the state accredits the district, the Board accredits the schools within the district, including district charter schools. The Board directs the superintendent to develop a school accreditation process for the Board's input and approval. Such process shallwill be developed in accordance with the Education Accountability Act of 2009.

Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of district resources, the Board shall will review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall will be submitted to the Colorado Department of Education in accordance with the timelines prescribed by applicable State Board of Education rules.

Latest Revision: March 22, 2021

Adopted: August 19, 2002

Revised:

November 5, 2018

November 5, 2012

May 16, 2005

November 17, 2003

Monitored and Reviewed: August 28, 2023

Legal References: Colo. Const. Art. IX, Sect. 15 (board has control of instruction within the district)

1 CCR 301-1: Rules for the Administration of the Accreditation of School Districts

C.R.S. 22-7-1013 (1) (adoption of academic standards)
 C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)
 C.R.S. 22-11-307 (board accreditation of district schools)
 C.R.S. 22-30-105 (school district organization planning process)
 C.R.S. 22-30.5-104 (2)(b) (district charter schools subject to accreditation by local board)
 C.R.S. 22-32-109 (1)(t) (board duty to determine educational program and prescribe textbooks)
 C.R.S. 22-32-109 (1)(mm) (Board duty to adopt policy for accreditation of district schools)
 C.R.S. 22-32-142 (2) (parent notice, public meeting and public hearing requirements for schools on priority improvement or turnaround status)
 1 CCR 301-71 (State Board of Education rules for the Administration, Certification and Oversight of Colorado Online Programs)

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

7-17-25 Update - After further review, this policy matches CASB AED which lives in Foundation and Basic Commitments. Our A policies are reserved for Title IX and Nondiscrimination policies. My recommendation is that we do not move this policy to our A policy section. I have confirmed that the policy is as up to date as it can be.

RECOMMENDATION - This should continue as Board policy GP-17 with minor changes (shall to will) as shown in the revised version.

POLICY WAS REVIEWED AT A BOARD POLICY WORKSHOP ON APRIL 8, 2025. THIS IS A REQUIRED POLICY.

Original conversation at the workshop was that this policy was possibly intended to match AE: Accountability/Commitment to Accomplishment. After further review, this policy very closely resembles CASB AED:Accreditation. Deb reached out to Kristina on 4-14-25 to ask for CASB review of AED because it has not been updated since 2015. Received confirmation from Kristina on 4-30-25 that CASB's policy AED is current and can be used to update our policy.

Need to have a discussion with Dr. Ridder regarding the District's UIP and review by the Board and submittal to CDE.

CASB AE: Accountability/Commitment to Accomplishment very closely resembles Admin Policy DO-3. Deb will complete the review of DO-3 and review with the Admin Team.

RE-1: Mission, Vision, and Beliefs

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

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

Steamboat Springs School District Strategic Plan adopted June 13, 2022

Focus Area One:

Learning experiences that support students to reach their fullest potential.

Priority One: Students Reaching Academic Potential

Priority Two: Inclusive Communities of Learning

Focus Area Two:

Building skills for students’ lives and futures.

Priority One: Thriving Students

Priority Two: College & Career Readiness

Focus Area Three:

Thriving educators and community.

Priority One: Positive Culture of Teaching and Learning

Priority Two: Enhanced Learning Experiences through Community Partnerships

R-2: Academic Achievement

~~SSSD Graduates are:~~

- ~~● Confident and Resourceful Learners - Academic Preparedness, Self Advocacy and Initiative~~
- ~~● “Prepared for Powder Day” - Perseverance & Resilience; Critical Thinking and Analysis~~
- ~~● Bigger Than “The Boat” - Self, Cultural, and Global Awareness~~

- ~~Fearless Life-long Leaders – Interpersonal Communication; Collaboration and Teamwork~~
- ~~Future Ready - Career Awareness, Social Awareness~~

R-1 Adopted	November 16, 1998
Latest Revision - renamed and separated into 2 policies	2025
Revised:	August 29, 2022 August 24, 2015 September 12, 2011 October 6, 2008 August 18, 2008 June 20, 2007 January 12, 2004
Legal References:	
Reviewed:	October 23, 2023 - no changes
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually



R-2 Adopted	November 16, 1998
Latest Revision:	August 29, 2022
Revised:	August 24, 2015 September 12, 2011 August 18, 2008 March 15, 2004 December 17, 2001 August 20, 2001
Legal References:	
Reviewed:	October 23, 2023 – no changes
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Annually

R-3 Repealed	August 29, 2022
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Other References: District Strategic Plan 2022

The Board did a complete Board policy review and revision starting in April 2025 based on CASB sample policies and a workshop with a CASB representative. The goal of the policy review was to match CASB sample policies as much as possible. CASB has ENDS policies not RESULTS policies. The Board would like to rename their RESULTS

policies to ENDS. With these revisions, R-1 and R-2 will also be separated into 2 policies. The Board's previous R-3 policy had been repealed on August 29, 2022.

~~**R-1: Mission, Vision and Beliefs**~~



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



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



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



~~**Focus Area One:**~~

~~Learning experiences that support students to reach their fullest potential.~~

~~Priority One: Students Reaching Academic Potential~~

~~Priority Two: Inclusive Communities of Learning~~



~~**Focus Area Two:**~~

~~Building skills for students' lives and futures.~~

~~Priority One: Thriving Students~~

~~Priority Two: College & Career Readiness~~



~~**Focus Area Three:**~~

~~Thriving educators and community.~~

~~Priority One: Positive Culture of Teaching and Learning~~

~~Priority Two: Enhanced Learning Experiences through Community Partnerships~~



~~**RE-2: Academic Achievement**~~

SSSD Graduates are:

- Confident and Resourceful Learners - Academic Preparedness; Self Advocacy and Initiative
- “Prepared for Powder Day” - Perseverance & Resilience; Critical Thinking and Analysis
- Bigger Than “The Boat” - Self, Cultural, and Global Awareness

- Fearless Life-long Leaders - Interpersonal Communication; Collaboration and Teamwork
- Future Ready - Career Awareness; Social Awareness

¶

R-1 Adopted¶	November 16, 1998¶
Latest Revision¶ Revised:¶	August 29, 2022¶ August 24, 2015¶ September 12, 2011¶ October 6, 2008¶ August 18, 2008¶ June 20, 2007¶ January 12, 2004 ¶
Legal References:¶	¶
Reviewed:¶	October 23, 2023 - no changes¶
Monitoring Method:¶	Board self-assessment¶
Monitoring Frequency:¶	Annually¶

RE-2 Adopted	November 16, 1998
Latest Revision: renamed and separated into 2 policies Revised:	August 29, 2022 August 24, 2015 September 12, 2011 August 18, 2008 March 15, 2004 December 17, 2001 August 20, 2001
Legal References:	
Reviewed:	October 23, 2023 - no changes
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The Board did a complete Board policy review and revision starting in April 2025 based on CASB sample policies and a workshop with a CASB representative. The goal of the policy review was to match CASB sample policies as much as possible. CASB has ENDS policies not RESULTS policies. The Board would like to rename their RESULTS

policies to ENDS. With these revisions, R-1 and R-2 will also be separated into 2 policies. The Board's previous R-3 policy had been repealed on August 29, 2022.

Electronic Participation in School Board Meetings

THIS IS A WORK IN PROGRESS - SEE NOTES ON THE LAST PAGE

The Board recognizes that in-person attendance at meetings is preferred as it promotes effective communication and collegial relationships among Board members, and between members of the Board and their constituents.

A Board member may attend and participate by electronic means in regular or special meetings of the Board, in accordance with this policy and state law. For purposes of this policy, electronic means ~~shall~~will be defined as attendance via telephone, video or audio conference, or other synchronous electronic means.

Board members may attend and participate by electronic means in meetings when extenuating circumstances prevent the member from physically attending the meeting. For purpose of this policy, extenuating circumstances means the Board member's personal, family, work or military obligations present an irreconcilable scheduling conflict; inclement weather and/or unsafe driving conditions prevent the member from physically attending the meeting; or when the Board president, or in his or her absence or inability, the vice-president, announces in the notice of the meeting that public health, safety or welfare considerations warrant Board member participation by electronic means.

Board members may also attend and participate by electronic means in the event of an emergency or re-scheduled board meeting after giving notice to the Board president at the earliest opportunity following the announcement of the emergency or re-scheduled meeting. An emergency meeting means a meeting called with less than seven days' notice. A re-scheduled meeting means an approved meeting that deviates from the originally agreed upon schedule of Board meetings. Emergency and re-scheduled meetings will not be included in the electronic maximum participation for the school calendar year. If the Board president anticipates that all Board members will be participating electronically, the Board secretary ~~shall~~must provide public notice of the location of such special meeting with at least 24 hours' notice.

A meeting at which one or more Board members attend and participate by electronic means ~~shall~~must be open to the public, except for periods in which the Board is in executive session. A quorum of the Board may be established by a sufficient number of Board members being physically or electronically present at the meeting .

The electronic means used ~~shall~~will allow the public to hear the comments made by the Board member(s) participating by electronic means and allow the Board member(s) to hear the comments made by the public. A Board member participating by electronic means will be included in the recording of the Board meeting.

The Board ~~shall~~will have a procedure in place to ensure that any Board member who attends the meeting by electronic means has real-time access to any materials that are presented to members who are physically present at the meeting.

A Board member who seeks to attend and participate by electronic means in a Board meeting shall must notify the president and Superintendent, at least three business days prior to a meeting briefly detailing the extenuating circumstances that prevent the Board member from physically attending. If such timely notification is not possible, the Board member shall will notify the Board President and Superintendent as soon as reasonably possible. If the Board president is seeking to participate by electronic means, the Board vice-president will take responsibilities for approval as listed above. Prior notice is not required if the District is closed due to extenuating circumstances and all Board members are participating electronically.

If the request is approved, a Board member who attends and participates in a Board meeting by electronic means shall must identify the location from which he or she is participating, and any persons also present. If the Board convenes in executive session, the Board member attending and participating by electronic means shall must ensure confidentiality during that portion of the meeting.

A Board member may attend and participate by electronic means in a maximum of three (3) Board meetings per school calendar year unless circumstances justify an increase of this maximum. Unless otherwise approved by the Board President, additional requests to attend and participate by electronic means will be denied.

In accordance with state law, the Board shall will declare a vacancy if a Board member fails to attend three (3) consecutive regular Board meetings, unless the Board member’s absence is otherwise excused by the Board.

A Board member’s failure to comply with this policy may result in the Board’s refusal to allow the member to participate by electronic means in Board meetings.

LEGAL REFS: C.R.S. 22-31-129 (board vacancies)
 C.R.S. 22-32-108 (board meetings)
 C.R.S. 22-32-108(7)(a)and (b) (board may adopt policy allowing board members to attend and participate electronically in regular or special board meetings)
 C.R.S. 24-6-401-et seq. (Colorado Sunshine Law)

CROSS REFERENCE: GP-19: School Board Meetings
 GP-65: President’s Role

Originally Adopted: November 11, 2013
 Latest Revision: 2025
 August 7, 2023
 Revised: March 23, 2020
 October 24, 2016
 December 15, 2014

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually in August

Policy reviewed at Board Policy Workshop on April 8, 2025. Kevin and Leah volunteered to complete additional research.

Deb reviewed the notes from 2023 where the District's legal counsel (Coulter Bump) made changes to the policy based on the Board's review and revisions to the policy.

“synchronous electronic means” was an addition by Coulter in second paragraph

The 4th paragraph on the first page was added by Coulter in 2023 and Deb would recommend that we leave this wording in our policy.

Revisions were made based on the CASB sample policy BEAA. Policies are very similar except for the 4th paragraph.

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025

AGENDA ITEM
BOARD 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-15: Public Participation at School Board Meetings - Changes to policy based on review of CASB sample policy BEDH. Additional notes about the review process are on the last page of the revised document. Policy was reviewed again on August 11 and 12 and this is considered to be the final recommended version following review by the Board.

GP-19: School Board Meetings - Changes to policy based on CASB policies BE, BEDG, and BEC as reviewed at Board workshop on April 8. Additional notes about the review process are on the last page of the revised document. Policy was reviewed again on August 11 and 12 and this is considered to be the final recommended version following review by the Board.

GP-8: Agenda Planning - Changes to policy based on review of CASB sample policy GP-8. Additional notes about the review process are on the last page of the revised document. Policy was reviewed again on August 11 and 12 and this is considered to be the final recommended version following review by the Board.

EL-15: Budgeting - fka EL-11. Changes to policy based on CASB policy EL-15. The District’s original Budgeting policy was known as EL-11 and will be renumbered to EL-15 to match CASB sample policy. This version of the Budgeting policy is considered to be the final recommended version following review by the Board, CASB, and the Director of Finance and Operations.

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.

THIS IS A WORK IN PROGRESS - SEE NOTES ON THE LAST PAGE 8-20-25**Public Participation at School Board Meetings**

All regular and special meetings of the Board ~~shall~~ will be open to the public. Because the Board desires to hear the viewpoints of its citizens throughout the district and also needs to conduct its business in an orderly and efficient manner, it ~~shall~~ will schedule time during some Board meetings for brief comments and questions from the public. Some public comment periods may relate to specific items on the agenda. The Board ~~shall~~ will set a time limit on the length of the public participation time and a time limit for individual speakers.

During times of general public comment at a regular meeting, comments and questions may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. During times of public comment on specific agenda items, comments ~~shall~~ will be confined to the topic of the agenda item being considered by the Board. Speakers may offer such criticism of school operations and programs as concern them, but are encouraged to exercise their speech rights responsibly. ~~The Board encourages the discussion of all personnel matters to be conducted in executive session. Individual personnel matters and comments about individual students should be sent to the Superintendent in writing with your signature in place of commenting publicly at a Board meeting.~~ ¶

~~This policy promotes civility through mutual respect in language, attitude, and behavior to ensure all members of the public are respectfully heard, the Board can conduct business efficiently, and commentary sets a positive example for students and the community. Mature content should be given adequate warning. Maintaining order and a professional environment ensures the public is respectfully heard and protects the Board's ability to efficiently accomplish the public's business. This policy seeks to promote civility among district employees, parents, and the public. For the purposes of this policy, "civility" shall be defined as mutual respect and consideration reflected in language, attitude, and behavior in the interest of presenting commentary that serves as a role model for the children of this district as well as the community. Should the speaker choose to discuss mature content, the Board asks that adequate warning be given as our audience may include younger students.~~ ¶

~~The Board president may interrupt, warn or terminate a speaker's statement or comment that is unrelated to the business of the school district or is disruptive to an orderly, productive meeting.~~ ¶

The Board president ~~shall~~ will be responsible for recognizing all speakers who ~~shall~~ will properly identify themselves, for maintaining proper order and for adherence to any time limits set. Questions asked by the public ~~shall, when possible, be answered immediately by the president or other knowledgeable board member, or referred to staff members present for reply. Clarifying questions can be asked by the Board. Questions that require~~ ~~inquiry~~ further investigation ~~shall~~ may be referred to the superintendent or superintendent's designee for consideration and later response.

Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

Members of the public wishing to make formal presentations before the Board should make arrangements in advance with the Superintendent so that such presentations, when appropriate, may be scheduled on the agenda.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education during times other than the Board’s regular meetings.

Adopted	November 12, 2001
Latest Revision:	2025
Revised:	October 11, 2021
	March 9, 2020
	September 26, 2016
	October 22, 2012
	March 11, 2002
	December 13, 2004
	August 22, 2005
Legal References:	C.R.S. 22-32-108(4)
	C.R.S. 24-6-402 (open meetings law)
CROSS REFERENCE:	C-4: Complaints about School Personnel
Monitoring Method:	Board self-assessment
Monitoring Frequency:	Board election year in November
	Monitored and Reviewed : March 28, 2022

7-17-25 - additional review by Deb Ginesta - same recommendation as below; Board will discuss during 8-12-25 Board workshop
 8-20-25 Wording provided by Katy Lee and Lara Craig to replace the paragraph on Page 1 regarding “civility.”

Policy was reviewed at a Board policy workshop on April 8, 2025. This is not a required policy but our District has had a policy in place since at least 2002. It has seen many changes. We do allow public comment at board meetings and have this policy GP-15 and GP-15-R: Regulations for Public Comment at Board Meetings. Kevin and Leah were selected to review this policy and compare it to CASB BEDH: Public Participation at School Board Meetings.

This version is a result of a direct comparison between the SSSD version and the CASB version.

School Board Meetings

THIS IS A WORK IN PROGRESS - ADDITIONAL REVIEW - SEE NOTES ON LAST PAGE

All meetings of three or more members of the Board at which any public business may be discussed or any formal action taken ~~shall~~ will be open to the public at all times except for periods in which the Board is in executive session. All such meetings will be properly noticed and minutes will be taken and recorded as required by law.

No business may be conducted unless a quorum is present. A quorum ~~shall~~ will consist of a simple majority (more than half) of the members serving on the Board.

A recording ~~shall~~ will be made of regular and special meetings as required by law and at a minimum ~~shall~~ will be an audio recording. Recordings ~~shall~~ must be maintained by the secretary to the Board for 90 calendar days.

Regular Meetings

Regular meetings of the Board of Education ~~shall~~ will typically be held at the Steamboat Springs Middle School, 39610 Amethyst Drive, or as posted on the meeting agenda.

Meetings of the Board ~~shall~~ will typically be held on Mondays as established by the Board of Education Meeting Calendar set by the Board each year. Meetings will begin at 4:30 pm unless otherwise established by the Board.

Special Meetings

Special meetings of the Board may be called by the Board president at any time and ~~shall~~ must be called by the president upon the written request of a majority of the members.

The secretary to the Board ~~shall~~ will be responsible for giving a written notice of any special meeting to each Board member at least 72 hours in advance of the meeting if mailed and 24 hours in advance if hand-delivered personally to the member. The notice must contain time, place, and purpose of the meeting, and names of the members requesting the meeting.

Any member may waive notice of a special meeting at any time before, during or after such meeting, and attendance at a special meeting shall be deemed to be a waiver.

No business other than that stated in the notice of the meeting ~~shall~~ will be transacted unless the item is reasonably related to the subject matter on the notice or an exigency exists. In addition, all members must be present and cast a unanimous vote to amend the agenda.

Work Sessions and Retreats

The Board, as a decision-making body, is confronted with a continuing flow of problems, issues, and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming, and thoughtful discussion without action. Therefore, from time to time the Board may schedule work sessions or retreats, which ~~shall~~ must be open to the public. No action ~~shall~~ will be taken

during such sessions. Public notice of the session, including the topics for discussion, and study, shall will be provided.

Minutes

Minutes of any Board meeting at which the adoption of any policy or formal action occurs or could occur shall will be taken and promptly recorded. Such records shall will be open to public inspection. Official minutes of the meetings of the Board of Education constitute the written record of all proceedings of the Board. The minutes shallwill include:

1. the nature of the meeting, (whether regular or special), time and place, members present, and approval of the minutes of the preceding meeting or meetings.
2. A record of all actions taken by the Board, the motion, the name of the member making the motion and seconding it; the record of the vote, with the vote of each member recorded. If a vote is taken by secret ballot, the outcome of the vote will be recorded contemporaneously in the minutes. Reports and documents related to a formal motion may be omitted if they are referred to by title and date.
3. ~~The Board must make a~~ recording of each regular and special meeting of the Board at which votes are taken and recorded and shallwill make the recording available to the public. The Board, at its discretion, shallwill use appropriate technology available at the time the recording is made and shallwill, at a minimum, make an audio recording. Such recordings shallwill be retained by the secretary to the Board for a minimum of 90 calendar days.
4. ~~The minutes shall include a~~ record of all business that comes before the Board through reports of the superintendent and others and through communications from the staff and the public.
5. ~~and~~ The names of all persons who speak before the Board and the topic of their remarks.
6. ~~The Board minutes should include a~~ record that an executive session was held (if the Board convened in executive session), including the names of those present and the topic of discussion, unless including names of individuals would reveal information that should remain confidential, the specific citation of the statute that authorizes the Board to meet in executive session, and the amount of time that each topic was discussed in executive session.
7. The record of adjournment.

The official minutes will be signed by the secretary to the Board. Following their approval, the official copy also will be signed by the president of the Board of Education. The official minutes will be in the custody of the secretary to the Board and will be made available to the public in accordance with the requirements of applicable state law.

Executive Sessions

All meetings of the Board must be open to the public except that at any regular or special meeting the Board may proceed into executive session upon affirmative vote of two-thirds of the quorum present.

The Board will not make final policy decisions nor will any resolution, policy or regulation be adopted or approved nor will any formal action of any kind be taken during any executive session.

Prior to convening in executive session, the Board must announce the topic of the executive session which must be reflected in the minutes. The Board must include the specific citation to statute authorizing it to meet in executive session when it announces the session, and identify the particular matter to be discussed in as much detail as possible without compromising the purpose for which executive session is authorized.

The Board may hold an executive session for the sole purpose of considering any of the matters as listed in Colorado Revised Statute 24-6-402(4).

Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters).

~~The Board must cause an electronic recording to be made of the executive session in accordance with applicable law. Such record must be retained by the Board for 90 days following the session. The Board is required to electronically record executive sessions, which shall must include the specific statutory citation to the executive session law that allows the Board to meet in executive session. However, if the executive session is held to discuss an individual student matter, the Board is not required to make an electronic or written record of the executive session. If the executive session is held to receive legal advice from an attorney on a particular matter, an electronic record must be made of the statutory citation to the executive session law that allows the Board to meet in executive session to receive legal advice, but the Board is not required to make an electronic or written record of the discussion that occurs in executive session, on the basis that it constitutes privileged attorney-client communication. Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters). The Board shall cause an electronic recording to be made of the executive session in accordance with applicable law. Such record shall be retained by the secretary to the Board for 90 days following the session.¶¶~~

LEGAL REFS: C.R.S. 22-32-106 (duties of the secretary)

C.R.S. 22-32-108(5) (board meetings)

C.R.S. 24-6-401-et seq. (Colorado Sunshine Law)

C.R.S. 24-5-402(open meetings law)

C.R.S. 24-6-402(2)(d)(IV)(outcome of a secret ballot vote must be recorded contemporaneously in the minutes)

C.R.S. 22-32-109(1)(e)(specific duties of the board)

C.R.S. 24-6-402(2)(d)(II)(open meetings law-minutes)

C.R.S. 22-32-108(5)(d)(executive session minutes)

C.R.S. 22-32-108(7)(a)(a board member who participates

electronically in conformance with the board's policy on electronic meeting participation is considered "present")

C.R.S. 22-32-109.4(4)(Board meeting "at which a collective bargaining agreement is discussed" must be open to the public)

CROSS REFERENCE: GP-19-A: Electronic Participation in School Board Meetings
C-2: Public's Right to Know/Freedom of Information

Originally Adopted: September 14, 2009

Latest Revision: 2025
September 11, 2023

Revised: March 28, 2022
February 12, 2018
September 8, 2014
December 9, 2013
October 22, 2012
March 1, 2010

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

Policy was reviewed at Board Policy Workshop on 4-8-25. Kevin and Leah volunteered to do additional review - Deb completed the review and it was determined that GP-19 aligns with CASB policies BE, BEDG, and BEC; CASB sample policies were incorporated into Board Policy GP-19 and Deb's recommendation is to move forward with the revised version; this had previously been reviewed by Caplan and Earnest in 2021 and recommendation to adopt CASB policies was approved at that time. Deb is recommending that we don't list all the statutes for executive session but just the overarching statute C.R.S. 24-6-402 (much cleaner)

Agenda Planning

THIS IS A WORK IN PROGRESS AS OF 7-17-25 - SEE NOTES ON LAST PAGE

To accomplish its stated objectives, the Board ~~will~~ follows an annual agenda, which includes ~~continuing~~ review, monitoring and refinement of ~~Results~~*Ends* policies and ~~continuing~~ improvements of board performance through board ~~education~~ training and enriched input and deliberation.

Accordingly:

1. The planning cycle ~~will~~ concludes each year on June 30 ~~in order that to ensure~~ administrative decision-making and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term ~~ends~~*results*.
2. The planning cycle ~~will start in August~~ begins with the Board's development of its agenda for the next year and ~~will~~ includes:
 - a. ~~A plan for e~~Engaging the community and staff on a ~~continual~~ basis and using a variety of engagement strategies; ~~to be determined and arranged in the first quarter of the planning cycle, and carried out during the balance of the year.~~
 - b. Governance ~~education~~ training, including orientation of new Board members in the Board's governance process and periodic Board discussion of process improvement; ~~to be determined and arranged in the first quarter of the planning cycle, and carried out during the balance of the year.~~
 - c. ~~Board e~~Education, discussion, and monitoring of *Ends*, policies ~~related to results determination (e.g. information gathering including presentations by futurists, demographers, advocacy groups, staff, etc.)) to be arranged in the first quarter of the planning cycle, and carried out during the balance of the year.~~
 - d. ~~The Board will m~~Monitoring of *Executive Limitations* and assess its process and performance. Self-monitoring will include comparison of Board activity and discipline to *Governance Process* and *Board/Superintendent Relationship* policies.
 - e. ~~A schedule for review of monitoring reports of Board policies will be established as part of practice on an annual basis.~~
3. Throughout the year the Board ~~will~~ attends to consent agenda items as expeditiously as possible.
4. *Governance Process* and *Board/Superintendent Relationship* policies are monitored at the frequency and by the method noted on each policy. Each policy being monitored is placed on the Board's agenda as a discussion item to discuss whether:
 - a. The policy continues to reflect the Board's values;
 - b. The monitoring data, method, and frequency are meeting the Board's needs;

- c. The Board is operating consistent with the Governance Process policies; and
- d. The Board and District Superintendent are operating consistent with the *Ends* and *Board/Superintendent Relationship* policies. If the policy does not reflect the Board’s values, the Board will revise the policy or place it on a future Board meeting agenda for discussion. If the monitoring data is not meeting the Board’s needs, the Board will revise the monitoring information on the policy to include more specific instructions.

5. *Ends* and *Executive Limitations* policies will be monitored according to the process set forth in policy B/SR-5.

Adopted November 16, 1998

Latest Revision: 2025

May 8, 2023

Revised: January 24, 2022

October 8, 2012

September 22, 2008

June 20, 2007

October 18, 2004

Legal References: -

Monitoring Method: Board self-assessment

Monitoring Frequency: December
Monitored and Reviewed :

7-17-25 - additional review by Deb Ginesta - same recommendation as below; Board will discuss during 8-12-25 Board workshop

COMMENTS AND NOTES FROM POLICY REVIEW 4-8-25: THIS POLICY WILL BE REVIEWED BY KEVIN AND LEAH.

ITEMS # 4 & 5 - NEED TO DETERMINE IF THESE ITEMS LIVE INSIDE ANOTHER BOARD POLICY

REVISIONS MADE BY DEB ON 4-11-25 USING CASB SAMPLE POLICY GP-8 AS SUGGESTIONS FOR CONSIDERATIONS

Budgeting

Financial planning for any fiscal year ~~shall not deviate materially from~~ will align with the Board's *Results Ends* policies, not risk fiscal jeopardy, or fail to and be derived from the ~~the system-wide~~ multi-year ~~school district~~ plan.

Accordingly, the District Superintendent will present to the Board a recommended budget that:

1. Is in a summary format understandable by a layperson;
 2. Itemizes expenditures of the District by fund and by pupil for each governmental fund;
 3. Adequately described expenditures;
 4. Shows the amount budgeted for the current fiscal year, and the amount budgeted for the ensuing fiscal year;
 5. Shows the amount estimated to be expended for the current fiscal year;
 6. Takes into consideration spending limitations in the state constitution;
 7. ~~Shall not plan or budget in a manner that risks incurring those conditions set forth in the Board's policy EL-12: Financial Management,¶~~
 8. ~~Shall provide adequate and reasonable budget support for Board development and other governance priorities such as costs of fiscal audit, Board and committee meetings, Board memberships and Board legal fees;~~
- ~~Shall consider input about the budget from others (representative sample from community);¶~~
9. ~~Is developed with the District Superintendent~~ Shall considering the recommendations made by each school-level accountability committee relative to priorities for expenditures of district funds;
~~Considerations shall include improving academic achievement, maximizing graduation rates, and improving the school's accreditation category;¶~~
 10. ~~Shall present a budget which contains adequate information to enable credible projection of revenue and cash flow expenses as such information is available;~~
 7. ~~Shall d~~Discloses budget-planning assumptions and major budget objectives;
 8. Provides for expenditures, interfund transfers, and reserves in alignment with available revenues and beginning fund balances;
 9. Excludes the use of beginning fund balance, unless the Board has adopted a resolution as described in state law specifically authorizing such use;
 10. Ensures the current reserves are not reduced without approval of the Board, at any time, to less than the minimum amount required by the spending limitations set forth in the state constitution;
 11. Provides adequate and reasonable budget support for Board development and other governance priorities;
 12. Takes into consideration fiscal soundness in future years and considers the building of organizational capabilities sufficient to achieve ends in future years;
 13. Reflects anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases, and benefits;
 14. Complies with state and federal law.
~~Shall not jeopardize the future fiscal integrity and organizational capacity of the district;¶~~
 15. ~~Shall provide a format that is understandable by a lay person;¶~~

- ~~16. Shall include itemized district expenditures by fund and describe expenditures;~~
- ~~17. Shall show the amount budgeted for the current and the ensuing fiscal years.~~

Latest Revision: 2025
 August 7, 2023
 March 22, 2021

Adopted November 16, 1998
 Revised: August 18, 2008
 September 26, 2005
 February 14, 2005
 February 16, 2004

Legal References:

- C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)
- C.R.S. 22-44-101 through 117 (school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year)
- C.R.S. 29-1-103 (3) (*budget to reflect lease-purchase payment obligations*)
- C.R.S. 22-11-302(1)(a)(district accountability committee budget recommendations)
- C.R.S. 22-11-402(1)(a)(school level accountability committee budget recommendations)
- C.R.S. 22-32-109(1)(b) (To adopt policies and prescribe rules and regulations necessary and proper for the efficient administration of the affairs of the district)
- C.R.S. 22-44-106(operating reserve)
- C.R.S. 22-44-301 *et. seq.* (Public School Financial Transparency Act)
- C.R.S. 22-45-103(1)(c)(authorized expenditures from capital reserve fund)

Monitoring Method: Internal Report
 Monitoring Frequency: Annually in June

AS OF JUNE 2, 2025, THIS POLICY IS UNDER REVIEW TO BECOME EL-15 USING CASB SAMPLE POLICY EL-15.

BOARD’S POLICY EL-11 IS NOW KNOWN AS SCHOOL SAFETY FOLLOWING THE BOARD POLICY REVIEW USING CASB SAMPLE POLICIES STARTING IN APRIL 2025.

BOARD REVIEWED THE CASB VERSION OF BUDGETING ON JUNE 2, 2025 AND IT WAS RECOMMENDED BY THE DIRECTOR OF FINANCE AND OPERATIONS THAT THE POLICY BE REVIEWED AGAIN BECAUSE THERE IS CONCERN THAT SOME OF THE CASB WORDING DOES NOT APPLY TO SSSD AND SOME OF THE STATUTE REFERENCES MAY NOT BE CURRENT.

A separate revised version was created on July 23, 2025 based on her recommendations. Items 13-17 of CASB's version are not required per statute and could be excluded from this policy. The Board's goal with this whole policy review project was to match CASB's sample policies as much as possible. My recommendation is to include those portions of CASB's sample policies that do not contradict SSSD practice and process. The Board can review those items and adjust or remove as needed.

POLICY WILL BE REVIEWED AND BROUGHT BACK TO THE BOARD AT THE AUGUST 11, 2025 BOARD MEETING OR AUGUST 12 WORKSHOP.

Sample policy created for Board to review March 2025 based on sample policy provided by CASB. Board's EL-11: Budgeting is being renumbered to EL-15 if the Board decides to adopt the Budgeting CASB version. The Board's original EL-11 will become known as School Safety if the Board decides to adopt CASB's EL-11 policy. Policy reviewed again with CASB and confirmed that it is up to date as of 4-29-25.

Reviewed at Board Workshop April 8. Reviewed by Stephanie Juneau regarding item #14. She recommended that it be removed. It referenced a percentage of the general fund balance.

Board's previous EL-11: Budgeting has been renumbered to EL-15 to match CASB sample policies.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

**AGENDA ITEM
BOARD DISCUSSION**

Background Information:

- CASB Delegate Resolution Review - Leah Helme

Priorities/Bill Ideas for 2026

1. Evaluate the content of [HB24-1448](#) for FY 2026-2027 and future FYs - [HB25-1320](#)
 1. Commit to long-term sustainability
 2. Commit to 4-yr averaging until full implementation
 3. Commit to a tracking mechanism like BSF to record compliance with Amendment 23
2. Commit to [SB23-287 Jan 3 2025 adequacy study recommendations](#)
 1. Develop blueprint for sustainable full funding and collaborative implementation
3. Ensure the preservation of federal funding essential to meeting Colorado's public education needs



CDE Snapshot
Updated Jan 2025

2026 Platform

Finance

For More Info – Use [Link](#)
or QR Code



The Colorado Association of School Boards (CASB) believes the state must prioritize and provide Colorado's public schools with adequate, equitable, reliable, and sustainable funding. Colorado must ensure the funding needed to meet today's and future educational needs of each and every Colorado public school student.

CASB members are committed to advocating with legislators to accomplish the following:

1. Ensure that the use of public monies for K-12 education does not include vouchers for K-12 private schools
2. Increase total per pupil spending to get to the [national average](#) as a minimum
3. Modify aspects of TABOR that represent a barrier to full funding of K-12 education
4. Fully fund Individuals with Disabilities Education Act (IDEA)
5. Ensure Budget Stabilization Factor (BSF) is not reinstated
6. Commit to [SB23-287 Jan 3 2025 adequacy study recommendations](#)
7. Ensure adequate and sustainable funding for public education capital improvements, including options like [BEST](#)
8. Ensure adequate and sustainable K-12 funding levels, and equitable distribution via the School Finance Act (SFA) - [HB24-1448](#), [HB25-1320](#)
9. Adopt the School Finance Act (SFA) before long bill adoption
10. Evaluate grant programs and fully fund effective grant programs via SFA
11. Protect [State Education Fund](#) (SEF) and accelerate growth of the multi-generational [Permanent Fund](#) and its distributions

Student & Staff Safety and Success

For More Info – Use [Link](#) or QR Code



CASB believes the state must prioritize and provide Colorado’s public schools with adequate, equitable, and reliable funding not only to educate, but also to provide a safe environment for our students and staff – A safe environment is proven to be essential to successful student learning.

CASB members are committed to advocating with legislators to accomplish the following:

1. Increase mental health support for students and staff
2. Collaborate with other entities that support public education to fund and improve student success as well as student and staff safety
3. Increase systematic and systemic support of educator recruitment/retainment to ensure equitable, high quality instruction for all students
4. Ensure special education seclusion room protection for students

Local Governance

For More Info – Use [Link](#) or QR Code



CASB recognizes the authority granted under Article IX section 15 of the Colorado Constitution giving locally elected Boards of Education the right to adopt curriculum, implement instruction, and authorize employment to ensure student access to diverse learning opportunities.

CASB members are committed to advocating with legislators to accomplish the following:

1. Acknowledge potential changes in the US Department of Education while ensuring minimal impact on Colorado's Department of Education processes and local school district control
2. Eliminate unfunded mandates placed on locally elected Boards of Education (BOEs)
3. Honor Constitutionally-mandated local control of BOEs
4. Prevent legislation which attempts to override or circumvent Board of Education local control and/or erodes resources for K12 schools
5. Restrict the grounds on which the State Board of Education (SBE) can overturn a local school district's decision to deny a new charter school application (Exception: Limit appeals to SBE to instances where the local decision was "arbitrary and capricious")
6. Align CORA request criteria and timeline to prevent unnecessary strain on school districts
7. Explore implementing required training for all board members to foster stronger governance and enhance support for positive student outcomes

Accountability

For More Info – Use [Link](#) or QR Code



CASB supports a system of accountability that emphasizes local measures that inform instruction as well as acknowledging a need for a statewide system that allows measurement of school and district effectiveness.

CASB members are committed to advocating with legislators to accomplish the following:

1. Shape future legislation and monitor implementation of [HB23-1241 Accountability Task Force Nov 7 2024 recommendations](#) as reflected in [HB25-1278](#)
2. Ensure consistent accountability and transparency processes are in place for all publicly funded school options (traditional, non-traditional, charter, single/multi-district online, etc) to guarantee a learning environment which results in positive student outcomes/success
3. Ensure that all publicly funded school options equitably serve all students

Finance

Submitted by - Harrison School District

Resolution #1

Forwarded with a Favorable Recommendation from the combined CASB Legislative Committees

Resolution: Opposition to Unfunded Mandates on School Districts

Colorado school districts are committed to providing a high-quality education to all students, while being fiscally responsible and accountable to local communities. The Colorado General Assembly has repeatedly enacted legislation that imposes new programs, reporting requirements, and compliance mandates on districts without providing adequate funding. Such unfunded mandates place extreme burdens on local schools, staff, and budgets, often diverting resources from core instructional and student services. Local boards of education are best positioned to determine the needs and priorities of their communities. The Colorado Association of School Boards (CASB) will not support any legislation that imposes additional mandates on school districts unless such legislation includes full and ongoing funding for implementation.

CASB urges the Colorado legislature to engage in meaningful consultation with school districts prior to the passage of any law affecting K-12 education operations, staffing, or programming.

Background Information and Rationale:

Unfunded mandates place extreme burdens on local schools, staff, and budgets, often diverting resources from core instructional and student services. Local boards of education are best positioned to determine the needs and priorities of their communities. Desired outcome is that the legislature does not approve such mandates unless they include full and reoccurring funding for implementation.

Submitted by - Harrison School District

Resolution #2

Resolution: Ensuring Full Public School Funding in the Event of Voucher Implementation

Public education is essential to the success of Colorado’s children and communities. The introduction of voucher programs in any form has the potential to divert public funds from public schools to private and non-public education providers. Colorado public schools are already underfunded relative to the national average, with persistent gaps in funding for critical student needs. It is the responsibility of the state to ensure every student in Colorado has access to a high-quality public education regardless of geographic location or socioeconomic status. The Colorado Association of School Boards (CASB) opposes any legislation that establishes or expands a voucher program unless it includes provisions to fully and permanently fund public schools at or above current levels, adjusted annually for inflation and enrollment change. CASB advocates for legislative mechanisms that protect public education funding from reductions or redirections resulting from the implementation of voucher programs.

Background Information and Rationale:

Vouchers take public funding from public schools and divert them to private and non-public schools. Desired outcome is for the Colorado legislature oppose any legislation that supports a voucher program.

Submitted by - Moffat Consolidated School District

Resolution #3

Resolution:

Colorado's small and rural school districts, including Moffat Consolidated School District No. 2 in Saguache County, serve geographically diverse and economically challenged communities with limited enrollment and funding capacity. The recently announced federal education funding rescission imposes a 0.65% cut to programmatic funding, which for many small districts is the approximate equivalent of losing one full-time teaching position—a loss felt deeply in schools with already minimal staffing.

Small and rural schools have sustained the long-term erosion of critical programs such as music, shop, business education, and home economics, and face prohibitive costs in maintaining or launching career and technical education (CTE) programs that are vital for workforce development and community vitality.

These funding challenges are compounded by structural inequities, including competition for limited enrollment and resources with charter schools operating within the same district boundaries, often resulting in duplicated administrative costs, unequal student access, and additional legal and financial burdens on district budgets.

Funding cuts and systemic inequities disproportionately impact small districts, where every dollar has a direct and measurable effect on student opportunity, teacher retention, and the preservation of both core and enrichment programming.

Many small districts are committed to providing equitable access to real-world, hands-on learning experiences that prepare students for graduation, career pathways, and lifelong success—but require adequate and sustainable funding to do so.

Additional financial burden through rescissions or cost-shifting only widens the gap between large schools with a broader constituent base and small rural schools—undermining the very promise of equitable public education across Colorado.

The Colorado Association of School Boards (CASB) formally opposes the federal funding rescission and any similar policy action that reduces essential support to public education, particularly in rural and remote districts. CASB Calls upon federal and state elected officials to take immediate action to shield small and rural school districts from disproportionate financial harm and urges the development of the following:

- Specific rural education protections within future education appropriations, grant opportunities, and accountability frameworks.
- Acknowledges the ongoing inequities faced by small districts with coexisting charter schools, and calls for funding policies that account for the unique challenges of dual-system administration in low-population areas.
- Commits to amplifying the stories of our member districts, including examples like Moffat School District, to advocate for sustainable investment in rural education.
- Invites collaboration among districts, advocacy groups, and state agencies to protect and promote educational equity across all regions of Colorado.

Background Information and Rationale:

Colorado's small and rural school districts, including Moffat Consolidated School District No. 2 in Saguache County, serve geographically diverse and economically challenged communities with limited enrollment and funding capacity. It will decrease our funding equivalent of one teacher's salary and we are already at minimal staffing and have already cut MOST electives because of financial restraints and makes it difficult to offer equitable education opportunities for all students in our district.

Submitted by - Moffat Consolidated School District

Resolution #4

Resolution:

Resolution Urging the Colorado General Assembly to Ensure Educational Equity in Rural Districts Under the Implementation of HB25-1320

House Bill 25-1320, the 2025 School Finance Act, establishes per-pupil funding levels and outlines a phased transition to a new school finance formula intended to promote fairness and adequacy across Colorado's diverse educational landscape.

The bill includes increased funding allocations for charter schools and a prolonged implementation timeline, creating a shift in funding structures that may unintentionally disadvantage small and rural school districts. Many rural communities host both district-operated and charter schools within a single, low-population district, leading to competition for a limited number of students—resulting in enrollment shifts that destabilize budgets and programming for both schools.

Educational equity must ensure that all students, regardless of school model, geography, or socioeconomic status, receive access to quality instruction, full support services, and safe, sustainable learning environments.

Small rural districts face unique operational challenges—including geographic isolation, transportation burdens, workforce shortages, and limited access to specialized services—that are not accounted for solely by per-pupil funding formulas.

Promoting student-centered collaboration rather than institutional competition is essential to maintaining community trust and long-term sustainability in rural education.

The Colorado Association of School Boards (CASB) urges the Colorado General Assembly and Colorado Department of Education to:

- Establish a Rural Equity Review Panel to monitor the impact of HB25-1320 on rural and remote districts, including those with charter schools drawing from the same enrollment base.
- Develop protections or relief measures for districts negatively impacted by student shifts, competition, or financial imbalance caused by charter funding enhancements;
- Create a pilot program or incentive fund to support shared services, collaborative staffing models, and joint student programming between charter and district schools in rural areas.
- Affirm that equity is not achieved through equal division, but through fair distribution based on actual need, community context, and capacity to serve all students.
- Include rural district representation in future school finance reform working groups, especially those shaping charter-district fiscal policies and enrollment-based metrics.

This resolution be transmitted to the Governor of Colorado, the Commissioner of Education, and the chairs of the House and Senate Education Committees.

Background Information and Rationale:

None provided.

Student Academic Growth & Achievement

Submitted by - District 49

Resolution #5

Resolution: Alternative Education Campuses

CASB supports modifying the District Performance Framework calculations to separate alternative education campus (AEC) data from all other aggregated performance data.

Background Information and Rationale:

AECs offer a variety of models, including online programs, hybrid education, flexible schedules, personalized programs, and drop-in centers, that benefit students in a variety of situations. Attending an AEC can be an attractive option for students who are behind on their credits, possibly due to life challenges, and are at higher risk for dropping out. AECs serve an important role in increasing the number of high school graduates throughout the state. Students who earn a high school diploma have higher earning potential throughout their lifetime, to the benefit of themselves, their local communities, and the state of Colorado.

Because of the unique challenges facing students who attend AECs, their graduation data and academic performance may be significantly lower than conventional schools. The graduation data and academic performance of AECs significantly and disproportionately impact district performance frameworks. The Colorado Department of Education currently recognizes the challenges faced by AECs, by applying a different standard in evaluating them via the School Performance Framework, however, their data is incorporated into the District Performance Framework unadjusted.

The current state of affairs have a punitive effect on school districts who operate or authorize AECs, and can discourage districts from adding others, to the detriment of the students who could benefit from them. This modification would continue to allow AECs to be fairly scrutinized, while also allowing districts containing them to be fairly evaluated on their standardized school performance.

Local Governance

Submitted by - Adams 12 Five Star Schools

Resolution #6

Forwarded with a Favorable Recommendation from the combined CASB Legislative Committees

Resolution:

CASB urges the General Assembly to modify current law on Mental Health Residential Facilities(C.R.S. 27-71-101, et seq.) “When determining appropriate locations for Mental Health Residential Facilities, the department shall comply with local regulations regarding any distance restrictions for temporary or permanent residences of individuals required to register their residence under the Colorado Sex Offender Registration Act, C.R.S. section 16-22-101, et seq.

Background Information and Rationale:

The City of Northglenn learned the State plans a new use of the buildings at 11255 and 11275 Grant Drive in Northglenn, CO. This property was previously a senior care facility. The State of Colorado Office of Civil & Forensic Mental Health plans to establish a Mental Health Transitional Living (MHTL) Home at this location. It is the City’s understanding that this facility will support individuals leaving a mental health facility to meet requirements of House Bill 22-1303. Registered sex offenders were initially eligible to reside at the location, but as of April 12 the State has agreed NOT to house sex offenders at this facility. On April 8, City Council unanimously passed an emergency ordinance, CB-2022 Amending Prohibited Residency of Sex Offenders, prohibiting registered sex offenders from residing within 1000 feet of a school. Though the state is not required to follow this municipal ordinance, this change was made to:

1. send a message the City does not feel this location is appropriate to house sex offenders, and
2. if a state law is passed requiring MHTL Homes to follow municipal code, there can be no sex offenders at this location.

The Northglenn City Council also unanimously passed a resolution, CR-93 Opposing the Location of a Mental Health Transitional Living Home at 11255 & 11275 Grant Drive.

Submitted by - Durango School District

Resolution #7

Forwarded with a Favorable Recommendation from the combined CASB Legislative Committees

Resolution: Honoring Local Control in New Charter School Application Appeals to the State Board of Education

CASB supports limiting the role of the State Board of Education in new charter school appeals to determining whether the chartering authority's decision was arbitrary and capricious.

Background Information and Rationale:

Currently, through the appeals process, the State Board of Education has the final authority to force a local school district with chartering authority to accept a charter school whose application the chartering authority has denied. This power overrides the local control of locally elected Boards of Education to carry out their responsibilities, giving undue authority to partisan elected officials at the state level. The opening of a new charter school in a community, particularly in small districts, can be massively consequential and should not be delegated to the state.

The State Board of Education is conducting what amounts to a judicial review without the training or expertise to do so. This lends to highly consequential decisions for local districts being made at the state level on a topic (charter schools) that has become increasingly political.

The suggestion here is to match the charter school appeals process with other judicial appeal standards, which is a determination as to whether the chartering authority's decision was arbitrary and capricious. This would continue to honor local control and continue to provide a check on unfounded denials of charter school applications.

Submitted by - Edison School District 54JT

Resolution #8

Resolution:

Proposed legislation allowing one at-large, out-of-district candidate to be appointed or elected to occupy a seat on the district board of education in the district which an immediate family member is enrolled as a student.

Background Information and Rationale:

The State of Colorado operates under an open enrollment system, allowing students to attend public schools outside of their home districts, subject to availability, class size, and special education needs.

In small and rural school districts like Edison School District 54JT, out-of-district students now comprise greater than 50% of total enrollment, and these families play a significant role in the educational and cultural fabric of the district.

Many rural districts face increasing challenges in filling school board positions due to limited in-district population and geographic constraints.

Out-of-district families contribute to school climate, academic success, program sustainability, and overall district viability, yet currently have no formal voice in district governance.

Including an out-of-district resident on the Board of Education as an at-large member would:

- Increase representational equity among the student population;
- Encourage broader community investment;
- Expand the pool of qualified, committed individuals to help lead the district;
- Strengthen policy decisions by incorporating diverse perspectives;
- Help ensure decisions reflect the best interests of the entire student body.

If a district educates out-of-district students, isn't it both reasonable and equitable to include an out-of-district voice in decision making? Edison School District believes in inclusive representation and responsible governance that reflects the full scope of its community.

Submitted by - St. Vrain Valley Schools

Resolution #9

Forwarded with a Favorable Recommendation from the combined CASB Legislative Committees

Resolution:

CASB supports legislation that restores local control over teacher and principal evaluation systems, allowing school districts to design and implement evaluation frameworks that meet the unique needs of their students, educators, and communities.

Background Information and Rationale:

In 2010, the Colorado General Assembly passed Senate Bill 10-191, known as the Great Teachers and Leaders Act, which established a standardized, statewide evaluation system for teachers and principals. The legislation was intended to improve educator effectiveness and student outcomes by linking at least 50% of an educator's evaluation to measures of student academic growth and requiring mutual consent for teacher placements. While the goals of the legislation were laudable, the implementation of a uniform statewide evaluation system runs counter to Colorado's constitutional commitment to local control of public education.

Local control is a foundational principle of education governance in Colorado, granting elected boards of education the authority to make decisions tailored to the specific needs of their schools and communities. By mandating a standardized evaluation model, Senate Bill 10-191 removed flexibility from local districts to adapt evaluation systems that align with local values, strategic priorities, and staffing models. Moreover, the evaluation system's heavy reliance on standardized measures of student growth has raised persistent concerns about fairness, practicality, and unintended consequences for both teachers and students.

Restoring local control would not eliminate accountability—it would empower districts to uphold high standards while also responding to local context. Many districts have developed innovative instructional programs, alternative assessments, and educator support models that are not easily accommodated within the current state-mandated framework. Restoring district-level discretion in designing educator evaluation systems would support improved outcomes and greater alignment between district goals and educator development.

Other

Submitted by - St. Vrain Valley Schools

Resolution #10

Resolution:

CASB supports legislation that establishes nonpartisan elections for members of the Colorado State Board of Education.

Background Information and Rationale:

The Colorado Constitution vests the general supervision of public schools in a State Board of Education and outlines the structure and method for selecting its members. Article IX, Section 1, authorizes the election of board members by congressional district and allows the General Assembly to determine the terms and manner of their election. However, it does not require or even mention political party affiliation.

Despite the absence of any constitutional or statutory requirement, Colorado's State Board of Education elections are currently conducted on a partisan basis, with candidates nominated and supported by political parties. This stands in stark contrast to local school board elections, which are explicitly nonpartisan under state law (C.R.S. § 1-4-803(4)).

Public education should be a unifying force in society, not a wedge issue in partisan politics. Partisan elections for the State Board of Education risk undermining public confidence in the board's work and invite policy decisions driven more by political ideology than by sound educational practice and the best interests of students. At a time when trust in public institutions is under strain, shifting to nonpartisan elections would reaffirm the Board's commitment to educational excellence for all students—regardless of geography, background, or political belief.

Aligning the election process for the State Board of Education with the nonpartisan structure of local school boards would elevate the focus on qualifications, experience, and vision for education rather than party affiliation. It would also help ensure that future board members are accountable first and foremost to the students, families, and educators of Colorado, not to partisan platforms or political donors.

The legislature has the authority to clarify that elections for State Board of Education members should be nonpartisan, and CASB supports legislation to make that change.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025**

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

Background Information:

- Board Member Updates
- Meeting Review

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 25, 2025

AGENDA ITEM
PLAN FOR FUTURE MEETINGS

Plan for future meetings

- CASB Regional Meeting - August 26
- Whistler Property Resolution - September 8
- Healthy School Meals for All Resolution - September 8
- CASB Annual Convention - December 11-13

Board Workshops

- Board Policy Monitoring Workshop - TBD
- Workshops - TBD

Coffee with the Board - Off the Beaten Path Bookstore

- TBD

November 4, 2025 Election Timeline

- Call for Nominations - Petitions available for candidates - August 6
- Petitions Due to DEO - August 28
- Cancellation of Election (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