

Business Meeting

Monday, January 26, 2026 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-9: Treatment of Students, Parents and Community; EL-12: Staff Treatment; EL-4: Communication and Counsel to the Board; GP-1: Governance Commitment; GP-3: Board Job Description

5.1. Employment

5.2. Resignations

5.3. Substitute Teacher 2025-26

5.4. Substitute Paraprofessional 2025-26

6. **Approval of Minutes**

Pursuant to Policies: GP-1; GP-3

7. **Reports and Communications**

Pursuant to Policies: EL-4; GP-1; GP-3; EL-15: Budgeting; EL-16: Financial Administration; EL-17: Asset Protection and the SSSD Strategic Plan

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

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

9. **Action Items**

Pursuant to Policies: GP-1; GP-3; EL-17: Asset Protection; EL-15: Budgeting; EL-16: Financial Administration; GP-14: Development and Revision of Board Policy

9.1. Consideration of Adoption of Resolution 2026-01-03 in Support of a Statewide Ballot Initiative to Increase K-12 Funding

Purpose: To consider adoption of a resolution to support a statewide ballot initiative being considered for the November 2026 statewide ballot to increase K-12 Funding

9.2. Approval of the 2025-2026 Amended Budget and Adoption of the Appropriation Resolution

Purpose: To approve the final budget for 2025-26 and adopt the appropriation resolution

9.3. Consideration of Adoption of Resolution 2026-01-04 Authorizing Beginning Fund Balance Expenditures

Purpose: To authorize the use of a portion of Beginning Fund Balance as authorized by Colorado statutes

9.4. 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 January 12, 2026. Policies being considered are: GP-2; GP-3; GP-5, and GP-8

10. **Board Discussion**

Pursuant to Policy: GP-1;GP-3

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

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

12. **Plan for Future Meetings**

13. **Adjourn Business Meeting**

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026

AGENDA ITEM
EMPLOYMENT OF PERSONNEL

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

Background Information:

- Walter Kaleb Denny - SSHS Assistant Baseball coach 2025-26
- Amanda Maass - SSMS .7 FTE special education paraprofessional - change of status from .5 FTE

Recommended Action:

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

Steamboat Springs High School :

Opening created by:

Kellen Baker change to head coach

- o Walter Kaleb Denny - .Assistant Baseball coach 25-26

Steamboat Springs Middle School :

Opening created by:

District Need

- o Amanda Maass - .7 FTE special education paraprofessional - change of status from .5 FTE

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

**AGENDA ITEM
RESIGNATIONS**

Background Information:

Alec Juarez has resigned his position as special education paraprofessional for Steamboat Springs High School effective February 4, 2026.

Alex Martinez has resigned his position as the technical director for Steamboat Springs High School effective January 14, 2026.

Recommended Action:

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

Alec Juarez - special education paraprofessional

Alex Martinez - technical director

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

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

Background Information:

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

<u>Name</u>	<u>Endorsement</u>	<u>Lic/Expir.</u>	<u>Preference</u>
Draper, Laine		3 yr/1-14-29	K-12

Recommended Action:

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

Laine Draper

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

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

Background Information:

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

Laine Draper

Recommended Action:

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

Laine Draper

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

Meeting Date:	January 26, 2026
Agenda Item:	Approval of the minutes for the Board of Education January 12, 2026 Business Meeting and Work Session
Presented by:	Secretary to the Board
Core Issues:	GP-19: School Board Meetings
Background Info:	Draft of the minutes is included for review and approval.
Policy Implications:	GP-19: School Board Meetings
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. Approve the Minutes as written. 2. Correct the Minutes then approve.
Backup Memoranda Provided?	Draft of the minutes is included for review and approval.
Recommended Action:	Resolved, that the Board of Education approve the minutes for January 12, 2026, as presented.



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

Minutes
January 12, 2026
4:30 PM

Board Members present: Kevin Callahan, Lara Craig, Leah Helme, and Kim Lemmer

Jane Toothaker attended the meeting virtually.

District Administration present and presenting: Superintendent Dr. Celine Wicks, Director of Teaching & Learning Dr. Tim Ridder, SGS Principal Joe Laliberte, SCE Assistant Principal Kalie McHaffie, Director of Finance and Operations Stephanie Juneau, and Director of Human Resources Katie Jacobs

1. Business Meeting - Call to Order

Kevin Callahan called the business meeting to order at 4:35 pm.

2. Pledge of Allegiance

3. Roll Call

All members present.

4. Approval of Agenda

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

5. Consent Agenda Items

Background information is provided in Boardbook under item 5.

- 5.1 Employment
- 5.2 Resignations
- 5.3 Substitute Teacher 2025-26
- 5.4 Substitute Paraprofessionals 2025-26
- 5.5 Adopt Resolution 2026-01-01 Appointing Trustee to the East Routt Library Board

Leah Helme made a motion and Lara Craig seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, and 5.5 as presented. The motion passed unanimously.

6. Approval of Minutes- December 8, 2025 Business Meeting and December 12, 2025 Board Retreat

Background information is provided in Boardbook under item 6.

Jane Toothaker made a motion and Kim Lemmer seconded to approve the minutes for the December 8, 2025 business meeting, as presented. The motion passed unanimously.

Kim Lemmer made a motion and Leah Helme seconded to approve the minutes for the December 12, 2025 retreat, 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

- SSHA has earned a place on the AP School Honor Roll for the 24-25 school year; to be recognized, the school must meet the following criteria: 40% or more of the graduating cohort took at least 1 AP exam during high school; 25% or more scored a 3 or higher on at least 1 AP exam; 2% or more took 5 or more AP exams during high school with at least 1 of those exams taken in 9th and 10th grade; great job to all SSHA students who performed so well on AP tests and the AP teachers who supported those students



- SSMS - giving back to the community - 859 pounds of food and essential items were delivered to Lift Up before winter break to support the community; one in seven people in Routt County rely on Lift Up for food or other assistance. The SAFE Club (Student Alliance for Equity) sponsored the drive in December across all grades
- SGS Staff Wellness Morning and Instructional Focus - January 5 - The morning was intentionally meeting-free and designed to give staff time to reset after break and reconnect in ways that support well-being and readiness. Following the Wellness Morning, staff worked on refining their learning plans for the start of 2026
- SPE - New Math Games Club - through the work of the SAC and PIC; every student received a set of dice and playing cards before winter break along with a collection of games to play at home; SPE is keeping that momentum going with the new club, which will feature a student-created slogan
- SCE - 5th grade Student Leadership team hosted a variety of festive events to kick off the holiday season including a Fall Coat Drive, Spirit Week, and a SPARK Celebration; a huge thank you to Jess Aldighieri and Natalie Fisher for their dedication to these students each week. SCE would also like to extend a heartfelt thank you to the PIC and Soda Creek families for the incredible kindness shown to staff over the holidays. Staff are grateful for the generous spirit, not just during the holidays, but throughout the entire year

Strategic Plan Focus Area Three Update - Director of Teaching & Learning Dr. Tim Ridder, SGS Principal Joe Laliberte, and SCE Assistant Principal Kalie McHaffie

- Presentation is included in Boardbook for review
- Priority One: Positive Culture of Teaching and Learning - June 2026 Goal was to get 90% of teachers and staff to respond favorably to TLCC survey question about “good place to work”
- 84% positive in 2021-22 and 92% positive in 2023-24; new TLCC survey will be given in January/February 2026 (results in April); State average positive response is 86%
- We will be using a new staff survey this year through Panorama - questions are different than previous EAB survey so this will be the baseline year for data collecting; Panorama does provide the opportunity to compare our results with schools around the country
- Dr. Wicks and Dr. Ridder will host Staff Focus Groups in February
- Climate and Culture Initiatives - SSHS: Strengthening Belonging and Attendance for Emerging Bilingual Students; YVHS: Connection Circle and partnership with Youth Resilience; SSMS: School-wide systems and systematic recognition; Sleeping Giant School: Student Voice and Belonging; Soda Creek Elementary: Core Values and Restorative Practices for Staff and Students; Strawberry Park Elementary: Student Belonging
- Priority Two: Enhanced Learning Experiences through Community Partnerships - By June 2027, 100% of schools will provide access to local, regional, and national organizations to provide students with opportunities to experience learning through embedded partnerships in the curriculum framework at all levels
- Back to School event for staff had booths set up by community partners and staff were able to visit each booth and get information about the programs and offerings - great networking opportunity
- Lara Craig - Does the Panorama survey extend to students and/or parents? Joe - Panorama has a student survey component with options to compare results with other districts
- Lara Craig - Will we be implementing a student survey this year? Dr. Ridder - Focus is on staff this year; Shelby DeWolfe will be sharing information on Focus Area Two and a student survey in her Board update on February 9
- Dr. Ridder - We will continue our work on student surveys and options for family surveys

Superintendent Succession Process Discussion - Review of Search Firms - Director of Human Services Katie Jacobs

- Information sheet is included in Boardbook for review - Four proposals: McPherson & Jacobson, L.L.C.; Grundmeyer Leader Services (GLS); Hazard, Young, Attea & Associates, Ltd.; Gregory and Denby Associates
- District used McPherson & Jacobson for the last superintendent search; Randy Zila and Christy Sinner are the consultants
- All firms have a 2-3 month recruitment and selection process timeline and will provide different levels of guarantees, consulting opportunities, and their presence in the district during the process
- Dr. Wicks and Katie Jacobs recommend McPherson & Jacobson based on cost, in person engagement, experience, national reach, transparency, and 1 year of consulting work with the Board and new superintendent
- Kevin Callahn decided to make a motion to choose a firm and if the motion doesn't pass then the Board can invite McPherson and Jacobson and Hazard, Young, Attea & Associates to meet with the Board in the next two weeks

Kevin Callahan made a motion and Jane Toothaker seconded to choose Mac and Jake's (McPherson & Jacobson, L.L.C.) proposal and to direct Katie to move forward with that. The motion passed 3-2. Leah Helme and Kim Lemmer voted against the motion.

Finance Update - Establishing Fund 52 - Affordable Housing Fund - Director of Finance and Operations Stephanie Juneau



- Draft resolution 2026-01-02 is included in Boardbook for review
- When you have funds that are specific to a project like this, accounting standards and CDE's chart of accounts guides that you have a separate fund to track the income and the expenditures
- There is a chance with our affordable housing project that the District will spend funds and receive funds before June 30th
- If we establish Fund 52 for affordable housing then Fund 52 budgeted revenues and expenditures can be included in the FY26 amended budget two weeks from now
- Kim Lemmer - Do you have to put money into the account in order to establish it? Stephanie - No, you just need Board approval
- Jane Toothaker - You are just adding another budget line to the existing budget? Stephanie - It is bigger than that and that is why Board approval is part of the process; the fund will be separate and distinct from everything else; the money comes in and the money goes out specifically for the purpose of affordable housing
- Fund 52 is where the revenues from the rent would be deposited and the expenses would go out of it
- We need to establish the fund so that we could put in some budgeted items that would be received and spent by June 30th

Kevin Callahan made a motion and Kim Lemmer seconded to acknowledge receipt of reports and communications as presented by the superintendent. The motion passed unanimously.

8. Public Comment - 5:49 pm

No public comment on non-agenda items.

9. Action Items

9.1 Consideration of Next Steps in the Superintendent Succession Process

- The Superintendent Succession process was reviewed and discussed by the Board under Reports and Communications
- Information sheet is included in Boardbook for review - Four proposals: McPherson & Jacobson, L.L.C.; Grundmeyer Leader Services (GLS); Hazard, Young, Attea & Associates, Ltd.; Gregory and Denby Associates
- Kevin Callahan made a motion and Jane Toothaker seconded the motion to choose Mac & Jake's proposal and to direct Katie to move forward with that during the Reports and Communications portion of this meeting. The motion passed 3-2 with Leah Helme and Kim Lemmer voting against the motion.

9.2 Consideration of Adoption of Resolution 2026-01-02 Establishing Fund 52- Affordable Housing Fund

- Copy of the resolution is included in Boardbook for review
- Director of Finance and Operations Stephanie Juneau provided a report on this action item earlier in the meeting under Reports and Communications
- Board members asked clarifying questions during the report

Jane Toothaker made a motion and Leah Helme seconded to direct the District to establish Fund 52, the Affordable Housing Fund. The motion passed unanimously.

10. Board Policy Review

- The Board reviewed and discussed these policies at the Board retreat held at the annual CASB Convention on December 12, 2025
- Policy revisions are presented by the Board of Education Secretary Leah Helme
- Drafts of the policy changes are included in Boardbook for review
- GP-2: Governing Style - First Reading
- GP-3: Board Job Description - First Reading
- GP-5: President's Role - First Reading
- GP-8: Agenda Planning - First Reading
- Board members did not have any additional changes or comments on the above referenced policies
- The revisions to the policies will be considered for a second reading and adoption at the January 26 Board business meeting

11. Board Member Updates/Comments/Debrief



Jane Toothaker

- Attended the annual CASB Convention - great networking and interaction with the Board
- Attended a CTE Program review at SSSH with Kim
- Will be reaching out to schools and committees to get the meetings dates for upcoming meetings

Kim Lemmer

- Attended the annual CASB Convention - onboarding opportunity
- Attended the SCE PIC meeting focused on staff appreciation and gifts
- SCE is working on creating additional parent engagement opportunities by offering evening sessions with child care and dinner
- Attended a SSSH CTE program overview - continue to work on community awareness and internship opportunities

Leah Helme

- Attended CASB Convention
- Attended the CASB Legislative Resolutions and Advocacy organizational meeting - prepping for the legislative session which starts on January 14
- Spoke with Meghan Lukens - need to focus on fully funding public education
- Attended Chalkbeat legislative preview with senators and representatives

Lara Craig

- Attended the CASB Convention - encouraged by the sessions attended
- Attended PIC and SAC meetings -Need more communication on website regarding these meetings
- Attended a session at CASB about coherence - reading the book Coherence - policy and governance

Kevin Callahan

- Attended CASB Convention - more powerful this year
- Appreciate the opportunity to have the Board Retreat at CASB

12. Plan for future meetings

- Strategic Plan Focus Area Three Update - January 26
- FY26 Amended Budget - January 26
- Culturally Linguistic & Diverse Education Review - January 26
- Strategic Plan Focus Area Two Update - February 9
- Dr. Wicks - would like to bring an idea to the Board on how to improve the Coffee with the Board events and community outreach - will be a report/discussion - February 9
- McPherson & Jacobson consultants will attend the January 26 board meeting to meet with the Board to establish a timeline for the superintendent search and meet with the Board members as a group
- Affordable Housing Updates will be part of Board business meetings

Board Workshops

- Lara Craig - Would like to have the Board retreat at the end of June to plan for the 26-27 school year - would like the new superintendent to attend the retreat

Coffee with the Board - Off the Beaten Path Bookstore

- January 14 at 11:30 am with Leah Helme and Kim Lemmer
- February 11 at 4:30 pm - Kevin Callahan and Lara Craig

13. Adjourn Business Meeting

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 6:09 pm. This is the end of the livestream of the meeting.

14. Work Session Call to Order

- Work session called to order at 6:16 pm
- Board members in attendance: Kevin Callahan, Lara Craig, Leah Helme, Kim Lemmer, and Jane Toothaker
- District Staff in Attendance: Superintendent Dr. Celine Wicks, Director of Finance and Operations Stephanie Juneau, Director of Teaching and Learning Dr. Tim Ridder, and Board Secretary Deb Ginesta

15. Work Session Topics

Pros and Cons of Paying Off Certificates of Participation (COP) Debt - Director of Finance and Operations Stephanie Juneau

- District ended FY25 with a larger fund balance than anticipated
- Stephanie would like the Board to consider using the extra fund balance dollars to pay-off the District's current COP debt in the amount of \$1.38M
- District can continue making the \$200K payments annually for the next 10 years; \$50K of the \$200K is interest
- If we spent the funds to pay off the debt, we would have a 22% fund balance and it would free up \$200K in the general fund
- If we don't pay off the debt, we would have a 25% fund balance
- There are no drawbacks to paying this debt off early - no penalties, no additional fees, etc



- Majority of the Board supports paying off this debt
- FY26 Amended Budget will reflect paying off the debt and will be presented to the Board for consideration of adoption on January 26

Staff Evaluation Review - Director of Teaching & Learning Dr. Tim Ridder

- Presentation is included in Boardbook for review
- Colorado State Model Performance Management System (COPMS) is set by the Colorado Department of Education, based on Colorado Statutes
- RANDA is the company used to house the evaluation system
- This presentation will provide the Board with foundational knowledge on our performance management system for teachers, special services providers, and building administrators

Staff evaluated using COPMS

- Teachers - types of teachers with different rubrics: general teachers, teacher librarian, special education teacher and teachers on special assignment
- Special Service Providers (SSPs) - Speech Language Pathologists, Audiologists, Counselors, Nurses, Occupational Therapists, Orientation and Mobility Specialists, Physical Therapists, Psychologists, and Social Workers
- Administrators - Building Principals and Assistant Principals, and Deans (if applicable)

Evaluation

- Each evaluation will receive a final rating (Final Effectiveness Rating)
- Types of ratings are: Highly Effective; Effective; Partially Effective; Ineffective
- Ratings are calculated by combining Professional Practices with Measures of Student Learning or Measures of Student Outcomes; 70% is Professional Practices and 30% is Measures of Student Learning/Outcomes (MSLs/MSOs); This was previously 50%/50% and the state changed it to 70/30; want to focus on the art and science of teaching
- MSL/MSO (2 types) (SSPs are an exception): Individual attributed measure (attributed to one licensed educator) and Collectively-attributed growth measure (attributed to two or more licensed educators)

Professional Practices

- Are what evaluators use to inform their observations, data collection, documentation, and preparation for feedback in support of the educator's practice and growth
- Practices are tied to specific roles within the District; rubric allows for evaluator to compare actual practice to job performance expectations through standards in the rubric
- The rubrics in the state model evaluation system are asset-based and build upon each other across the levels
- Teachers, SSPs, and administrators have 4 standards in their rubric - see page 8 of the presentation for the list of each standard

Educator Evaluation Cycle

- Beginning of Year Connection: Training on System provided; Professional Growth Goals and Measures of Student Outcomes Determined; Self Assessment Completed
- Fall Connection: Self Assessment Reviewed; Professional Growth Plan Reviewed; MSL/MSO reviewed and confirmed
- Mid-Year Connection: Check in and progress discussion on Professional Growth Plan; MSL/MSOs; Evaluator shares Professional Practice Rubric; Observation
- Ongoing Activities: Evaluators conduct observations; Evaluators and Evaluatees collect evidence; Evaluators provide feedback and opportunities of reflection
- Spring Connection: Evaluators finalize Professional Practices and MSL/MSO scores to determine Final Effectiveness Rating; consider preliminary goals for next year's Professional Growth Plan

Evaluation Appeals Process

- Procedure/process outlined in District Policy NNP-18: Evaluation of Licensed Staff
- Grounds for appeal of a second consecutive rating below effective must be limited to: evaluator did not follow evaluation procedures; data relied upon was inaccurately attributed to the teacher

Evaluation Discussion and Clarifications

- RANDA provides the baseline and most districts in the state use the RANDA baseline
- Lara Craig - Is there a District Educator Effectiveness Committee? Dr. Ridder - The 1338 Committee meets 2-3 times per year; will provide information to the Board about the committee work
- Lara Craig - Do administrators go through training? Dr. Ridder - Yes, they do an ETrain online class and an in person class and the training is also required for administrator licensing
- Goal setting aligns with Unified Improvement Plans for the District and the School

CASB Convention Debrief

- Kim Lemmer - attended a District Accountability Committee (DAC) session - would like to attend a DAC to learn more about the District DAC
- Kim Lemmer - attended a Policy Governance session - would like to revisit after spending a year on the Board
- Leah Helme - Policy Governance - Monitoring Reports - need to create a plan for monitoring board policies
- Leah Helme - Empowering Student Voice - student board members
- Leah Helme - Special Education - resources and teacher training options



- Lara Craig - District Coherence - What do our Ends really look like? aligning Board work
- Lara Craig - Board Handbook - would like to work on creating a Board handbook with another board member
- Lara Craig - Policy Governance - would like a follow-up with Matt Cook (CASB)
- Lara Craig - Priority Meetings and Agenda Planning
- Kevin Callahan - Agenda Planning
- Kevin Callahan - Superintendent needs to hear one clear voice
- Kevin Callahan - 3 questions following a board meeting: Were all voices heard? Does anyone need more information? Does anyone have more to say?
- Board Discussion for January 26 Board meeting: Will add an agenda item to talk about creating Board sub-committees; Sub-committees to discuss will be Board Policy Monitoring and Agenda Planning

16. Work Session Adjourn

The Steamboat Springs School District RE-2 Board of Education work session adjourned at 7:27 pm.

Board of Education Business Meeting and Work Session minutes for January 12, 2026 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on January 26, 2026:

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Kevin Callahan, President

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026

AGENDA ITEM
REPORTS & COMMUNICATIONS

Reports & Communications

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- Statewide Ballot Initiative to Increase K-12 Funding Discussion - SSEA President Kim Waldschmidt
- Strategic Plan Focus Area One Update - Director of Teaching & Learning Dr. Tim Ridder, SPE Principal Eron Haubert, SGS Assistant Principal Karen Draper, and School Improvement Coordinator Anne Barbier
- Culturally Linguistic & Diverse Education Review - Director of Teaching & Learning Dr. Tim Ridder
- FY26 Amended Budget - Director of Finance and Operations Stephanie Juneau
- Superintendent Search Planning - McPherson & Jacobson, LLC- Dr. Randy Zila and Dr. Christy Sinner

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

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
RESOLUTION NUMBER 2026-01-03**

A RESOLUTION OF THE BOARD OF EDUCATION OF THE STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 SUPPORTING PLACEMENT OF A STATEWIDE BALLOT INITIATIVE ON THE NOVEMBER 2026 BALLOT TO INCREASE K-12 FUNDING

WHEREAS, Colorado ranks nationally below average in per-pupil funding; in 2024-25, the state funded school districts at an average rate of \$11,452 per student. As of 2023, Colorado school districts spent an average of \$1,668 less per pupil than the national average;

WHEREAS, research suggests Colorado will need an additional \$ 4 billion to reach per-pupil funding adequacy levels; and local district budgets remain strained despite occasional bond and mill-levy efforts;

WHEREAS, a statewide ballot measure in November 2026 would enable a sustainable and equitable long-term funding solution, helping to:

- Close the per-pupil funding gap
- Recruit and retain high-quality educators in every Colorado classroom
- And support safe, well-equipped learning environments

NOW, THEREFORE, BE IT RESOLVED, that:

1. The Board of Education of the Steamboat Springs School District RE-2 formally endorses the development and placement of a November 2026 statewide ballot initiative to increase funding for Colorado K-12 education.
2. The Board directs the Superintendent to collaborate with the Steamboat Springs Education Association, the State Board of Education, the Colorado General Assembly, education advocacy groups, and local stakeholders to draft initiative language and ensure its placement on the November 2026 Ballot.
3. The Board commits to ongoing public engagement - town halls, materials, multilingual outreach- to educate voters in Steamboat Springs about the purpose, benefits, costs, and accountability of the initiative.
4. Board members and district leadership are authorized to publicly speak, provide testimony, and advocate in support of the ballot initiative.

Adopted this ___ day of _____, 2026.

Steamboat Springs School District RE-2

By: _____
President, Board of Education

Attest:

Secretary, Board of Education



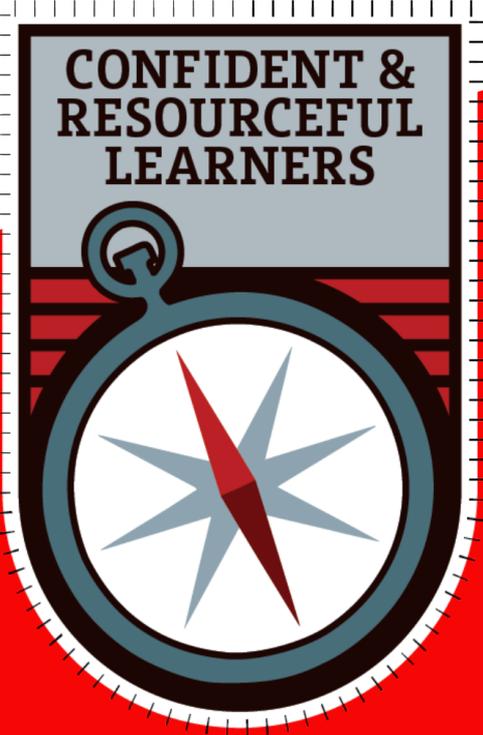
FOCUS AREA ONE: Learning experiences that support students to reach their fullest potential.

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

June 2026 Goal:

78% Achievement

50th percentile growth



2025 Focus Area 1 - Strategic Goal Attainment

Yes or No



CMAS: Grades 3-8

Growth: ELA = Yes; Math = Yes

Achievement: ELA = No; Math = No

PSAT/SAT

Growth:

Reading/Writing: PSAT10 = Yes, SAT11 = No

Math: PSAT9= No, PSAT10= Yes, SAT11= No

Achievement:

Reading/Writing: All levels = Yes,

Math: All levels = No



2024-2025 Accomplishments

Goal 1: Reaching Academic Potential

Steamboat Springs School District has strong and diverse programming that meets the needs of all students including Special Education, Gifted and Talented, and emerging bilingual learners.

- **Preschool Program:**
 - aligned programs
 - laid groundwork to improve all aspects of preschool facilities and programming
 - Showed increased facilities rating on Colorado Shines in 25/26 due to these efforts
- **Student information system**
 - Explored and adopted a Data/MTSS Platform: Panorama
- **Early Literacy Grant Year 3. Well above average progress!!**
- **Piloted and adopted curriculums: K-5 World Cultures, 6-12 French, K-12 Health**



Accomplishments Cont.

- Evaluation of Program effectiveness
 - GE
 - i. Clarified coaching practices and aligned them with district goals and PLC work
 - ii. Improved consistent use of data and updated the Gifted Education mission and vision
 - iii. Expanded equitable enrichment and identification practices across the district
 - iv. Implemented common assessments in elementary and middle school
 - v. Strengthened staff and family engagement through GEAC and stakeholder feedback
 - Special Education
 - i. Strengthened special education leadership and systems through key hires (Special Education Coordinator, BCBA) and implementation of the ENRICH IEP platform
 - ii. Expanded professional learning for staff focused on student behavior, trauma, dyslexia, autism, multilingual evaluations, and data-driven instruction
 - iii. Improved consistency and quality through shared assessments, templates, goal banks, and a district Special Education Handbook
 - iv. Increased staff and family engagement through active work of the Special Education Advisory Council (SEAC)



Goal 1

In Progress

In Progress



Program Enhancements



Reading:

- K - 3 Early Literacy Grant - Implement literacy support and intervention instruction programs to help kindergarten through third-grade students achieve reading competency. The literacy coaches and consultant are also working with Grades 4 and 5 to provide teacher training and support.

Math

- Different model this year with iReady. Coaching and Consultancy. High school administrators and teachers collaborated to leverage high quality pd from Carnegie Learning platform enhance math instruction.

Writing

- Elementary Level - Diving into Into Reading writing curriculum and working with Strive consultant around some writing processes.

Health

- Implementing new resources ETR Health SMART

World Cultures

- implementing new resources





EB program evaluation - Emergent Bilingual (EB) & Biliteracy Programs are participating in Curriculum review process which has led to CLDE evaluation of programming which Tim will be sharing right after us.

CTE - has done so much work - that update is coming in two weeks with Focus Area 3 presentation

Preschool Program Highlights

- Teacher retention
- Weekly check-in meetings with each school
- Bi-weekly PLC meeting with lead teachers (curriculum mapping)
- Classroom observations (three)
- Goal setting
- Conscious Discipline PD (coaching and training)
- OG training in March
- All schools got a 4 in SHINE (highest rating an SHINES alternative pathway for school district)
- Licensing came to all preschools, very successful visits
- Additional ECSE - Early Childhood Special Educator



Program Enhancements - GIFTED EDUCATION



As part of our ongoing capacity building, Dr. Richard Cash, former Director of Gifted Programs and author, provided professional development for all licensed staff last August.

- Focused on strengthening differentiation and questioning practices
- Emphasized critical thinking, problem-solving, and decision-making
- Supports more responsive and rigorous instruction across all content areas
- Continuing PD through EdCamp this year





Gifted Education

The Gifted Education Monitoring from CDE (GEM) visit took place in September 2025 and Informed our reflection on the effectiveness of gifted programming

Kristen Atwood will provide an update on recommendation implementation at the Feb 9 Board work session

Ongoing review of ALP timelines and quality is another measure of effectiveness.

99% complete for 2025–26

Program Evaluation - SPECIAL EDUCATION



We evaluate our special education program through the **timeliness and quality of our IEPs, evaluations, and reevaluations.**

- IEPs are completed on time and clearly explain student strengths, needs, how the disability affects learning, and what supports are needed
- Evaluations use multiple, up-to-date data sources, meet timelines, and clearly determine eligibility and educational impact
- Evaluation results directly guide instruction, services, accommodations, progress monitoring, and assessment decisions (including CMAS, PSAT, and SAT through **College Board**)
- Ongoing collaboration with families and staff is a core part of the process

Professional Learning

Early Literacy Grant

On going learning with K - 3 teachers, interventionists, and administrators centered on building sustained high quality reading instruction based on the Science of Reading and ensuring that students have the best chance to leave third grade reading at grade level proficiency

Ed Camp

- **Choice-driven and collaborative** professional development opportunity for staff
- Focus of EdCamp is on Core Beliefs: add 3 beliefs.
- Educators **volunteer to facilitate 1-hour sessions** based on their expertise and experiences.
- Topics align with the **Steamboat Springs School District Strategic Plan** or current district/school initiatives.
- Dr. Cash has offered sessions Oct and Feb for follow-through

High Impact Instruction

A districtwide team of administrators, coaches, and teachers from all schools meets quarterly

The team is defining clear, shared expectations for effective teaching and learning

Building administrators will share updates on the process, progress, and next steps soon

PLC

- PLCs across all buildings are active and focused on student learning
- Teams use student work and data to reflect honestly on instruction and progress
- Systems are in place to align learning across grades, subjects, and schools (K–12)
- Work is grounded at the start of the year and reviewed throughout the year
- High school is working with a consultant; elementary uses a PDSA/STRIVE process in PLCs



Goal 1



Systems Enhancement In Progress

Goal 1 - Systems Enhancement - In Progress



Systems Enhancement

District Technology Team created and developing systems and structures for technology use and adoption for consistency, clarity, and impact

Panorama Data/MTSS system Implementation

- Progress Monitoring - Student Plans
- Documenting student plans and progress
- Ease of Use - Educators have access to and can make plans around data
- Better connections to student learning and progress more effective through transitions.

multi Tiered Systems of Support

MTSS District Implementation Team created and meeting:

- Align administrators to build clarity and consistency within the MTSS process.

The work right now:

- SSSD staff will have an understanding of systems thinking through the lens of MTSS
- SSSD Staff will have a strong understanding of the definitions of, connections to, and differences between Tiers 1, 2, & 3.
- The DITs and SITs will have an understanding of the current inventories for Tier 1 - 3 and what could/ should exist

DIT will consult the district regarding effective implementation of Panoramas.



Goal 1

In Progress - Curriculum Enhancement

The following subjects are currently undergoing a curriculum review:

- **ELA (Reading) Grades 4th and 5th**

This review aims to evaluate and update the curriculum to ensure alignment with educational standards and best practices.

Vertical alignment work:(K-12 Art, K-8 STEM, other TBD)

- Teams work collectively to ensure consistency and alignment K-12.
- Use yearly maps to define the flow, pace, scope, and sequence of instruction to ensure a cohesive and equitable learning experience for all students and equitable learning experience for all students.
- Teams have identified/ will identify targeted next steps to ensure alignment



2024-2025 Accomplishments

Goal 2 - Priority Two: Inclusive Communities of Learning

- SSSD staff and leadership trained in culturally responsive teaching practices.
- SSSD implemented strategies to increase diverse representation
- SSSD staff provided opportunity to pilot a Home Visit program



Goal 2 - In Progress

Professional Learning: CCRTL

Model Classrooms:

- A small number of volunteer classrooms pilot the practice
- Emphasis on fidelity over perfection in real classroom conditions
- Observations are low-stakes and used for learning, not evaluation
- This phase functions as a learning lab, focused on capacity building, shared understanding, and coherence

Initial training with Dr. Hollie took place in late September, followed by a coaching visit in November and a January follow-up to deepen and sustain culturally responsive practices.

Year 2 of the Leadership Academy for administrators

The leadership Academy includes individualized coaching for the administrators at each building. The goal is building-centered goals centered around the school's UIP, ongoing progress monitoring, and targeted support to strengthen implementation and impact across schools.

Goal 2 - In Progress - Increase Diverse Representation



Make sure students from all backgrounds can take part in advanced classes, enrichment, and activities by removing barriers, increasing participation, and using translators during testing so results are accurate

- Families from different schools shared feedback about the EB program during a Colorado Department of Education review
- The district helped more families access health care, preschool, sports, and after-school programs by working with community partners
- Teachers look beyond test scores to identify EB students' strengths, especially when language makes tests less accurate
- Translation, family outreach, and coordination across schools help ensure students are supported and included

Goal 2



In progress - Home Visit Program

What it is

- Voluntary home visits that help teachers and families build strong, trusting relationships outside of school

What we've done

- Program is now managed in-house for long-term sustainability
- 35 home visits completed with 35 different students and families (PreK–8)
- Teachers participated from SPE, SCE, SGS, and SSMS

What's next

- Expand participation, especially at the high school level
- Use family and staff surveys to measure impact and improve the program



Culturally and Linguistically Diverse Education Department (CLDE) of Colorado

**Steamboat Springs School Districts' Program
Review**



What CLDE Reviewed and Why

CLDE Review Data Sources

- Data and strategic plan document reviews
- Interviews with district leaders, principals, teachers, staff, students, and families
- Classroom walkthroughs

Why This Review Matters

- Federal and state civil rights and educational requirements
- Ensuring consistent access to grade-level content for Emerging Bilingual (EB) students
- Supporting our desired change to build sustainable systems to help all students thrive



Review Findings: Observations and Accolades

Theme of these bullets - Meaningful relationships between staff, students and families exists in a welcoming environment where there is a recognition of cultural differences and academic needs of Multilingual students.

- Educators and leaders throughout the district hold an **asset-based view** of emerging bilingual students.
- EB students report having **trusted adults** who support them socially and academically.
- Schools demonstrate a strong commitment to **welcoming families of EB students** and fostering a positive environment for newcomers.
- Educators have access to **MLL student profiles and language proficiency data**, supporting initial awareness of EB needs.
- Classroom and library environments reflect **cultural and linguistic diversity**, reinforcing belonging.
- EB parents are **engaged and included in meaningful school activities and decision-making**.
- **Translation and interpretation is provided** for families, and they know how to access support with the family liaisons and community liaison.



Four Priorities for our District to Improve

Priority 1 - An updated and clearly communicated **District ELD Guidebook** that outlines expectations for planning, ELD instruction, and monitoring, as well as identification, assessment, and redesignation requirements.

Priority 2 - Districtwide guidance for language development across K–12, including staffing, resources, professional learning guidelines, etc.

Priority 3 - Systematic use of **ACCESS and interim data** to guide overall programmatic and instructional decision-making.

Priority 4 - Clearly defined, and research-based **Biliteracy program models and pathways** across elementary, middle, and high school.



Priority 1 - Development of a LIEP/ ELD Plan

Theme of these bullets - Having an organized plan, utilizing this plan to guide decisions and communicating this plan will benefit staff and families in our district

- The district's ELD Guidebook exists; however, it requires updating and broader communication to ensure consistent implementation across schools.
- Schools reported that sheltered classes are not consistently aligned with grade-level content or curricular resources, resulting in varied access to grade-level instruction for EBs.
- Secondary teachers expressed a desire for EB teachers to provide push-in support in non-sheltered classes to better meet student needs.
- Curriculum is often modified or accommodated for EBs. Educators would benefit from guidance on using linguistic scaffolds to maintain access to rigorous instruction.
- Clarification is needed regarding appropriate assessment practices, including when assessments should be administered in the language of instruction or in students' home languages.
- Some schools indicated they are unable to provide a structured language instruction program for identified EBs due to staffing limitations and scheduling constraints.



Priority 2 - Access to Content for Multilingual Students

Theme of these bullet points - We need to better utilize the expertise in this district. We also need to build a consistent system of professional development and classroom supports.

- Professional learning has introduced foundational language development ideas in pockets but lacks sustained coaching and consistent support from district and school leadership.
- In interviews, teachers consistently expressed a strong desire for additional support with instructional planning, linguistic scaffolding, and modeling of effective strategies to support EB students.
- Teacher and leader roles and schedules do not consistently allow co-planning and coaching time.
- No districtwide framework to articulate expectations for embedded language instruction within content areas.
- Many teachers possess expertise working with EB students, but the use of linguistic scaffolds is inconsistent and often replaced with curriculum modifications that reduce rigor.
- Secondary sheltered courses vary in design and do not consistently provide access to grade-level content.
- Walkthrough tools, feedback cycles, and school-based expectations to support EB students are not yet aligned across the district. While some schools incorporate EB-informed practices across all classroom settings, including ELD, bilingual, grade-level, and content-area instruction, implementation across the system remains inconsistent.



Priority 3 - Data use and programming

Theme of these bullets - We need to build systems that provides a consistent understanding of student data and responses to the data

- Educators have emerging bilingual student data available but limited training on how to interpret and utilize ACCESS results.
- Monitoring of redesignated students varies among school sites.



Priority 4 - Redesigning the SSSD Biliteracy Language Instruction Program Model

Theme of this priority - SSSD has expert teachers who are doing a great job teaching biliteracy, but we need to build “a more sustainable, clearly structured, and consistently implemented model”

- Biliteracy programming is distributed across multiple elementary schools, creating variation in instructional models and making it difficult to maintain balanced English-dominant and Spanish-dominant student cohorts.
- Staff collaboration structures are limited by dispersion, reducing opportunities for joint planning and instructional alignment.
- The district does not currently have a published Content and Language Allocation Plan, resulting in variation in how and when languages are used for instruction.
- Secondary pathways (Spanish Language Arts, Heritage Spanish, and AP offerings) exist but are not clearly connected through a documented K–12 biliteracy pathway.
- Families and educators value the biliteracy program and expressed a desire for a more sustainable, clearly structured, and consistently implemented model.



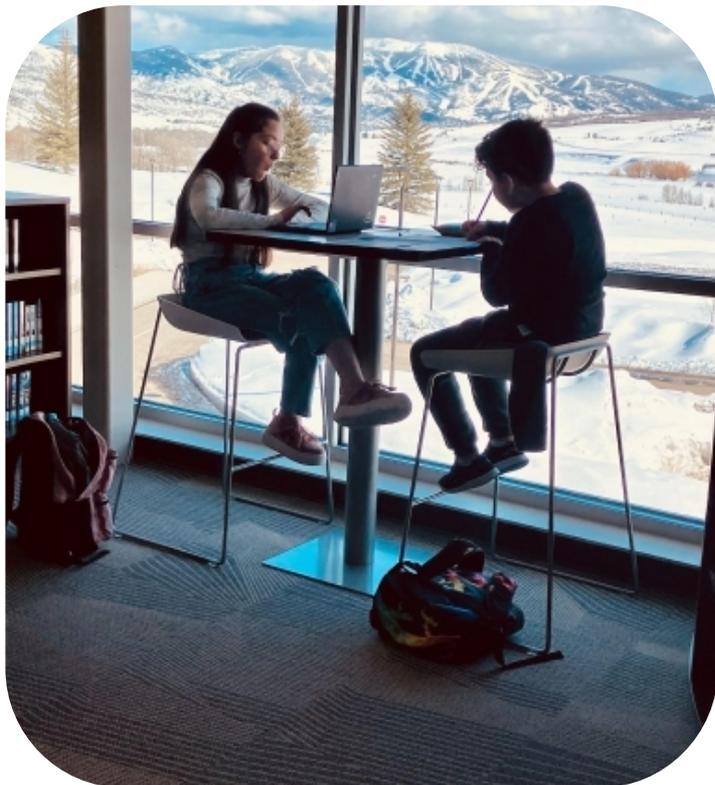
CLDE Program Review - What has been done?

- 12/17/25 - Report was shared with building administrators and district staff
- January - A committee of Building Administrators was formed to start the conversation
- This committee decided that Priority 1 and Priority 4 will be our initial focus
- 1/20/26 - Emerging Bilingual staff were presented with and provided feedback on Priority 1 and Priority 4



CLDE Program Review - What are the next steps?

- **Build a Stakeholder Committee** - This committee will be made up of staff who will discuss the work we will do on Priority 1 and 4
- **Building Administrator Meetings** - Topics will be prioritized for Building Administrators to discuss
- **Emerging Bilingual Team** - Finish the discussion regarding Priorities 1 through 4 and discuss topics that are prioritized
- **Parent Consultation** - We will have meetings with parents to share the CLDE priorities and gather feedback
- **Engage with CLDE staff** - They will provide us with feedback and guidance so we can develop the best system possible for our Multilingual students
- **Action plan development and executed** - Based on feedback from the above groups, create a multiyear action plan that will be executed.



Questions?

CLDE Development Program Review

Steamboat Springs School District – October 2025



Program Review Purpose

The Colorado Department of Education’s Office of Culturally and Linguistically Diverse Education (CLDE) conducted a diagnostic review of the Language Instruction Educational Programs (LIEPs) in Steamboat Springs School District (SSSD) in October 21-23, 2025. The goal of the review was to understand how Emerging Bilingual (EB) students are being supported across instructional settings, identify district strengths, and recommend areas for improvement to ensure EBs have equitable access to grade-level content and language development supports.

Background and Methodology

While Federal and state statute guarantees emerging bilingual students the right to participate meaningfully in public school education programs, and both state and local education agencies that receive federal funding are obligated to act to help EBs overcome language barriers that might interfere with such participation (Castañeda v. Pickard, 1981; Equal Education Opportunities Act; Lau v. Nichols, 1974; [Title III of the Every Student Succeeds Act](#) (formerly the Elementary and Secondary Education Act), and the [Colorado English Language Proficiency Act](#), 2014).

The statutes cited should be read in conjunction with the U.S. Department of Education Office for Civil Rights’ (OCR) and the U.S. Department of Justice’s (DOJ) joint guidance, [“English Learner Students and Limited English Proficient Parents,”](#) published in January 2015, which outlines LEAs’ legal obligations for EB students under civil rights laws and other federal requirements. Although the U.S. Department of Education rescinded the DCL in August 2025, the laws underpinning the letter and the legal requirements described in the guidance remain firmly in place.

Observations and Accolades

- Educators and leaders throughout the district hold an **asset-based view** of emerging bilingual students.
- EB students report having **trusted adults** who support them socially and academically.
- Schools demonstrate a strong commitment to **welcoming families of EB students** and fostering a positive environment for newcomers.
- Educators have access to **EB student profiles and language proficiency data**, supporting initial awareness of EB needs.
- Classroom and library environments reflect **cultural and linguistic diversity**, reinforcing belonging.
- EB parents are **engaged and included in meaningful school activities and decision-making**.
- **Translation and interpretation is provided** for families, and they know how to access support with the family liaisons and community liaison.

Observations and Recommendations

Based on stakeholder focus groups, and classroom observations, CDE recommends Steamboat Springs SD prioritize focus efforts in the following areas:



- An updated and clearly communicated **District ELD Guidebook** that outlines expectations for planning, ELD instruction, and monitoring, as well as identification, assessment, and redesignation requirements.
 - A shift from curriculum modification to **linguistic scaffolding** that supports grade-level rigor.
- **Districtwide guidance** for language development across K–12, including staffing, resources, professional learning guidelines, etc.
 - **Professional learning (PL)** that connects theory to practice through modeling, co-planning, and coaching.
 - A unified **walkthrough tool** aligned to EB instructional expectations for content and ELD classrooms.
- Systematic use of **ACCESS and interim data** to guide overall programmatic and instructional decision-making.
- Clearly defined, and research-based **Biliteracy program models and pathways** across elementary, middle, and high school.

Culturally and Linguistically Diverse Education Priorities

To support sustained districtwide improvement, the following priorities are organized to reflect both the current state of implementation and the capacity required to move toward a coherent, equitable system for emerging bilinguals. Each priority includes justification, findings, and recommendations that build on the strengths identified earlier in the report while clearly outlining next steps toward aligned practice.

Priority 1: Development of LIEP/ELD Plan

Justification: The emerging bilingual population in the district continues to grow, and the district has knowledgeable staff and supports in place to serve EB students. However, schools, educators, students, and families would benefit from clear, districtwide guidance on instructional models and program requirements. Establishing consistent expectations will help ensure that all identified students receive ELD instruction through an evidence-based and coherent instructional program.

Findings:

- The district’s ELD Guidebook exists; however, it requires updating and broader communication to ensure consistent implementation across schools.
- Schools reported that sheltered classes are not consistently aligned with grade-level content or curricular resources, resulting in varied access to grade-level instruction for EBs.
- Secondary teachers expressed a desire for EB teachers to provide push-in support in non-sheltered classes to better meet student needs.
- Curriculum is often modified or accommodated for EBs. Educators would benefit from guidance on using linguistic scaffolds to maintain access to rigorous instruction.
- Clarification is needed regarding appropriate assessment practices, including when assessments should be administered in the language of instruction or in students’ home languages.
- Some schools indicated they are unable to provide a structured language instruction program for identified EBs due to staffing limitations and scheduling constraints.

Recommendations for Next Steps:

Steamboat Springs School District has created unique Language Instruction Educational Program (LIEP) models in each building based on staff and community input. However, interviews and observations indicated that time dedicated for targeted ELD instruction does not reach all identified Non-English Proficient (NEP) and Limited English Proficient (LEP) students. Additionally, classroom teachers are not provided with time to collaborate with ELD teachers during the school



day. Schools with demonstrated academic and linguistic success for their emerging bilingual students, have well defined language instructional models and implement the selected models with fidelity. SSSD must ensure that targeted English language development instruction for all identified EBs occurs regularly as defined by the selected program models. The district must also ensure that ELD instruction is consistently provided at Yampa Valley High School and at North Routt Community Charter School. This may require assigning a part-time ELD teacher or implementing another staffing model that ensures all identified EB students receive appropriate language instruction.

In order to ensure LIEPs are implemented with fidelity and include targeted ELD for all EBs, the review team recommends that the district continues to update the LIEP/ELD plan. This plan represents the vision, commitment, and expectations to meet the social-emotional, academic, and linguistic opportunities of EB students in the district. The LIEP/ELD plan should provide an overview of ELD requirements, district policies and procedures, and describe the language instruction educational program models (including expectations for curricular resources, instructional time for students, and staffing requirements), access to Tier I grade level instruction, and parent/community engagement specific to Steamboat Springs School District. In defining the LIEP models, the district and schools should take into consideration the additional legal requirements to ensure instructional time occurs during testing windows. In this way, schools may still be able to have autonomy in selecting the ELD program model that best suits the needs of their EB students and their staffing resources but would implement the program with specific guidance from the district.

Priority 2: Access to Content for Multilingual Learners Across K-12 Professional Learning and Job-Embedded Coaching

Justification: While educators across Steamboat Springs School District demonstrate deep care and commitment to emerging bilingual students, instructional practices and embedded language-development scaffolds vary widely across classrooms and school sites. A cohesive, districtwide instructional vision that is supported by aligned professional learning, job-embedded coaching, and consistent implementation monitoring is essential to ensure EB students receive equitable access to grade-level content in every classroom. Without a unified approach, EB students experience inconsistent instructional expectations, uneven scaffolding, and variable access to rigorous coursework.

Findings:

- Professional learning has introduced foundational language development ideas in pockets but lacks sustained coaching and consistent support from district and school leadership.
- In interviews, teachers consistently expressed a strong desire for additional support with instructional planning, linguistic scaffolding, and modeling of effective strategies to support EB students.
- Teacher and leader roles and schedules do not consistently allow co-planning and coaching time.
- No districtwide framework to articulate expectations for embedded language instruction within content areas.
- Many teachers possess expertise working with EB students, but the use of linguistic scaffolds is inconsistent and often replaced with curriculum modifications that reduce rigor.
- Secondary sheltered courses vary in design and do not consistently provide access to grade-level content.
- Walkthrough tools, feedback cycles, and school-based expectations to support EB students are not yet aligned across the district. While some schools incorporate EB-informed practices across all classroom settings, including ELD, bilingual, grade-level, and content-area instruction, implementation across the system remains inconsistent.

Recommendations for Next Steps:

Across the district there is a wealth of expertise and knowledge regarding emerging bilingual students. Many teachers, leaders, and coaches have received advanced degrees, professional learning and years of experience working with emerging bilinguals; however, the instructional scaffolds provided to EB students during content instruction are not systemic, nor is there a cohesive vision or expectation for instruction. To ensure all emerging bilingual students have



access to grade-level content in every classroom, the district is encouraged to develop a K–12 language instruction plan that clearly outlines a core set of high-impact instructional practices and expectations for coaches, content teachers, and para-educators, as well as defining the ELD instructional model in each building. These practices should be embedded into daily content instruction, rather than positioned as separate or supplemental. A district-developed plan will support shared language and coherence among teachers, instructional coaches, and school leaders and will align to the district’s strategic plan of fostering learning experiences for students to reach their fullest potential.

This guidance should be developed in collaboration by the respective district and school leadership and their teams. The guidance should identify multiple levels of high impact strategies to provide EB students access to grade level content across the K-12 system and ensure them a pathway to graduation. The understanding and use of the strategies would be delivered throughout the district from Executive Directors, Directors, Principals, Instructional Coordinators, and teachers embracing their role with fidelity while accepting the support and accountability of the work.

The district has recently adopted a Professional Learning Community (PLC) model as its primary structure for professional development. While this model offers several strengths, particularly in fostering collaborative learning and continuous improvement, CDE recommends leveraging internal expertise, ELlevation, or partnering with national experts to provide districtwide professional learning focused on evidence-based practices for supporting emerging bilinguals in content classrooms. Across all focus groups, educators and leaders consistently identified the Culturally Responsive Teaching Practices training facilitated by Dr. Sharroky Hollie as the most impactful professional learning they have received from the district. CDE understands that this training was delivered over multiple sessions, with leaders receiving tools and key indicators to support more focused and informed classroom observations. A professional learning focus similar to that of the CLR work would benefit the emerging bilingual students in the districts and lead to increased use of high impact strategies in the classroom.

Priority 3: Data Use and Program Monitoring

Justification: Effective use of ACCESS and progress monitoring data guides strategic planning, staffing, and instructional decision-making. Consistent monitoring ensures EBs experience continued academic success, including after exiting English language instruction, and supports transparent communication with families and educators.

Findings:

- Educators have emerging bilingual student data available but limited training on how to interpret and utilize ACCESS results.
- Monitoring of redesignated students varies among school sites.

Recommendations for Next Steps:

Districts with strong data practices to effectively evaluate ELD Programs have stakeholders and leadership teams who routinely analyze and evaluate data to inform daily instruction and access to content for EB students and effective implementation of LIEP/ELD program model(s) consistent across district and schools. Interviews and focus groups revealed structured time for grade level, ELD, and content area teachers to meet are present at all schools. However, interviewed staff also expressed some inconsistencies concerning the data team and Multi-Tiered System of Supports (MTSS) infrastructure, coupled with minimal evidence of data analysis to meet EB student needs. Specifically, when seeking to understand Steamboat Springs School District’s problem-solving processes to use data to inform instructional decisions, the review team found data team and MTSS meetings vary depending on school and grade level. Additionally, staff reported that, the “ELD teacher is supposed to be included in data team and MTSS meetings, however scheduling often prevents the ELD teacher from being able to attend,” and teams do not discuss ELP data or instructional practices to support EBs regularly.



Most school sites did not have structured planning time between the ELD team and content teachers built into the master schedules. Staff reported strong collaboration outside of teacher work time or via email. Finally, teachers reported at the beginning of the school year they receive an annual status update regarding the English language instruction plan of their EL students including some strategies they may utilize in the classroom based on the ‘WIDA Can-Do Descriptors’, but no schools reported use of ELD progress monitoring data throughout the school year or modifications to their instructional practices based on data.

Schools that demonstrate growth and achievement for their EBs invest and protect time wisely, particularly instructional time, and time to understand and use data, co-plan, and collaborate. Additionally, it is best practice to include the perspectives of ELD specialists/teachers when discussing English language development growth and performance at every data team meeting. WIDA has updated resources that can be used for instructional planning. Please visit the 2020 ELD Standards Framework documents for more information. Additionally, [WIDA created a Focus Bulletin](#) that illustrates the use of language development portfolios for EB students during data team discussions. CDE recommends, whenever possible, creating common planning times for grade-level teams to collaborate with ELD teachers, coordinators, and staff. Additionally, schools should incorporate EB data analysis into every grade level data team meeting and all MTSS referrals for emerging bilingual students. Another recommendation is to include an ELD specialist/teacher involvement in each school-level MTSS team to determine the lack of adequate progress as well as linguistic scaffolds and interventions to address the concerns. While MTSS is an academic and social behavior system of support, the language needs of the student should be considered at all points of the process from identification to targeted intervention. Tier I, II, and III instruction and interventions should be designed and delivered to support the unique academic, linguistic, and social-emotional needs of EB students. CDE recommends continued support and collaboration from the ELD specialists/teachers to ensure that the instruction provided during Tier I, II, and III instruction and interventions is scaffolded to support the language proficiency level of each student.

Priority 4: Redesigning the SSSD Biliteracy Language Instruction Program Model

Justification: Steamboat Springs School District has a strong commitment to multilingualism and biliteracy, and educators and families consistently expressed pride in students’ heritage languages and cultural identities. However, the current biliteracy programming is spread across multiple school sites, making it difficult to sustain high-quality instructional practices, maintain balanced student language groups, schedule bilingual teachers effectively, and provide consistent professional learning. Research on Two-Way Dual Language (TWDL) and Developmental Bilingual Education models demonstrates that biliteracy programs are most effective when implemented with clear language allocation plans, strong staff collaboration, and coherent program structures from elementary through secondary levels. Consolidating programming into a single school site strengthens implementation coherence and long-term sustainability.

Findings:

- Biliteracy programming is distributed across multiple elementary schools, creating variation in instructional models and making it difficult to maintain balanced English-dominant and Spanish-dominant student cohorts.
- Staff collaboration structures are limited by dispersion, reducing opportunities for joint planning and instructional alignment.
- The district does not currently have a published Content and Language Allocation Plan, resulting in variation in how and when languages are used for instruction.
- Secondary pathways (Spanish Language Arts, Heritage Spanish, and AP offerings) exist but are not clearly connected through a documented K–12 biliteracy pathway.



- Families and educators value the biliteracy program and expressed a desire for a more sustainable, clearly structured, and consistently implemented model.

Recommendations for Next Steps:

National and Colorado-based research on emerging bilingual education consistently shows that districts with small numbers of emerging bilingual students spread across many schools struggle to provide the coherent, high-quality services required under state and federal law. When EB student populations are thinly distributed, schools typically receive small fractions of an ELD teacher, limited bilingual staffing, and inconsistent access to linguistically responsive instruction, conditions that make it difficult to sustain effective programming. Studies of EB cluster schools (Hopkins, 2020) demonstrate that districts that centralize services into a limited number of hub sites are better able to maintain full-time, appropriately credentialed teachers, coherent curriculum and assessment systems, and consistent implementation of sheltered instruction and language development practices. This model is especially beneficial in rural and mountain districts where staffing shortages and enrollment variability make it unrealistic to maintain robust services at every site.

Colorado districts such as Denver Public Schools, Adams 12 Five Star Schools, Boulder Valley School District, and Greeley-Evans D6 have adopted centralized bilingual, dual language, or newcomer programs for exactly these reasons. Their experiences show that consolidating EB programming into a few strategic schools creates the critical mass of students needed to sustain strong biliteracy pathways, newcomer supports, and content-based ELD courses. Research on newcomer and bilingual hubs (Short & Boyson, 2012; CAL, 2023; New America, 2024) further finds that a centralized model strengthens program coherence, promotes teacher collaboration, and enables targeted professional learning.

Given Steamboat's dispersed emerging bilingual student population enrollment, limited bilingual staffing, and reported concerns about inconsistent program implementation, the research strongly suggests that a hub or cluster model would support higher-quality, more sustainable bilingual program. Centralizing dual-language instruction into one or a few schools would allow Steamboat to provide full-time staff, build cohesive curricular pathways, offer intensive supports for newcomers, and ensure that students receive equitable access to research-aligned language instruction. While the district would need to address transportation and choice considerations, the weight of evidence indicates that consolidation could significantly strengthen instructional quality and help the district meet the needs of its growing emerging bilingual population.

References and Resources

Steamboat Springs School District is encouraged to access the support of the Colorado Department of Education and the [Office of Culturally and Linguistically Diverse Education \(CLDE\)](#) in the refinement or modification of its LIEP plan, professional learning needs, or other next steps.

- US Department of Education, English Learner Toolkit, [English Learner Tool Kit for State and Local Education Agencies \(SEAs and LEAs\)](#)
- National Clearinghouse for English Language Acquisition (NCELA), [Newcomer Toolkit, 2023](#)
- U.S. Department of Education's 2015, [Dear Colleague Letter](#)
- CDE WIDA ACCESS On-Track Growth to Standard, [ACCESS Growth Trajectory](#)



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STEAMBOAT SPRINGS SCHOOL DISTRICT 2025-2026 BUDGET



**Where all students will become global thinkers, engaged community members,
and self-aware learners through academically rigorous, community-based,
career-connected learning.**

**January 26, 2026
Amended Fiscal Year 2026 Budget**

Steamboat Springs SCHOOL DISTRICT

PRINCIPAL OFFICIALS

Board of Education

Kevin Callahan.....President
Lara Craig Vice President
Leah Helme..... Secretary
Jane Toothaker Treasurer
Kim Lemmer..... Director

District Administration

Dr. Celine Wicks..... Superintendent
Dr. Tim Ridder..... Director of Teaching & Learning
Stephanie Juneau..... Director of Finance and Operations
Katie Jacobs Director of Human Resources
Kristen Atwood..... Director of Exceptional Student Services
Tim Miles..... Director of Technology
Max Huppert..... Director of Nutritional Services
Pascal Ginesta..... Facilities Manager
Casey Unga..... Transportation Manager

STEAMBOAT SPRINGS SCHOOL DISTRICT
2025-2026
Amended Budget



**Where all students will become global thinkers, engaged community members,
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EXECUTIVE SUMMARY
January 26, 2026
Amended Fiscal Year 2026 Budget

General Fund

Revenue

Total General Fund revenue is budgeted to increase by \$316,076 in FY26 from the original FY26 budget amount of \$48,625,845, which is a 0.7% increase. The primary reason for the increase is an unprecedented Forest Service Receipt (FSR) from Routt County in the amount of \$341,165, which is \$225,000 more than the average receipt over the past 15 years, and \$275,887 more than originally budgeted in FY26. It is important to note that these are one-time funds, and the future status of this distribution is uncertain.

	FY26 Original	FY26 Amended	Variance	Comment
Property taxes	\$17,873,843	17,849,839	(24,004)	Nominal change
Specific ownership taxes	\$1,800,000	1,850,000	50,000	Average 5year collection
State revenue	\$21,950,047	22,081,983	131,936	Literacy grant increase
Federal revenue	\$950,295	1,500,536	550,241	FSR and Perkins increase
County revenue	\$4,761	4,761	0	No change
Interest income	\$300,000	600,000	300,000	Interest rates remain high
Other revenue	\$5,762,899	5,820,801	57,902	Private donation
Transfers to other Funds	(\$16,000)	(\$766,000)	(\$750,000)	To Health and Housing
	\$48,625,845	48,941,921	316,076	

Total Program State Funding Formula

The largest revenue source for SSSD is the State finance formula, which is based primarily on Funded Pupil Count (FPC) and Per Pupil Funding (PPF). The FY26 amended budget includes FPC of 2,487 and PPF of \$11,983 – both of which are lower than originally budgeted. The finance formula was funded using a 2024 inflation rate of 2.3%. The chart below compares PPF and FPC anticipated in the original FY26 budget to actual program funding in FY26.

	FY26 Original	FY26 Amended Budget	Variance
State Per Pupil Funding	\$12,002	\$11,983	(\$19)
Funded Pupil Count	2,493.5	2,486.9	(6.6)
Total Program	\$29,926,987	\$29,801,815	(\$125,172)

Assessed Value, Local Property Taxes, and Specific Ownership Taxes

- Assessed Valuation is 2,073,423,610, or 20% more than last year's 1,728,505,790.
- The District passed a cost of living mill levy in November 2001 which generates \$773,000 in revenue per year.
- The District passed a mill levy override in November 2006. The override started at \$600,000 and increased by \$25,000 each year until it topped out at \$800,000 in 2015.
- The District passed a \$1,200,000 mill levy in November 2019 for staff wage and benefits that grows every year by CPI.
- The District passed a \$2,800,000 mill levy in November 2019 for operations, that was levied for the first time in FY22.
- Specific ownership tax is tax collected from the licensing of vehicles in Routt County. The tax is expected to be \$1,850,000 this year.

State Revenues

State revenues include State Equalization via the State Finance Formula, as well as funding for Special Education, English Language Proficiency, Preschool, Gifted Education, Transportation, and other competitive grants including School Counselor Corp, School Health Professionals, Early Literacy, Vaping Prevention, and the READ Act. State Revenue increased from the original budget by \$131,936 primarily because of supplemental funding awarded for the Early Literacy Grant this year.

County and Local Revenues

Local revenues include income from the half-cent sales tax, district sports revenue, local grants, preschool tuition, and other miscellaneous sources. FY26 local revenue is budgeted to increase by \$57,902 as compared to the original FY26 budget primarily due to a generous private donation received mid-year to support the District's youth mental health initiative.

Federal Revenues

Overall federal revenues are increasing in the amended budget by \$550,241. Half of the increase is a result of the unexpected and one-time FSR funding the District received this year. The other half is comprised of a one-time \$120k Perkins Innovation Grant supporting the expansion of CTE programming at the Steamboat Springs High School, \$72k in EASI (Empowering Action for School Improvement) funding supporting the Yampa Valley High School, and \$82k via the new School Health Services program to provide on-going health services to students who are receiving Medicaid benefits. All other Federal revenue sources including but not limited to Title grants remain very similar to the original budget.

Transfers

Transfers are a movement of money from one fund to another. A transfer from the General Fund effectively reduces available revenue for general operating costs. The District budgeted \$16,000 in a transfer to the Capital Reserve Fund to support the replacement of obsolete copy machines. Additionally, the amended budget includes two new transfers from the General Fund. The first is a \$500,000 transfer to the Health Fund, which continues to experience very high claims. This budgeted transfer will only be completed if the Health Fund's expenditures exceed available revenues and beginning fund balance. The District can not allow the Health Fund balance to be negative. The second is a \$250,000 transfer to the new Affordable Housing Fund to fulfill potential contractual obligations to the developer. The source of this \$250,000 is the unexpected and one-time FSR funding received this fiscal year, which was \$275,887 more than originally budgeted.

NRCCS Allocation

The North Routt Charter School Allocation of \$1,195,029 in FY26 is based on per pupil funding as well as an allocation of the mill levy override revenue on a per pupil basis. Rather than a transfer, this allocation is reflected in the budget as a reduction of revenue in the State revenue category. The allocation decreased by \$16,314 in the amended budget from the original because NRCCS actual funded pupil count was one less than anticipated.

Expenditures

Total General Fund expenditures are budgeted to increase by \$1,391,515 due mostly to the proposed reduction of \$1,380,000 Certificate of Participation (COP) debt.

	FY26 Original	FY26 Amended Budget	Variance
Salaries	\$30,089,966	29,714,524	(375,442)
Benefits	\$11,840,241	11,695,774	(144,467)
Purchased Services	\$5,121,490	5,311,147	189,657
Supplies	\$3,508,918	3,850,685	341,767
C.O.P.	\$205,181	1,585,181	1,380,000
	\$50,765,796	\$52,157,311	\$1,391,515

Payroll expenses are budgeted at 79% of overall general fund expenses in the Amended FY26 budget, which is a reduction from the 82% originally budgeted in FY26 because

1. a few unfilled positions have reduced overall budgeted FTE
2. use of purchased services has increased to meet student needs in unfilled social worker and special service providers positions
3. the denominator (total expenses) has increased to account for the one-time COP principal payment

Fund Balance

The January amended budget has General Fund expenditures exceeding revenues by \$3,215,390, generating a budgeted General Fund balance at FYE26 of \$11,473,937; equivalent to 22% of budgeted expenditures. A 22% General Fund balance position allows the District to cover its cash flow requirements during the months of July through March, when expense are more than revenues.

Food Service Fund

The Food Service Fund is used to account for all activity of the food service program. The food service program provides lunch at all of the district schools, and participates in the Federal National School Lunch program. The entire program is currently staffed by just 7 employees and the Director. The amended budget modifies expenses and revenues aligned with current operations, with a net effect of expenditures exceeding revenues by \$171,368. Budgeted ending fund balance at June 30, 2026 is \$447,067, which is 35% of expenditures. A strong FYE fund balance will enable nutritional services to continue operations in the face of likely increasing costs without relying on a transfer from the General Fund.

Bond Redemption Fund

The Bond Redemption Fund provides revenues based on a property tax mill set by the school board to satisfy the district's bonded indebtedness on an annual basis. The district has a tax levy for indebtedness; therefore, this fund is required by Colorado Revised Statute 22-45-103(b).

The Bond Redemption Fund is budgeted with a beginning fund balance of \$7,518,700 for FY26 in order to meet the December 2025 debt service payment. Total expenditures for FY26 are \$8,144,725 for the repayment of principal and interest on outstanding current bonds. FY26 local property taxes are budgeted to be \$7,225,881, and are based on a mill level of 3.485 mills on a property valuation of \$2,073,423,610.

The District's Legal Debt Limit is calculated by taking 20% of gross Assessed Valuation. With gross Assessed Valuation of \$2,186,243,970, \$437.25 Million is the calculated limit. When subtracting current outstanding debt of \$81.46 Million, this leaves the District with \$355.78 Million of Debt Capacity.

Capital Reserve Fund

The Capital Reserve Fund is used to account for the acquisition of land, construction of new facilities, alterations and improvements to existing structures, and the acquisition of school buses and/or other equipment. The Capital Reserve Fund's FY26 beginning fund balance of \$38,992 plus a \$16,000 transfer from the General Fund has been used to purchase four copy machines throughout the District, replacing copiers that were ten years old. As a result, budgeted FYE26 fund balance will be reduced to \$428. The only source of revenue for the Capital Reserve Fund other than interest earnings is a transfer from the General Fund.

Capital Projects Fund

The Capital Projects Fund is used to account for the capital construction, new instructional technology, existing technology upgrades, and maintenance needs. The proceeds to this fund are the result of the successful November 2017 election, which generates property taxes from 1.146 mills annually, and therefore the fund is required by Colorado Revised Statute 22-54-108.7.

A current Assessed Valuation of \$2,073,423,610 is budgeted to generate property tax revenue of \$2,376,143 in FY26. This fund addresses current needs and sets aside money for future projects. In addition to the major projects planned in the original budget, the amended budget adds \$820,007 in expenditures so that the District can complete spending on the five electric vehicles and three charging stations that have or will be reimbursed via federal and state grants.

Affordable Housing Fund

The new Affordable Housing Fund, established on January 12, 2026, will be used to account for financial transactions related to the development of affordable housing. In the Amended FY26 budget, a \$250,000 transfer from the General Fund is included to fulfill a potential contractual obligation to the developer. Additionally, \$5MM in local revenue and \$5MM in capital outlay are included for possible receipts and expenditures that may occur prior to June 30, 2026. The new Fund 52 is budgeted with a beginning and ending fund balance of \$0.

Health Benefits Fund

The Health Benefits Fund accounts for self-insurance funding of employee health and dental insurance. This plan, administered by a third-party, had a “stop loss” of \$125,000 per claim through December 31, 2025, with an increased “stop-loss” of \$150,000 per claim beginning January 1, 2026. The Health Benefits Fund is budgeted with a beginning fund balance for FY26 of \$264,714 to address future claims and protect against premium increases. This fund is experiencing another high cost year, and is budgeted to collect \$7,658,261 in revenue and expend \$8,422,975 in claims and fees. To cover a potential short-fall in the fund, the FY26 Amended Budget includes a \$500,000 transfer from the General Fund – something that has not been needed since FY17. When including the budgeted transfer, the Health Benefits ending fund balance is projected to be \$0 at June 30, 2026.

Student Activity Fund

The Student Activity Fund is used to account for assets held for students participating in organized clubs. The Fund is completely funded with no taxpayer funds. The Student Activity Fund had a beginning fund balance for 2025-26 of \$471,490. The Student Activity Fund is budgeted with funds available and appropriations of \$1,971,490.

APPROPRIATION RESOLUTION

WHEREAS, the Board of Education of each school district shall adopt an appropriation resolution at the time it adopts the budget. The appropriation resolution shall specify the amount of money appropriated to each fund; except that the operating reserve authorized by section 22-44-106(2) shall not be subject to appropriation for the fiscal year covered by the budget, and except that the appropriation resolution may, by reference, incorporate the budget as adopted by a board of education for the current fiscal year.

WHEREAS, the amounts appropriated to a fund shall not exceed the amount thereof as specified in the adopted budget,

BE IT RESOLVED, by the Board of Education of Steamboat Springs School District No. RE-2 in Routt County, that the amounts shown in the following schedule be appropriated to each fund as specified in the “Amended Budget” for the fiscal year beginning July 1, 2025, and ending June 30, 2026.

<u>FUND</u>	<u>APPROPRIATION</u>
General Fund	\$ 63,631,248
Special Revenue Funds:	
Food Service Fund	1,722,420
Debt Service Funds:	
Bond Redemption Fund	14,944,725
Capital Project Funds:	
Capital Reserve Fund	55,492
Capital Projects Fund	7,748,915
Enterprise Funds:	
Affordable Housing Fund	5,250,000
Internal Service Funds:	
Health Insurance Fund	8,422,975
Student Activity Fund	1,971,490
TOTAL APPROPRIATION	<u>\$103,747,264</u>

President of the Board

Date

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
RESOLUTION NUMBER 2026-01-04
A Resolution of the Board of Education of the
Steamboat Springs School District RE-2
Authorizing the Use of a Portion of
Beginning Fund Balance as Authorized by Colorado Statutes

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, inter-fund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balance in the General Fund, Bond Fund, Capital Reserve Fund, Capital Projects Fund, and Health Fund are each sufficient to allow for one-time expenditures.

NOW, THEREFORE, BE IT RESOLVED:

In accordance with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the fiscal year 2025-2026 Beginning Fund Balance for the following funds:

- **General Fund**, in the amount of **\$3,215,390**, for the purpose of funding compensation, programming, and the principal reduction of a Certificate of Participation.
- **Food Service Fund**, in the amount of **\$171,367**, for the purpose of providing a Federal National School Lunch program during a year in which salary, benefit, food and supply costs are increasing.
- **Bond Fund**, in the amount **\$718,700**, for the purpose of repaying debt with surplus funds accrued in previous years.
- **Capital Reserve Fund**, in the amount of **\$38,564**, for the purpose of replacing copy machines.
- **Health Fund**, in the amount of **\$264,714**, for the purpose of funding health insurance claims using surplus funds accrued in previous years.

BE IT FURTHER RESOLVED, the use of these portions of beginning fund balances for the purposes set forth above will not lead to an ongoing deficit.

President of the Board

Date

STEAMBOAT SPRINGS SCHOOL DISTRICT
2025-2026
Amended Budget



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FINANCIAL SECTION
January 26, 2026
Amended Fiscal Year 2026 Budget

**STEAMBOAT SPRINGS SCHOOL DISTRICT
SUMMARY ALL FUNDS
AMENDED FISCAL YEAR 2026 BUDGET**

	General Fund (10)	Food Service Fund (21)	Bond Fund (31)	Capital Reserve Fund (43)	Capital Projects Fund (46)	Affordable Housing Fund (52)	Health Fund (64)	Student Activity Fund (23)	All funds 2025-2026 Final Budget
Revenue:									
Property taxes	\$17,849,839		\$7,225,881		\$2,376,143				\$27,451,863
Specific ownership taxes	\$1,850,000								\$1,850,000
State	\$22,081,983	\$709,986			\$1,793,000				\$24,584,969
Federal	\$1,500,536	\$350,000							\$1,850,536
County	\$4,761								\$4,761
Interest income	\$600,000	\$16,000	\$200,144	\$500	\$50,000		\$3,261		\$869,905
Other local revenue	\$5,820,801	\$28,000				\$5,000,000	\$7,655,000	\$1,500,000	\$20,003,801
Transfer in (out)	(\$766,000)			\$16,000		\$250,000	\$500,000		\$0
Total Revenue	\$48,941,921	\$1,103,986	\$7,426,025	\$16,500	\$4,219,143	\$5,250,000	\$8,158,261	\$1,500,000	\$76,615,835
Expenditures:									
Salaries	\$29,714,524	\$462,919							\$30,177,443
Benefits	\$11,695,774	\$206,934							\$11,902,708
Purchased services	\$5,311,147	\$500				\$250,000	\$8,422,975		\$13,984,622
Supplies and equipment	\$3,850,685	\$605,000						\$1,500,000	\$5,955,685
Debt service	\$1,585,181		\$8,144,725						\$9,729,906
Capital outlay				\$55,064	\$3,748,915	\$5,000,000			\$8,803,979
Total Expenditures	\$52,157,311	\$1,275,353	\$8,144,725	\$55,064	\$3,748,915	\$5,250,000	\$8,422,975	\$1,500,000	\$80,554,343
Net Income (Loss)	(\$3,215,390)	(\$171,367)	(\$718,700)	(\$38,564)	\$470,228	\$0	(\$264,714)	\$0	(\$3,938,507)
Beginning Fund Balance	\$14,689,327	\$618,434	\$7,518,700	\$38,992	\$3,529,772	\$0	\$264,714	\$471,490	\$27,131,429
Ending Fund Balance	\$11,473,937	\$447,067	\$6,800,000	\$428	\$4,000,000	\$0	\$0	\$471,490	\$23,192,922
Appropriation	\$63,631,248	\$1,722,420	\$14,944,725	\$55,492	\$7,748,915	\$5,250,000	\$8,422,975	\$1,971,490	\$103,747,264
Mill Levy	8.578		3.485		1.146				13.209
Assessed Valuation	2,073,423,610		2,073,423,610		2,073,423,610				

STEAMBOAT SPRINGS SCHOOL DISTRICT

GENERAL FUND SUMMARY OF REVENUE AND EXPENDITURES

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Bud vs FY26 Original	Percent Variance
Beginning Fund Balance	\$10,061,747	\$13,449,733	\$13,449,733	\$13,292,455	\$14,689,327	\$1,396,872	10.5%
Revenue:							
Property taxes	\$17,617,151	\$17,853,735	\$17,889,972	\$17,873,843	\$17,849,839	(\$24,004)	-0.1%
Specific ownership taxes	\$1,917,562	\$1,800,000	\$1,858,178	\$1,800,000	\$1,850,000	\$50,000	2.8%
State revenue	\$19,400,610	\$21,815,495	\$21,902,600	\$21,950,047	\$22,081,983	\$131,936	0.6%
Federal revenue	\$1,216,366	\$1,003,973	\$1,009,353	\$950,295	\$1,500,536	\$550,241	57.9%
County revenue	\$9,034	\$4,761	\$5,899	\$4,761	\$4,761	(\$0)	0.0%
Interest income	\$403,760	\$500,000	\$656,689	\$300,000	\$600,000	\$300,000	100.0%
Other revenue	\$5,663,413	\$5,655,656	\$5,687,893	\$5,762,899	\$5,820,801	\$57,902	1.0%
Transfer (out)	(\$474,544)	\$0	\$0	(\$16,000)	(\$766,000)	(\$750,000)	
Total Revenue	\$45,753,352	\$48,633,619	\$49,010,584	\$48,625,845	\$48,941,921	\$316,076	0.7%
Funds Available	\$55,815,099	\$62,083,352	\$62,460,317	\$61,918,300	\$63,631,248	\$1,712,948	2.8%
K-12 Funded Pupil Count	2,568	2,540	2,540	2,494	2,487	(6.6)	-0.3%
Revenue per Funded Pupil	\$17,820	\$19,147	\$19,296	\$19,501	\$19,680	\$179	0.9%
Expenditures:							
Salaries	\$24,912,102	\$29,221,402	\$28,655,870	\$30,089,966	\$29,714,524	(\$375,442)	-1.2%
Benefits	\$9,505,030	\$11,175,143	\$10,989,030	\$11,840,241	\$11,695,774	(\$144,467)	-1.2%
Purchased Services	\$4,464,964	\$5,305,382	\$4,474,597	\$5,121,490	\$5,311,147	\$189,657	3.7%
Supplies, Equip, Other	\$3,279,731	\$3,679,982	\$3,447,955	\$3,508,918	\$3,850,685	\$341,767	9.7%
C.O.P.	\$203,538	\$204,791	\$203,538	\$205,181	\$1,585,181	\$1,380,000	672.6%
Total expenditures	\$42,365,366	\$49,586,699	\$47,770,990	\$50,765,796	\$52,157,311	\$1,391,515	2.7%
K-12 Funded Pupil Count	2,568	2,540	2,540	2,494	2,487	(6.6)	-0.3%
Expense per Funded Pupil	\$16,501	\$19,522	\$18,807	\$20,359	\$20,973	\$614	3.0%
Surplus/(Deficit)	\$3,387,986	(\$953,080)	\$1,239,594	(\$2,139,951)	(\$3,215,390)	(\$1,075,439)	50.3%
Appropriated Reserve	\$13,449,733	\$15,884,639	\$14,689,327	\$11,152,504	\$11,473,937	\$321,433	2.9%
Appropriation		\$65,471,338		\$61,918,300	\$63,631,248		
Mill Levy	10.276	10.329	10.329	10.329	8.578	(1.751)	-17.0%
Assessed Valuation	\$1,716,839,876	\$1,728,505,790	\$1,728,505,790	\$1,728,505,790	\$2,073,423,610	\$344,917,820	20.0%

STEAMBOAT SPRINGS SCHOOL DISTRICT

FOOD SERVICE FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Budget vs FY26 Original	Percent Variance
Beginning Net Assets	\$508,712	\$568,045	\$568,045	\$568,545	\$618,434	\$49,889	8.8%
Revenue:							
Interest	\$20,951	\$15,000	\$24,488	\$10,000	\$16,000	\$6,000	60.0%
Food sales	\$25,766	\$25,000	\$28,208	\$25,000	\$28,000	\$3,000	0.0%
Federal reimbursement	\$288,939	\$315,000	\$293,002	\$250,000	\$250,000	\$0	0.0%
USDA donated commodities	\$48,693	\$122,966	\$75,764	\$55,000	\$100,000	\$45,000	81.8%
State reimbursement	\$682,396	\$709,986	\$770,041	\$709,986	\$709,986	(\$0)	0.0%
Other Income	\$0	\$0	\$0	\$0	\$0	\$0	
Total Revenue	<u>\$1,066,744</u>	<u>\$1,187,952</u>	<u>\$1,191,503</u>	<u>\$1,049,986</u>	<u>\$1,103,986</u>	<u>\$54,000</u>	<u>5.1%</u>
Funds Available	<u>\$1,575,456</u>	<u>\$1,755,997</u>	<u>\$1,759,548</u>	<u>\$1,618,531</u>	<u>\$1,722,420</u>	<u>\$103,889</u>	<u>6.4%</u>
Expenditures:							
Salaries	\$361,274	\$422,517	\$398,730	\$465,531	\$462,919	(\$2,612)	-0.6%
Benefits	\$163,648	\$196,239	\$183,470	\$220,485	\$206,934	(\$13,551)	-6.1%
Purchased services	\$6,663	\$5,000	\$4,438	\$3,000	\$500	(\$2,500)	-83.3%
Food and milk	\$441,438	\$492,465	\$494,456	\$430,000	\$520,000	\$90,000	20.9%
Supplies	\$34,388	\$45,000	\$33,289	\$50,000	\$40,000	(\$10,000)	-20.0%
Equipment	\$0	\$26,731	\$26,731	\$50,000	\$45,000	(\$5,000)	
Total Expenditures	<u>\$1,007,411</u>	<u>\$1,187,952</u>	<u>\$1,141,114</u>	<u>\$1,219,016</u>	<u>\$1,275,353</u>	<u>\$56,337</u>	<u>4.6%</u>
Surplus/(Deficit)	\$59,333	\$0	\$50,389	(\$169,030)	(\$171,368)	(\$2,338)	
Appropriated Reserve	\$568,045	\$568,045	\$618,434	\$399,515	\$447,066	\$47,551	11.9%
Appropriation		<u>\$1,755,997</u>		<u>\$1,618,531</u>	<u>\$1,722,420</u>	<u>\$103,889</u>	<u>6.4%</u>

STEAMBOAT SPRINGS SCHOOL DISTRICT

BOND REDEMPTION FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Budget vs <u>FY26 Original</u>	Percent <u>Variance</u>
Beginning Fund Balance	\$7,364,964	\$7,646,640	\$7,646,640	\$7,602,286	\$7,518,700	(\$83,586)	-1.1%
Revenue:							
Property taxes	\$9,359,592	\$9,000,000	\$8,877,924	\$8,000,000	\$7,225,881	(\$774,119)	-9.7%
Interest	\$253,109	\$199,875	\$243,611	\$100,000	\$200,144	\$100,144	100.1%
Total Revenue	<u>\$9,612,701</u>	<u>\$9,199,875</u>	<u>\$9,121,535</u>	<u>\$8,100,000</u>	<u>\$7,426,025</u>	(\$673,975)	-8.3%
Funds Available	<u>\$16,977,665</u>	<u>\$16,846,515</u>	<u>\$16,768,175</u>	<u>\$15,702,286</u>	<u>\$14,944,725</u>	(\$757,561)	-4.8%
Expenditures:							
Principal	\$4,805,000	\$4,925,000	\$4,925,000	\$4,015,000	\$4,015,000	\$0	0.0%
Interest	\$4,524,175	\$4,323,025	\$4,323,025	\$4,128,275	\$4,128,275	\$0	0.0%
Paying agent fees	\$1,850	\$1,850	\$1,450	\$1,850	\$1,450	(\$400)	-21.6%
Total Expenditures	<u>\$9,331,025</u>	<u>\$9,249,875</u>	<u>\$9,249,475</u>	<u>\$8,145,125</u>	<u>\$8,144,725</u>	(\$400)	0.0%
Surplus/(Deficit)	\$281,676	(\$50,000)	(\$127,940)	(\$45,125)	(\$718,700)	(\$673,575)	1492.7%
Appropriated Reserve	\$7,646,640	\$7,596,640	\$7,518,700	\$7,557,161	\$6,800,000	(\$757,161)	-10.0%
Appropriation		\$16,846,515		\$15,702,286	\$14,944,725	(\$757,561)	-4.8%
Mill Levy	5.451	5.119	5.119	5.000	3.485	(1.515)	-30.3%
Assessed Valuation	1,716,839,876	1,728,505,790	1,728,505,790	1,728,505,790	2,073,423,610	344,917,820	20.0%

STEAMBOAT SPRINGS SCHOOL DISTRICT

CAPITAL RESERVE FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Budget vs <u>FY26 Original</u>	Percent <u>Variance</u>
Beginning Fund Balance	\$318,072	\$525,097	\$525,097	\$38,641	\$38,992	\$351	0.9%
Revenue:							
Transfers in	\$474,544	\$0	\$0	\$16,000	\$16,000	\$0	
Other income	\$11,411	\$15,014	\$15,366	\$423	\$500	\$77	18.2%
Total Revenue	\$485,955	\$15,014	\$15,366	\$16,423	\$16,500	\$77	0.5%
Funds Available	\$804,027	\$540,111	\$540,463	\$55,064	\$55,492	\$428	0.8%
Expenditures:							
Vehicles	\$60,711	\$500,000	\$487,616	\$0	\$0	\$0	#DIV/0!
Facility projects	\$187,664	\$0	\$0	\$0	\$0	\$0	
Equipment	\$30,556	\$13,855	\$13,855	\$55,064	\$55,064	\$0	
Total Expenditures	\$278,931	\$513,855	\$501,471	\$55,064	\$55,064	\$0	0.0%
Surplus/(Deficit)	\$207,024	(\$498,841)	(\$486,105)	(\$38,641)	(\$38,564)	\$77	-0.2%
Appropriated Reserve	\$525,096	\$26,256	\$38,992	\$0	\$428	\$428	#DIV/0!
Appropriation		\$540,111		\$55,064	\$55,492	\$428	0.8%

STEAMBOAT SPRINGS SCHOOL DISTRICT

CAPITAL PROJECTS FUND

Revenue generated from the November 2017 election. Proceeds will be spent on capital construction,
new instructional technology, existing technology upgrades, and deferred maintenance needs

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Budget vs FY26 Original	Percent Variance
Beginning Fund Balance	\$3,385,986	\$1,843,290	\$1,843,290	\$2,972,234	\$3,529,772	\$557,538	18.8%
Revenue:							
Property Tax	\$1,955,700	\$1,980,868	\$1,985,247	\$2,000,000	\$2,376,143	\$376,143	18.8%
Other income	\$242,738	\$50,000	\$824,594	\$1,750,000	\$1,843,000	\$93,000	5.3%
Total Revenue	<u>\$2,198,438</u>	<u>\$2,030,868</u>	<u>\$2,809,841</u>	<u>\$3,750,000</u>	<u>\$4,219,143</u>	<u>\$469,143</u>	<u>12.5%</u>
Funds Available	<u>\$5,584,424</u>	<u>\$3,874,158</u>	<u>\$4,653,131</u>	<u>\$6,722,234</u>	<u>\$7,748,915</u>	<u>\$1,026,681</u>	<u>15.3%</u>
Expenditures:							
Treasurer Fees	\$4,880	\$5,000	\$4,964	\$5,000	\$5,000	\$0	0.0%
Capital Outlay	\$3,674,402	\$3,029,820	\$1,049,826	\$2,923,908	\$3,743,915	\$820,007	28.0%
Equipment	\$61,852	\$68,569	\$68,569	\$0	\$0	\$0	
Total Expenditures	<u>\$3,741,134</u>	<u>\$3,103,389</u>	<u>\$1,123,359</u>	<u>\$2,928,908</u>	<u>\$3,748,915</u>	<u>\$820,007</u>	<u>28.0%</u>
Surplus/(Deficit)	(\$1,542,696)	(\$1,072,521)	\$1,686,482	\$821,092	\$470,228	(\$350,864)	-42.7%
Appropriated Reserve	\$1,843,290	\$770,769	\$3,529,772	\$3,793,325	\$4,000,000	\$206,675	5.4%
Appropriation		<u>\$3,874,158</u>		<u>\$6,722,233</u>	<u>\$7,748,915</u>	<u>\$2,848,075</u>	<u>73.5%</u>
Mill Levy	1.146	1.146	1.146	1.146	1.146	0.000	0.0%
Assessed Valuation	1,082,633,046	1,716,839,876	1,716,839,876	1,716,839,876	2,073,423,610	356,583,734	20.8%

STEAMBOAT SPRINGS SCHOOL DISTRICT

AFFORDABLE HOUSING FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Bud vs FY26 Original	Percent Variance
Beginning Net Assets	\$0	\$0	\$0	\$0	\$0	\$0	
Revenue:							
Local Revenue	\$0	\$0	\$0	\$0	\$5,000,000	\$5,000,000	
Transfer from General Fund	\$0	\$0	\$0	\$0	\$250,000	\$250,000	
Total Revenue	\$0	\$0	\$0	\$0	\$5,250,000	\$5,250,000	
Funds Available	\$0	\$0	\$0	\$0	\$5,250,000	\$5,250,000	
Expenditures:							
Purchased Services	\$0	\$0	\$0	\$0	\$250,000	\$250,000	
Capital Outlay	\$0	\$0	\$0	\$0	\$5,000,000	\$5,000,000	
Total Expenditures	\$0	\$0	\$0	\$0	\$5,250,000	\$5,250,000	
Surplus/(Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	
Appropriated Reserve	\$0	\$0	\$0	\$0	\$0	\$0	
Appropriation		\$0		\$0	\$5,250,000	\$5,250,000	

STEAMBOAT SPRINGS SCHOOL DISTRICT

HEALTH FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Bud vs FY26 Original	Percent Variance
Beginning Net Assets	\$1,421,917	\$970,296	\$970,296	\$449,296	\$264,714	(\$184,582)	-41.1%
Revenue:							
Contributions	\$5,195,050	\$5,450,000	\$5,540,877	\$6,325,397	\$6,020,000	(\$305,397)	-4.8%
Stop loss reimbursements	\$731,721	\$1,461,000	\$1,843,428	\$175,445	\$1,500,000	\$1,324,555	755.0%
Other	\$334,298	\$160,000	\$368,371	\$125,000	\$138,261	\$13,261	10.6%
Transfer from General Fund	\$0		\$0	\$0	\$500,000	\$500,000	
Total Revenue	\$6,261,070	\$7,071,000	\$7,752,676	\$6,625,842	\$8,158,261	\$1,532,419	23.1%
Funds Available	\$7,682,987	\$8,041,296	\$8,722,972	\$7,075,138	\$8,422,975	\$1,347,837	19.1%
Expenditures:							
Medical & Rx Paid	\$5,902,980	\$6,500,000	\$7,390,363	\$5,866,138	\$7,212,975	\$1,346,837	23.0%
Fees	\$809,711	\$1,071,000	\$1,067,895	\$1,209,000	\$1,210,000	\$1,000	0.1%
Total Expenditures	\$6,712,691	\$7,571,000	\$8,458,258	\$7,075,138	\$8,422,975	\$1,347,837	19.1%
Surplus/(Deficit)	(\$451,621)	(\$500,000)	(\$705,582)	(\$449,296)	(\$264,714)	\$184,582	-41.1%
Appropriated Reserve	\$970,296	\$470,296	\$264,714	\$0	(\$0)	(\$0)	#DIV/0!
Appropriation		\$8,041,296		\$7,075,138	\$8,422,975	\$1,347,837	19.1%

STEAMBOAT SPRINGS SCHOOL DISTRICT

STUDENT ACTIVITY FUND

	2023-2024 <u>Actual</u>	2024-2025 <u>Final Budget</u>	2024-2025 <u>Actual</u>	2025-2026 <u>Original Budget</u>	2025-2026 <u>Final Budget</u>	FY26 Final Bud vs FY26 Original	Percent Variance
Beginning Net Assets	\$576,642	\$660,897	\$660,897	\$660,897	\$471,490	(\$189,407)	-28.7%
Revenue:							
Student programs	\$968,780	\$1,500,000	\$799,580	\$1,500,000	\$1,500,000	\$0	0.0%
Total Revenue	\$968,780	\$1,500,000	\$799,580	\$1,500,000	\$1,500,000	\$0	0.0%
Funds Available	\$1,545,422	\$2,160,897	\$1,460,477	\$2,160,897	\$1,971,490	(\$189,407)	-8.8%
Expenditures:							
Student programs	\$884,525	\$1,500,000	\$988,987	\$1,500,000	\$1,500,000	\$0	0.0%
Total Expenditures	\$884,525	\$1,500,000	\$988,987	\$1,500,000	\$1,500,000	\$0	0.0%
Reserve	\$660,897	\$660,897	\$471,490	\$660,897	\$471,490	(\$189,407)	-28.7%
Appropriation	\$1,545,422	\$2,160,897	\$1,460,477	\$2,160,897	\$1,971,490	(\$189,407)	-8.8%

FY2025-2026 UNIFORM BUDGET SUMMARY

Steamboat Springs School District District Code: 2770 Amended Budget Adopted: January 26, 2026												
Budgeted Pupil Count: 2,486.9		Object Source	10 General Fund	11 Charter School Fund	21 Food Service Fund	23 Pupil Activity Fund	31 Bond Redemption Fund	43 Capital Reserve Fund	46 Capital Project Fund	52 Affordable Housing Fund	64 Health Fund	TOTAL
Beginning Fund Balance (Includes All Reserves)			14,689,327	939,683	618,434	471,490	7,518,700	38,992	3,529,772	-	264,714	28,071,112
Revenues												
Local Sources	1000 - 1999	27,315,669	865,796	44,000	1,500,000	7,426,025	500	4,219,143	5,000,000	7,658,261		54,029,394
Intermediate Sources	2000 - 2999	4,761	-	-	-	-	-	-	-	-	-	4,761
State Sources	3000 - 3999	22,081,983	318,653	709,986	-	-	-	-	-	-	-	23,110,622
Federal Sources	4000 - 4999	1,500,536	15,000	350,000	-	-	-	-	-	-	-	1,865,536
Total Revenues			50,902,949	1,199,449	1,103,986	1,500,000	7,426,025	500	4,219,143	5,000,000	7,658,261	79,010,313
Total Beginning Fund Balance and Reserves			65,592,276	2,139,132	1,722,420	1,971,490	14,944,725	39,492	7,748,915	5,000,000	7,922,975	107,081,425
Total Allocations To/From Other Funds	5600,5700,5800	(1,195,029)	1,195,029	-	-	-	-	-	-	-	-	-
Transfers To/From Other Funds	5200 - 5300	(766,000)	-	-	-	-	16,000	-	250,000	500,000	-	-
Other Sources	5100,5400,5500,5900,5990,5991	-	-	-	-	-	-	-	-	-	-	-
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)			63,631,248	3,334,160	1,722,420	1,971,490	14,944,725	55,492	7,748,915	5,250,000	8,422,975	107,081,425
Expenditures												
Instruction - Program 0010 to 2099												
Salaries	0100	18,564,579	853,743	-	-	-	-	-	-	-	-	19,418,322
Employee Benefits, including object	0200	7,454,253	344,591	-	-	-	-	-	-	-	-	7,798,844
Purchased Services	0300,0400,0500	1,378,049	97,638	-	-	-	-	-	-	-	-	1,475,687
Supplies and Materials	0600	663,150	49,635	-	-	-	-	-	-	-	-	712,785
Property	0700	60,000	-	-	-	-	55,064	-	-	-	-	115,064
Other	0800, 0900	180,878	9,207	-	1,500,000	-	-	-	-	-	-	1,690,085
Total Instruction			28,300,909	1,354,814	-	1,500,000	-	55,064	-	-	-	31,210,787
Supporting Services												
Students - Program 2100												
Salaries	0100	2,427,530	127,356	-	-	-	-	-	-	-	-	2,554,886
Employee Benefits, including object	0200	986,365	30,902	-	-	-	-	-	-	-	-	1,017,267
Purchased Services	0300,0400,0500	574,886	7,868	-	-	-	-	-	-	-	-	582,754
Supplies and Materials	0600	55,787	2,914	-	-	-	-	-	-	-	-	58,701
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	500	5,282	-	-	-	-	-	-	-	-	5,782
Total Students			4,045,068	174,322	-	-	-	-	-	-	-	4,219,389

FY2025-2026 UNIFORM BUDGET SUMMARY

Steamboat Springs School District District Code: 2770 Amended Budget Adopted: January 26, 2026 Budgeted Pupil Count: 2,486.9		Object Source	10 General Fund	11 Charter School Fund	21 Food Service Fund	23 Pupil Activity Fund	31 Bond Redemption Fund	43 Capital Reserve Fund	46 Capital Project Fund	52 Affordable Housing Fund	64 Health Fund	TOTAL
Instructional Staff - Program 2200												
Salaries	0100	1,893,162		-	-	-	-	-	-	-	-	1,893,162
Employee Benefits, including object	0200	655,871		-	-	-	-	-	-	-	-	655,871
Purchased Services	0300,0400,											
	0500	361,117	7,948	-	-	-	-	-	-	-	-	369,065
Supplies and Materials	0600	588,379	834	-	-	-	-	-	-	-	-	589,213
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Staff		3,498,529	8,782	-	-	-	-	-	-	-	-	3,507,311
General Administration - Program 2300, including Program 2303 and												
Salaries	0100	525,992		-	-	-	-	-	-	-	-	525,992
Employee Benefits, including object	0200	168,045		-	-	-	-	-	-	-	-	168,045
Purchased Services	0300,0400,											
	0500	333,630	5,000	-	-	-	-	-	-	-	-	338,630
Supplies and Materials	0600	31,350		-	-	-	-	-	-	-	-	31,350
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	33,500		-	-	-	-	-	-	-	-	33,500
Total School Administration		1,092,517	5,000	-	-	-	-	-	-	-	-	1,097,517
School Administration - Program 2400												
Salaries	0100	2,510,868	125,000	-	-	-	-	-	-	-	-	2,635,868
Employee Benefits, including object	0200	898,731	43,268	-	-	-	-	-	-	-	-	941,999
Purchased Services	0300,0400,											
	0500	7,500	52,129	-	-	-	-	-	-	-	-	59,629
Supplies and Materials	0600	93,105	29,600	-	-	-	-	-	-	-	-	122,705
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	5,950		-	-	-	-	-	-	-	-	5,950
Total School Administration		3,516,154	249,997	-	-	-	-	-	-	-	-	3,766,151
Business Services - Program 2500, including Program 2501												
Salaries	0100	497,124	82,500	-	-	-	-	-	-	-	-	579,624
Employee Benefits, including object	0200	170,945	33,100	-	-	-	-	-	-	-	-	204,045
Purchased Services	0300,0400,											
	0500	202,150	59,751	-	-	-	-	5,000	-	-	-	266,901
Supplies and Materials	0600	4,950		-	-	-	-	-	-	-	-	4,950
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	-	-	-	-	-	-	-	-	-	-	-
Total Business Services		875,169	175,351	-	-	-	-	5,000	-	-	-	1,055,520
Operations and Maintenance - Program 2600												
Salaries	0100	1,189,456		-	-	-	-	-	-	-	-	1,189,456

FY2025-2026 UNIFORM BUDGET SUMMARY

Steamboat Springs School District District Code: 2770 Amended Budget Adopted: January 26, 2026 Budgeted Pupil Count: 2,486.9		Object Source	10 General Fund	11 Charter School Fund	21 Food Service Fund	23 Pupil Activity Fund	31 Bond Redemption Fund	43 Capital Reserve Fund	46 Capital Project Fund	52 Affordable Housing Fund	64 Health Fund	TOTAL
Employee Benefits, including object	0200	513,961	-	-	-	-	-	-	-	-	-	513,961
Purchased Services	0300,0400,0500	1,924,708	123,567	-	-	-	-	86,641	-	-	-	2,134,916
Supplies and Materials	0600	968,015	61,810	-	-	-	-	-	-	-	-	1,029,825
Property	0700	50,000	36,287	-	-	-	-	-	-	-	-	86,287
Other	0800, 0900	-	-	-	-	-	-	-	-	-	-	-
Total Operations and Maintenance		4,646,140	221,664	-	-	-	-	86,641	-	-	-	4,954,445
Student Transportation - Program												
Salaries	0100	801,946	35,573	-	-	-	-	-	-	-	-	837,519
Employee Benefits, including object	0200	366,303	21,584	-	-	-	-	-	-	-	-	387,888
Purchased Services	0300,0400,0500	118,135	3,750	-	-	-	-	-	-	-	-	121,885
Supplies and Materials	0600	161,500	6,000	-	-	-	-	-	-	-	-	167,500
Property	0700	9,900	-	-	-	-	-	-	-	-	-	9,900
Other	0800, 0900	(171,900)	-	-	-	-	-	-	-	-	-	(171,900)
Total Student Transportation		1,285,885	66,907	-	-	-	-	-	-	-	-	1,352,792
Central Support - Program 2800, including Program 2801												
Salaries	0100	1,303,867	-	-	-	-	-	-	-	-	-	1,303,867
Employee Benefits, including object	0200	481,299	-	-	-	-	-	-	-	-	-	481,299
Purchased Services	0300,0400,0500	410,972	51,000	-	-	-	-	-	-	7,212,975	-	7,674,947
Supplies and Materials	0600	1,110,021	-	-	-	-	-	-	-	-	-	1,110,021
Property	0700	-	-	-	-	-	-	-	-	-	-	-
Other	0800, 0900	5,600	-	-	-	-	-	-	-	1,210,000	-	1,215,600
Total Central Support		3,311,759	51,000	-	-	-	-	-	-	8,422,975	-	11,785,734
Food Service Operations - Program 3100												
Salaries	0100	-	-	462,919	-	-	-	-	-	-	-	462,919
Employee Benefits, including object	0200	-	-	206,934	-	-	-	-	-	-	-	206,934
Purchased Services	0300,0400,0500	-	-	520,500	-	-	-	-	-	-	-	520,500
Supplies and Materials	0600	-	-	40,000	-	-	-	-	-	-	-	40,000
Property	0700	-	-	45,000	-	-	-	-	-	-	-	45,000
Other	0800, 0900	-	-	-	-	-	-	-	-	-	-	-
Total Other Support		-	-	1,275,353	-	-	-	-	-	-	-	1,275,353
Total Supporting Services		22,271,221	953,023	1,275,353	-	-	-	91,641	-	8,422,975	-	33,014,213

FY2025-2026 UNIFORM BUDGET SUMMARY

Steamboat Springs School District District Code: 2770 Amended Budget Adopted: January 26, 2026 Budgeted Pupil Count: 2,486.9		10	11	21	23	31	43	46	52	64	TOTAL
Object Source	General Fund	Charter School Fund	Food Service Fund	Pupil Activity Fund	Bond Redemption Fund	Capital Reserve Fund	Capital Project Fund	Affordable Housing Fund	Health Fund		
Property - Program 4000											
Salaries 0100	-	-	-	-	-	-	-	-	-	-	
Employee Benefits, including object 0200	-	-	-	-	-	-	-	-	-	-	
Purchased Services 0300,0400,0500	-	-	-	-	-	-	-	250,000	-	250,000	
Supplies and Materials 0600	-	86,641	-	-	-	-	-	-	-	86,641	
Property 0700	-	-	-	-	-	-	3,657,274	5,000,000	-	8,657,274	
Other 0800, 0900	-	-	-	-	-	-	-	-	-	-	
Total Property	-	86,641	-	-	-	-	3,657,274	5,250,000	-	8,993,914	
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure											
Salaries 0100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	
Employee Benefits, including object 0200	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	
Purchased Services 0300,0400,0500	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	
Supplies and Materials 0600	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	
Property 0700	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	
Other 0800, 0900	1,585,181	-	-	-	8,144,725	-	-	-	-	9,729,906	
Total Other Uses	1,585,181	-	-	-	8,144,725	-	-	-	-	9,729,906	
Total Expenditures	52,157,311	2,394,477	1,275,353	1,500,000	8,144,725	55,064	3,748,915	5,250,000	8,422,975	82,948,820	
APPROPRIATED RESERVES											
Other Reserved Fund Balance (9900) 0840	-	-	-	-	-	-	-	-	-	-	
Other Restricted Reserves (932X) 0840	-	-	-	-	-	-	-	-	-	-	
Reserved Fund Balance (9100) 0840	-	-	-	-	-	-	-	-	-	-	
District Emergency Reserve (9315) 0840	-	-	-	-	-	-	-	-	-	-	
Reserve for TABOR 3% (9321) 0840	-	-	-	-	-	-	-	-	-	-	
Reserve for TABOR - Multi-Year Obligations (9322) 0840	-	-	-	-	-	-	-	-	-	-	
Total Reserves	-	-	-	-	-	-	-	-	-	-	
Total Expenditures and Reserves	52,157,311	2,394,477	1,275,353	1,500,000	8,144,725	55,064	3,748,915	5,250,000	8,422,975	82,948,820	

FY2025-2026 UNIFORM BUDGET SUMMARY

Steamboat Springs School District District Code: 2770 Amended Budget Adopted: January 26, 2026 Budgeted Pupil Count: 2,486.9											
Object Source	10 General Fund	11 Charter School Fund	21 Food Service Fund	23 Pupil Activity Fund	31 Bond Redemption Fund	43 Capital Reserve Fund	46 Capital Project Fund	52 Affordable Housing Fund	64 Health Fund	TOTAL	
BUDGETED ENDING FUND BALANCE											
Non-spendable fund balance (9900)	6710 193,060	850	-	-	-	-	-	-	-	193,910	
Restricted fund balance (9900)	6720 -	17,963	-	-	6,800,000	-	-	-	-	6,817,963	
TABOR 3% emergency reserve (9321)	6721 1,591,424	67,728	-	-	-	-	-	-	-	1,659,152	
TABOR multi year obligations (9322)	6722 -	-	-	-	-	-	-	-	-	-	
District emergency reserve (letter of credit or real estate) (9323)	6723 -	-	-	-	-	-	-	-	-	-	
Colorado Preschool Program (CPP) (9324)	6724 -	-	-	-	-	-	-	-	-	-	
Risk-related / restricted capital reserve (9326)	6726 -	-	-	-	-	-	-	-	-	-	
BEST capital renewal reserve (9327)	6727 -	119,044	-	-	-	-	-	-	-	119,044	
Total program reserve (9328)	6728 -	-	-	-	-	-	-	-	-	-	
Committed fund balance (9900)	6750 -	-	-	-	-	-	-	-	-	-	
Committed fund balance (15% limit) (9200)	6750 -	-	-	-	-	-	-	-	-	-	
Assigned fund balance (9900)	6760 -	1,000	447,067	471,490	-	428	4,000,000	-	-	4,919,985	
Unassigned fund balance (9900)	6770 9,689,453	733,098	-	-	-	-	-	-	-	10,422,551	
Net investment in capital assets (9900)	6790 -	-	-	-	-	-	-	-	-	-	
Restricted net position (9900)	6791 -	-	-	-	-	-	-	-	-	-	
Unrestricted net position (9900)	6792 -	-	-	-	-	-	-	-	-	-	
Total Ending Fund Balance	11,473,937	939,683	447,067	471,490	6,800,000	428	4,000,000	-	-	24,132,604	
Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal	(0)	0	-	-	-	-	0	-	-	0	
Use of a portion of beginning fund balance resolution required?	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	

**STEAMBOAT SPRINGS SCHOOL DISTRICT
2025-2026
Amended Budget**



**Where all students will become global thinkers, engaged community members,
and self-aware learners through academically rigorous, community-based,
career-connected learning.**

**Staffing FTEs by School/Department
January 26, 2026
Amended Fiscal Year 2026 Budget**

FY26 Amended Budget FTEs																				
	PreK-12	Teachers	Specials	Preschool	Staff	Counselors	SpEd	SpEd	EB	Gifted Ed	Teach & Para			Maintenance	Tech	Bus Driver	Nurse &	Building	Total	Student
	Enrollment	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	Intervention	Office Staff	Admin	Custodian	Support	& Nutrition	Health Tech	Sub	Staffing	by
Soda Creek	331.00	18.00	6.00			2.50	4.00	8.00	2.00	0.50	4.00	2.00	2.00	2.00				1.00	52.00	6.37
Strawberry Park	314.00	17.00	6.00			2.00	4.00	7.00	2.00	0.50	4.00	2.00	2.00	2.00				1.00	49.50	6.34
SSMS	458.00	18.00	10.00			2.50	6.00	7.20	2.00	1.50	2.00	2.50	2.00	2.00				1.00	56.70	8.08
SGS	317.00	18.00	6.60			2.50	5.00	6.00	1.50	0.50	4.00	2.00	2.00	2.00				1.00	51.10	6.20
SSHS	853.00	25.12	16.92			6.00	8.00	6.00	2.00	1.00	1.00	6.00	4.00	3.00				2.00	81.04	10.53
YVHS	26.00	2.00				1.00	1.00						1.00						5.00	5.20
Preschool	63.00			17.00			1.00						1.00						19.00	3.32
Support Services			8.50			1.00			3.00				7.00	11.00			10.00		40.50	
Technology													1.00		10.00				11.00	
Maintenance													1.00	6.50					7.50	
Transportation								1.75					1.00	1.00		8.63			12.38	
Food Service													1.00			8.00			9.00	
Total	2,362.00	98.12	54.02	17.00	17.50	29.00	35.95	12.50	4.00	15.00	21.50	29.00	18.50	10.00	16.63	10.00	6.00	394.72	5.98	
FY26 Amended Budget Staffing v FY26 Original Budget Staffing																				
	PreK-12	Teachers	Specials	Preschool	Staff	Counselors	SpEd	SpEd	EB	Gifted Ed	Teach & Para			Maintenance	Tech	Bus Driver	Nurse &	Building	Total	
	Enrollment	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	Intervention	Office Staff	Admin	Custodian	Support	& Nutrition	Health Tech	Sub	Staffing	
Soda Creek	-12.00	0.00	0.00	0.00	0.00	-0.50	0.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1.50	
Strawberry Park	-17.00	0.00	0.00	0.00	0.00	-1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	-1.00	
SSMS	18.00	0.00	0.00	0.00	0.00	-0.50	0.00	0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	-0.30	
SGS	-8.00	0.00	0.00	0.00	0.00	-0.50	0.00	1.00	-0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
SSHS	-2.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
YVHS	-4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
Preschool	-25.00	0.00	0.00	-1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	-1.00	
Support Services		0.00	-2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	-2.00	
Technology		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
Maintenance		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-0.38	0.00	0	0.13	
Food Service		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
Total	-50.50	0.00	(2.00)	(1.00)	(2.50)	0.00	3.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(0.38)	0.00	0.00	(2.68)	

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:

- Individuals wishing to address the Board are limited to three (3) minutes per person wishing to address the Board. If four (4) or more people wish to address the board on a single topic, the Board may allot up to 15 minutes for a collective commentary.
- 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.
- When recognized by the Board, individuals wishing to address the Board, the speaker should provide their name, and who they are representing.
- No action will be taken on any item not scheduled on the agenda. No action will be taken during this portion of the meeting. Any public comment requiring additional discussion or action by the Board must be placed on a future agenda.
- On a scheduled agenda item, the Board may or may not ask clarifying questions of the speaker. However, discussion is limited to Board members.

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

Meeting Date:	January 26, 2026
Agenda Item:	Consideration of Adoption of Resolution 2026-01-03 in Support of a Statewide Ballot Initiative to Increase K-12 Funding
Presented by:	SSEA President Kim Waldschmidt
Core Issues:	The Board is considering endorsing the development and placement of a November 2026 statewide ballot initiative to increase funding for Colorado K-12 education.
Background Info:	Copy of the proposed resolution is included in the packet for review
Policy Implications:	GP-1: Governance Commitment and GP-2: Board Job Description
Fiscal Implications:	None
Options:	<ol style="list-style-type: none"> 1. Adopt Resolution 2026-01-03 in support of a statewide ballot initiative being considered for the November 2026 ballot to increase Colorado K-12 funding 2. not adopt Resolution 2026-01-03
Backup Memoranda Provided?	Copy of the resolution is included in the packet for review
Recommended Action:	Resolved, that the Board of Education adopt Resolution 2026-01-03 endorsing the development and placement of a November 2026 statewide ballot initiative to increase funding for Colorado K-12 education, as presented.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
RESOLUTION NUMBER 2026-01-03**

A RESOLUTION OF THE BOARD OF EDUCATION OF THE STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 SUPPORTING PLACEMENT OF A STATEWIDE BALLOT INITIATIVE ON THE NOVEMBER 2026 BALLOT TO INCREASE K-12 FUNDING

WHEREAS, Colorado ranks nationally below average in per-pupil funding; in 2024-25, the state funded school districts at an average rate of \$11,452 per student. As of 2023, Colorado school districts spent an average of \$1,668 less per pupil than the national average;

WHEREAS, research suggests Colorado will need an additional \$ 4 billion to reach per-pupil funding adequacy levels; and local district budgets remain strained despite occasional bond and mill-levy efforts;

WHEREAS, a statewide ballot measure in November 2026 would enable a sustainable and equitable long-term funding solution, helping to:

- Close the per-pupil funding gap
- Recruit and retain high-quality educators in every Colorado classroom
- And support safe, well-equipped learning environments

NOW, THEREFORE, BE IT RESOLVED, that:

1. The Board of Education of the Steamboat Springs School District RE-2 formally endorses the development and placement of a November 2026 statewide ballot initiative to increase funding for Colorado K-12 education.
2. The Board directs the Superintendent to collaborate with the Steamboat Springs Education Association, the State Board of Education, the Colorado General Assembly, education advocacy groups, and local stakeholders to draft initiative language and ensure its placement on the November 2026 Ballot.
3. The Board commits to ongoing public engagement - town halls, materials, multilingual outreach- to educate voters in Steamboat Springs about the purpose, benefits, costs, and accountability of the initiative.
4. Board members and district leadership are authorized to publicly speak, provide testimony, and advocate in support of the ballot initiative.

Adopted this ___ day of _____, 2026.

Steamboat Springs School District RE-2

By: _____
President, Board of Education

Attest:

Secretary, Board of Education

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

Meeting Date:	January 26, 2026
Agenda Item:	Approval of the 2025-26 Amended Budget and Adoption of the Appropriation Resolution
Presented by:	Director of Finance and Operations, Stephanie Juneau
Core Issues:	In accordance with state statutes, the preliminary budget was presented to the Board of Education on May 19, 2025, for discussion. The Board did a first reading and public hearing of the budget on June 2, 2025. The Board did a second reading and approval of the budget on June 16, 2025. Amending the Budget by January 31, 2026 meets statutes.
Background Info:	The budget as presented incorporates all financial information currently known about the 2025-26 fiscal year.
Policy Implications:	EL-4: Communication and Counsel to the Board; EL-15: Budgeting; EL-16: Financial Administration; EL-17: Asset Protection
Fiscal Implications:	The final budget was prepared with input from the administrative team.
Options:	<ol style="list-style-type: none"> 1. Approve the FY26 Amended Budget and adopt the attached Appropriation Resolution for the FY 2026 budget.
Backup Memoranda Provided?	Copy of the budget is included for review
Recommended Action:	Resolved, that the Board of Education approve the FY26 Amended Budget and adopt the attached Appropriation Resolution.

APPROPRIATION RESOLUTION

WHEREAS, the Board of Education of each school district shall adopt an appropriation resolution at the time it adopts the budget. The appropriation resolution shall specify the amount of money appropriated to each fund; except that the operating reserve authorized by section 22-44-106(2) shall not be subject to appropriation for the fiscal year covered by the budget, and except that the appropriation resolution may, by reference, incorporate the budget as adopted by a board of education for the current fiscal year.

WHEREAS, the amounts appropriated to a fund shall not exceed the amount thereof as specified in the adopted budget,

BE IT RESOLVED, by the Board of Education of Steamboat Springs School District No. RE-2 in Routt County, that the amounts shown in the following schedule be appropriated to each fund as specified in the “Amended Budget” for the fiscal year beginning July 1, 2025, and ending June 30, 2026.

<u>FUND</u>	<u>APPROPRIATION</u>
General Fund	\$ 63,631,248
Special Revenue Funds:	
Food Service Fund	1,722,420
Debt Service Funds:	
Bond Redemption Fund	14,944,725
Capital Project Funds:	
Capital Reserve Fund	55,492
Capital Projects Fund	7,748,915
Enterprise Funds:	
Affordable Housing Fund	5,250,000
Internal Service Funds:	
Health Insurance Fund	8,422,975
Student Activity Fund	1,971,490
TOTAL APPROPRIATION	<u>\$103,747,264</u>

President of the Board

Date

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

Meeting Date:	January 26, 2026
Agenda Item:	Consideration of Adoption of Resolution 2026-01-04 Authorizing Beginning Fund Balance Expenditures
Presented by:	Superintendent Dr. Celine Wicks and Director of Finance and Operations Stephanie Juneau
Core Issues:	Pursuant to EL-15: Budgeting: Financial planning for any fiscal year will align with the Board's Ends policies, not risk fiscal jeopardy, and be derived from a multi-year plan.
Background Info:	The Board may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.
Policy Implications:	EL-15: Budgeting
Fiscal Implications:	Resolution authorizes the use of a portion of the fiscal year 2025-2026 Beginning Fund Balance for the following funds: General Fund = \$3,215,390 Food Service Fund = \$171,367 Bond Fund = \$718,700 Capital Reserve Fund = \$38,564 Health Fund = \$264,714
Options:	<ol style="list-style-type: none"> 1. Adopt Resolution 2026-01-04 authorizing the use of a portion of the fiscal year 2025-26 Beginning Fund Balance as listed in the resolution 2. Not adopt Resolution 2026-01-04
Backup Memoranda Provided?	Resolution 2026-01-04 is included for review
Recommended Action:	Resolved, that the Board of Education adopt Resolution 2026-01-04 authorizing the use of a portion of the fiscal year 2025-26 Beginning Fund Balance as listed in the resolution.

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
RESOLUTION NUMBER 2026-01-04
A Resolution of the Board of Education of the
Steamboat Springs School District RE-2
Authorizing the Use of a Portion of
Beginning Fund Balance as Authorized by Colorado Statutes

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, inter-fund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balance in the General Fund, Bond Fund, Capital Reserve Fund, Capital Projects Fund, and Health Fund are each sufficient to allow for one-time expenditures.

NOW, THEREFORE, BE IT RESOLVED:

In accordance with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the fiscal year 2025-2026 Beginning Fund Balance for the following funds:

- **General Fund**, in the amount of **\$3,215,390**, for the purpose of funding compensation, programming, and the principal reduction of a Certificate of Participation.
- **Food Service Fund**, in the amount of **\$171,367**, for the purpose of providing a Federal National School Lunch program during a year in which salary, benefit, food and supply costs are increasing.
- **Bond Fund**, in the amount **\$718,700**, for the purpose of repaying debt with surplus funds accrued in previous years.
- **Capital Reserve Fund**, in the amount of **\$38,564**, for the purpose of replacing copy machines.
- **Health Fund**, in the amount of **\$264,714**, for the purpose of funding health insurance claims using surplus funds accrued in previous years.

BE IT FURTHER RESOLVED, the use of these portions of beginning fund balances for the purposes set forth above will not lead to an ongoing deficit.

President of the Board

Date

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

Meeting Date:	January 26, 2026
Agenda Item:	Second Reading and Consideration of Adoption of Revisions to Selected Board Policies: <ul style="list-style-type: none"> ● GP-2: Governing Style ● GP-3: Board Job Description ● GP-5: President’s Role ● GP-8: Agenda Planning
Presented by:	Board Secretary Leah Helme
Core Issues:	Pursuant to GP-14: Development and Revision of Board Policy, after the second reading, the policy revisions may be adopted, with or without amendments, by approval of a majority of the Board. A first reading and revision of the policies took place on January 12, 2026. Policies are being revised as reviewed at a Board retreat on December 12, 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.

Governing Style

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

Accordingly:

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

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

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

Board Job Description

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

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

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

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

President's Role

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

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

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

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

Agenda Planning

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

Accordingly:

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

Adopted: November 16, 1998

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

Monitoring Method: Board self-assessment

Monitoring Frequency: December

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

**AGENDA ITEM
BOARD DISCUSSION**

Background Information:

- Board Subcommittees - Establish Process and Procedure for Board subcommittees
- Establish Board **Agenda Planning** Subcommittee
- Establish Board **Policy Monitoring** Subcommittee

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

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

Background Information:

- Board Member Updates
- Meeting Review

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
January 26, 2026**

**AGENDA ITEM
PLAN FOR FUTURE MEETINGS**

Plan for future meetings

- Strategic Plan Focus Area Two Update - February 9
- DAC Committee Update - February 9
- McPherson & Jacobson Superintendent Search Update - February 9
- FY27 Budget Guiding Principles and Trends - March 16
- DAC Committee Update - March 16
- FY27 Budget Draft - May 18
- FY27 Budget - Public Hearing - June 2
- FY27 Budget Adoption - June 22

Board Work Sessions

- Monitoring Compliance Reporting Review - Kristen Atwood- February 9
- Board Policy Monitoring Work Session - TBD

Coffee with the Board - Off the Beaten Path Bookstore

- February 11 at 4:30 pm - Kevin Callahan & Lara Craig

Board Policy Monitoring Schedule

- GP-2; GP-10-E; B/SR-4 - January 26
- B/SR-1,2,3,5;GP-1;GP-2;GP-4;GP-9; GP-10-E - February
- GP-2; GP-10-E - March
- GP-2; GP-7; GP-10-E - April
- EL-8; EL-12; GP-2; GP-10-E; GP-11,12,13,14 - May
- GP-2;GP-5;GP-6;GP-10-E; EL-15;EL-17 - June