

## **Business Meeting and Work Session**

Monday, February 9, 2026 4:00 PM

Steamboat Springs Middle School, 39610 Amethyst Dr, Steamboat Springs, CO  
80487

1. **Business Meeting - Call to Order**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Agenda Review - Approval of Agenda**
5. **Potential Executive Session**  
*Pursuant to EL-4: Communication and Counsel to the Board*
6. **Return to Business Meeting - 4:30 pm**  
**approximate time**
7. **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*
  - 7.1. Employment
  - 7.2. Resignations
  - 7.3. Substitute Teachers 2025-26
  - 7.4. Substitute Paraprofessionals 2025-26
  - 7.5. Acknowledge Receipt of Quarterly Financials through December 31, 2025
8. **Approval of Minutes**  
*Pursuant to Policies: GP-1; GP-3*
9. **Reports and Communications**  
*Pursuant to Policies: EL-4; GP-1; GP-3 and SSSD Strategic Plan*
10. **Community Comments**  
*Pursuant to Policies: GP-1: Governance Commitment; EL-9: 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:*
11. **Board Member Updates/ Comments/Debrief -**  
*Pursuant to Policies: GP-1; GP-3; EL-4*
12. **Plan for Future Meetings**
13. **Adjourn Business Meeting** - End of Livestream Recording
14. **Work Session - Call to Order**
15. **Work Session Topics**
16. **Adjourn Work Session**

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**February 9, 2026**

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

The administration is recommending the following candidates for the 2025-26 and 2026-27 school years:

**Background Information:**

- Anna Allsberry - SSHA head volleyball coach 26-27 - change of status from assistant coach
- Justin Peretz - District Technology Associate Network Engineer
- AJ Prisciandaro - SSHA Assistant Director Spring Play 25-26
- Jason Scicchitano - SSHA .33 FTE Assistant Girls Tennis coach - change of status from head coach
- Natalie Soliozy - SSHA Assistant Girls Lacrosse coach - change of status from .5 FTE coach

**Recommended Action:**

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

District Wide :

Opening created by:

Cody Powers resignation

- o Justin Peretz -Technology Associate Network Engineer

Steamboat Springs High School :

Opening created by:

Wendy Hall retirement

- o Anna Allsberry - Head volleyball coach 26-27 - change of status from assistant coach

Haley Berg resignation

- o AJ Prisciandaro - Assistant Director Spring Play 25-26

Bill Krueger resignation

- o Jason Scicchitano -.33 FTE assistant girls tennis coach 25-26 - change of status from head coach

Paul Brinkman - change of status to volunteer coach

- o Natalie Soliozy - Girls assistant lacrosse coach 25-26 - change of status from .5 FTE assistant coach

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

**AGENDA ITEM  
RESIGNATIONS**

**Background Information:**

**Bill Krueger** has resigned his position as an Assistant coach for boys and girls tennis at Steamboat Springs High School effective January 28, 2026.

**Carol McCormick** has resigned her position as a preschool special education paraprofessional for Sleeping Giant School effective June 2, 2026.

**Recommended Action:**

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

Bill Krueger - coach

Carol McCormick - paraprofessional

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

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

**Background Information:**

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

<u>Name</u>	<u>Endorsement</u>	<u>Lic/Expir.</u>	<u>Preference</u>
Kacprowicz, Emma		1 yr/12-27-26	K-12
Mader, Scott		5 yr/8-27-30	K-12

**Recommended Action:**

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

Emma Kacprowicz  
Scott Mader

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

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

**Background Information:**

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

Stephanie Mandle  
Kim Martin

**Recommended Action:**

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

Stephanie Mandle  
Kim Martin

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

**AGENDA ITEM  
ACKNOWLEDGE RECEIPT OF QUARTERLY FINANCIALS  
THROUGH December 31, 2025**

**Background Information:**

Pursuant to state financial transparency requirements, quarterly financials must be presented to the Board of Education for review at the end of each quarter. After Board review, the financial documents will be posted on the District website on the Financial Transparency page.

**Recommended Action:**

Resolved, that the Board of Education acknowledge receipt of the Quarterly Financials through December 31, 2025.

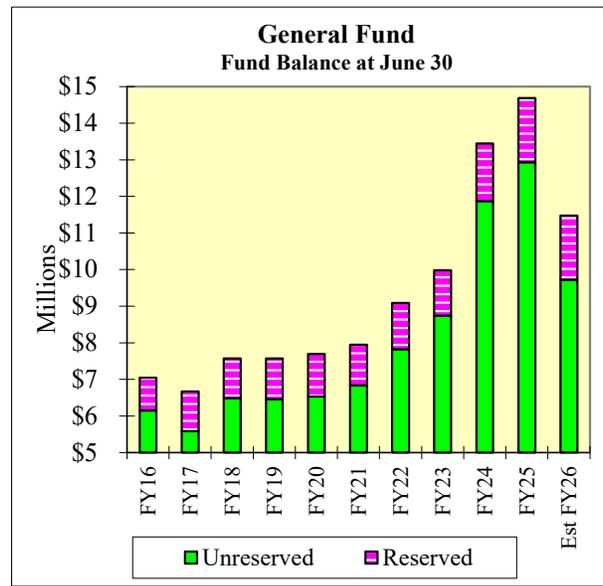
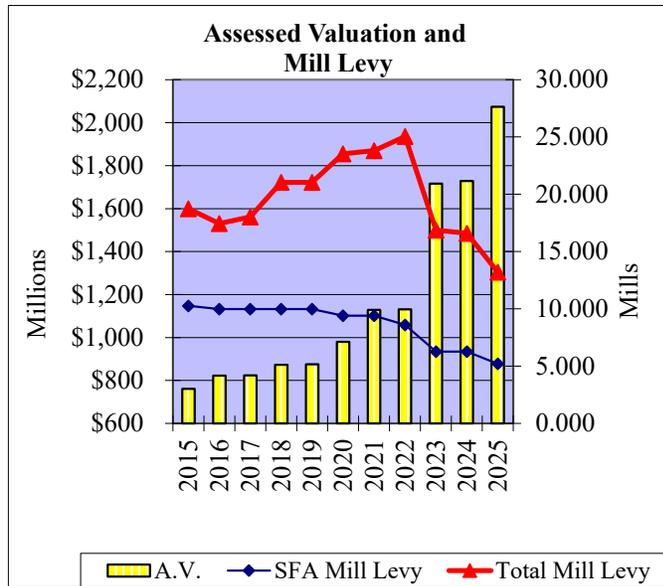
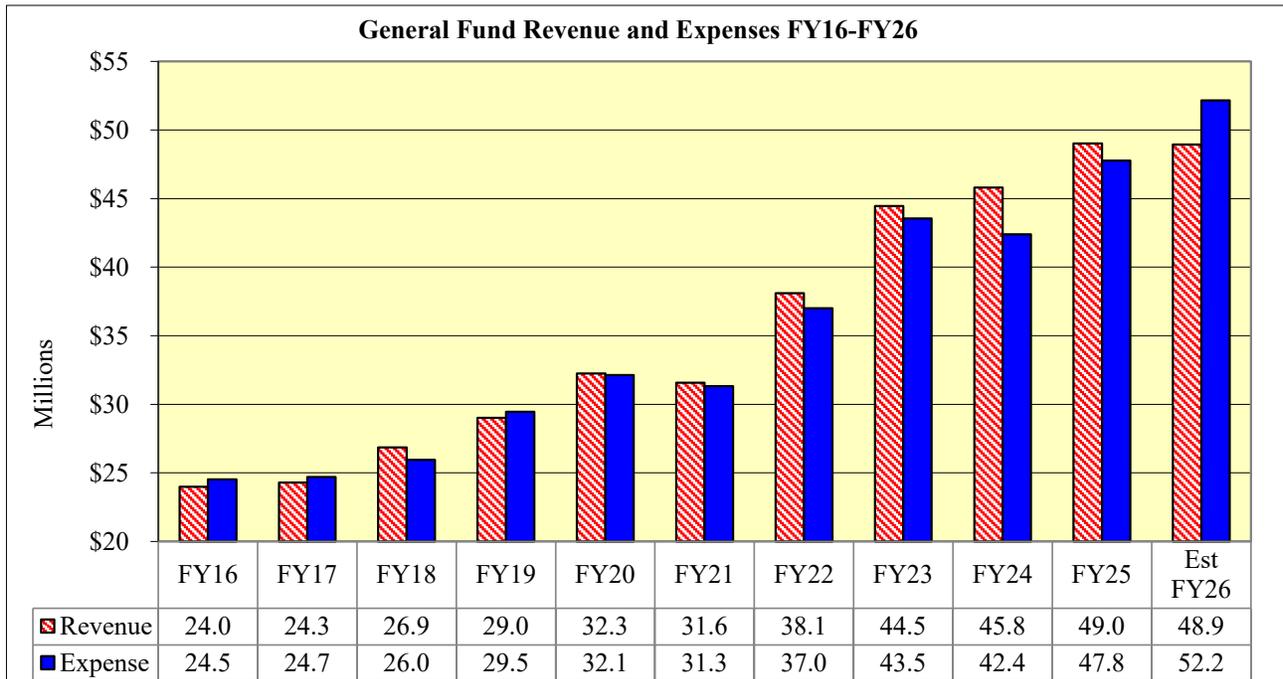
**STEAMBOAT SPRINGS SCHOOL DISTRICT  
2025-2026**



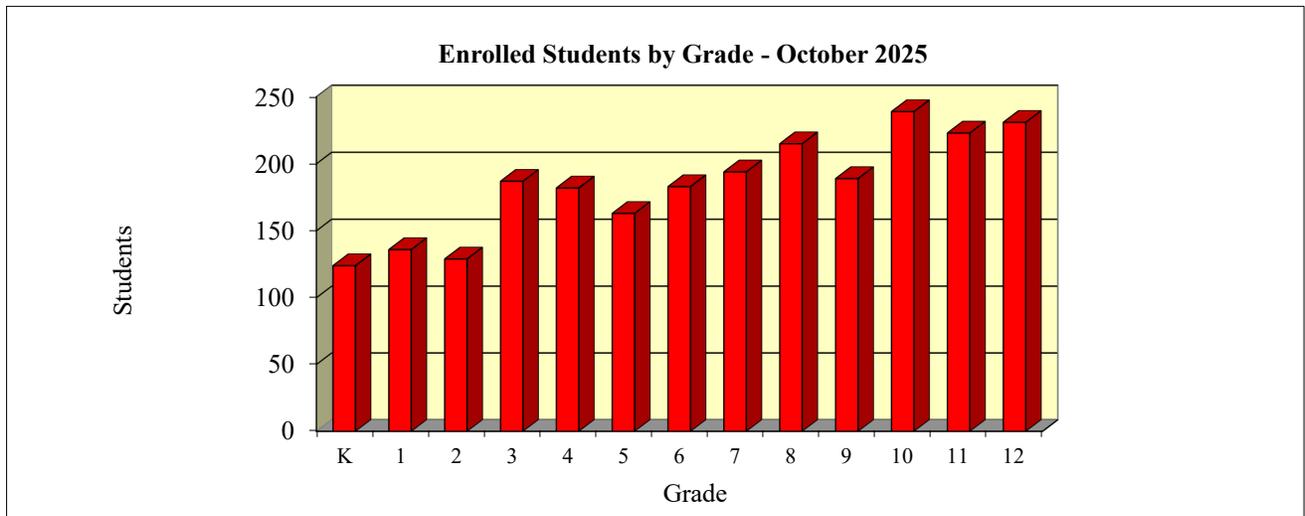
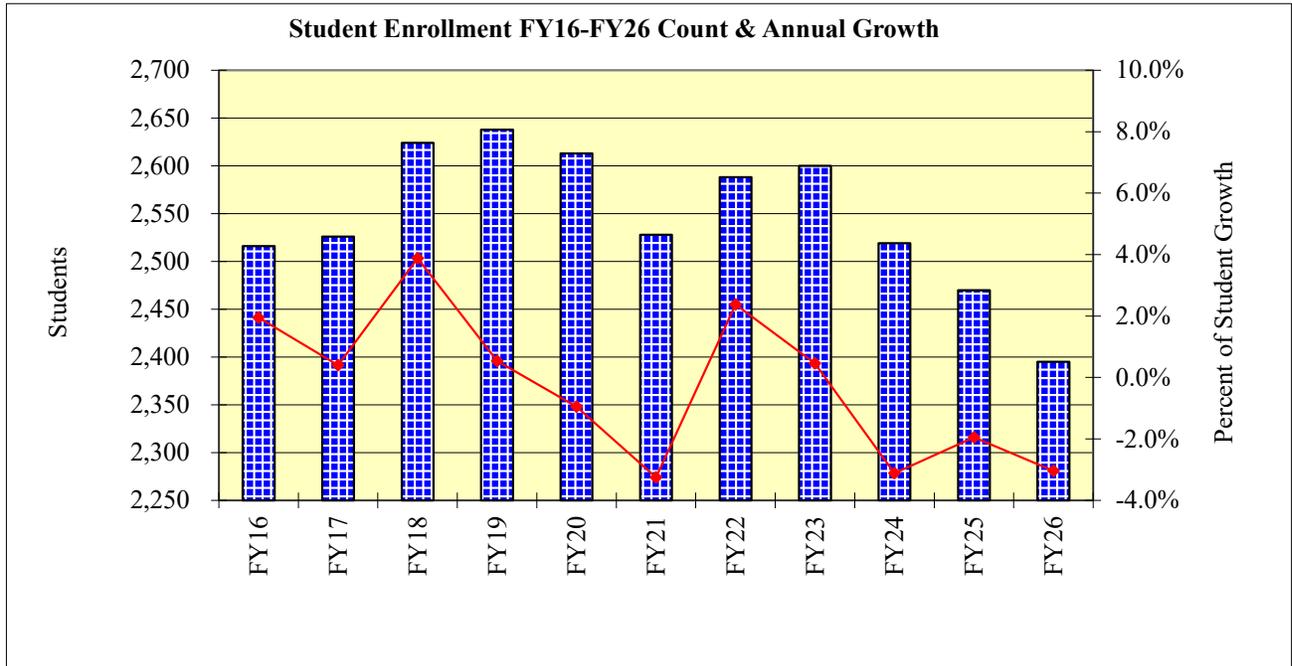
**Where all students will become global thinkers, engaged community members,  
and self-aware learners through academically rigorous, community-based,  
career-connected learning.**

**Quarterly Financial Report  
December 2025**

## Steamboat Springs School District Annual Financial Indicators



## Steamboat Springs School District Annual Enrollment Trends



## Steamboat Springs School District General Fund

The General Fund is used to account for resources traditionally associated with the general operations of the school district. These activities are not required legally or by sound financial management to be accounted for in another fund.

### Balance Sheet As of December 31, 2025

	<u>FY25</u>	<u>FY26</u>	
<b>Assets:</b>			
Cash and cash equivalents	\$13,940,019	\$13,926,141	
Receivables	\$916	\$193,364	
Prepaid expenses	\$79,642	\$193,060	
Due from other Funds	\$2,530	\$550	
<b>Total Assets</b>	<b>\$14,023,107</b>	<b>\$14,313,115</b>	
<b>Liabilities:</b>			
Accounts payable	\$163,145	\$148,853	
Accrued Salaries	\$0	\$0	
Deferred Revenue	\$0	\$185,606	
Due to other funds	\$0	\$0	
<b>Total Liabilities</b>	<b>\$163,145</b>	<b>\$334,458</b>	
<b>Fund Balances:</b>			
Restricted	\$1,575,685	\$1,784,484	
Unassigned	\$12,284,277	\$12,194,173	
<b>Total Fund Balance</b>	<b>\$13,859,963</b>	<b>\$13,978,657</b>	
<b>Total Liabilities and Fund Balance</b>	<b>\$14,023,107</b>	<b>\$14,313,115</b>	

### Income Statement by Object For the Six Months Ended December 31, 2025

	<u>FY26 Budget</u>	<u>YTD Actual</u>	<u>Favorable (Unfavorable)</u>	<u>Percent</u>	<u>FY26 Forecast</u>	<u>FY26 Fore v Bud Favor/(Unfavor)</u>
<b>Revenues</b>						
Property Taxes	\$17,849,839	\$316,367	(\$17,533,472)	1.8%	\$17,849,839	\$0
Specific Ownership Taxes	\$1,850,000	\$767,310	(\$1,082,690)	41.5%	\$1,850,000	\$0
State Revenue	\$22,081,983	\$14,434,000	(\$7,647,983)	65.4%	\$22,081,983	\$0
Federal Revenue	\$1,500,536	\$555,315	(\$945,221)	37.0%	\$1,500,536	\$0
County Revenue	\$4,761	\$2,953	(\$1,808)	62.0%	\$4,761	\$0
Interest income	\$600,000	\$297,553	(\$302,447)	49.6%	\$600,000	\$0
Other revenue	\$5,820,801	\$1,671,869	(\$4,148,933)	28.7%	\$5,820,801	\$0
Transfers	(\$766,000)	(\$16,000)	\$750,000	2.1%	(\$766,000)	\$0
<b>Total Revenues</b>	<b>\$48,941,921</b>	<b>\$ 18,029,367</b>	<b>(\$30,912,554)</b>	<b>36.8%</b>	<b>\$48,941,921</b>	<b>\$0</b>
<b>Expenditures</b>						
Salaries	\$29,714,524	\$10,304,460	\$19,410,064	34.7%	\$29,714,524	\$0
Benefits	\$11,695,774	\$3,832,225	\$7,863,549	32.8%	\$11,695,774	\$0
Purchased services	\$5,311,147	\$1,220,454	\$4,090,693	23.0%	\$5,311,147	\$0
Supplies, Equipment, other	\$3,850,685	\$2,197,925	\$1,652,760	57.1%	\$3,850,685	\$0
COP	\$1,585,181	\$178,604	\$1,406,577	11.3%	\$1,585,181	\$0
<b>Total Expenditures</b>	<b>\$52,157,311</b>	<b>\$17,733,669</b>	<b>\$34,423,642</b>	<b>34.0%</b>	<b>\$52,157,311</b>	<b>\$0</b>
<b>Net Income (Loss)</b>	<b>(\$3,215,390)</b>	<b>\$295,697</b>	<b>\$3,511,088</b>		<b>(\$3,215,390)</b>	<b>\$0</b>

## Steamboat Springs School District

### Food Service Fund

The Food Service Fund is used to account for all activity of the food service program.

#### Balance Sheet As of December 31, 2025

<b>Assets:</b>	<u>FY25</u>	<u>FY26</u>
Cash and cash equivalents	\$490,686	\$464,321
Receivables	\$0	\$0
Inventory	\$964	\$693
Due to other Funds	\$0	\$0
<b>Total Assets</b>	<b><u>\$491,650</u></b>	<b><u>\$465,015</u></b>
<b>Liabilities:</b>		
Accounts payable	\$0	\$0
Accrued Salaries	\$0	\$0
Due from other funds	\$0	\$0
Deferred revenue	\$3,504	\$3,093
<b>Total Liabilities</b>	<b><u>\$3,504</u></b>	<b><u>\$3,093</u></b>
<b>Fund Balances:</b>		
Non-spendable	\$964	\$693
Assigned	\$487,183	\$461,228
<b>Total Fund Balance</b>	<b><u>\$488,147</u></b>	<b><u>\$461,922</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$491,650</u></b>	<b><u>\$465,015</u></b>

#### Income Statement For the Six Months Ended December 31, 2025

	<u>FY26</u> <u>Budget</u>	<u>FY26</u> <u>Actual</u>	Favorable (Unfavorable)	<u>Percent</u>	<u>FY26</u> <u>Forecast</u>	<u>FY26 Fore v Bud</u> <u>Favor/(Unfavor)</u>
<b>Revenues</b>						
Interest	\$16,000	\$10,538	(\$5,462)	65.9%	\$16,000	\$0
Food sales	\$28,000	\$13,742	(\$14,258)	49.1%	\$28,000	\$0
Federal reimbursement	\$250,000	\$74,783	(\$175,217)	29.9%	\$250,000	\$0
Donated commodities	\$100,000	\$0	(\$100,000)	0.0%	\$100,000	\$0
State reimbursement	\$709,986	\$221,966	(\$488,020)	31.3%	\$709,986	\$0
<b>Total Revenues</b>	<b><u>\$1,103,986</u></b>	<b><u>\$321,029</u></b>	<b><u>(\$782,957)</u></b>	<b><u>29.1%</u></b>	<b><u>\$1,103,986</u></b>	<b><u>\$0</u></b>
<b>Expenditures</b>						
Salaries	\$462,919	\$154,534	\$308,385	33.4%	\$462,919	\$0
Benefits	\$206,934	\$68,746	\$138,188	33.2%	\$206,934	\$0
Purchased services	\$500	\$0	\$500	0.0%	\$500	\$0
Food and milk	\$520,000	\$192,611	\$327,389	37.0%	\$520,000	\$0
Supplies & Equipment	\$85,000	\$61,650	\$23,350	72.5%	\$85,000	\$0
<b>Total Expenditures</b>	<b><u>\$1,275,353</u></b>	<b><u>\$477,541</u></b>	<b><u>\$797,812</u></b>	<b><u>37.4%</u></b>	<b><u>\$1,275,353</u></b>	<b><u>\$0</u></b>
<b>Net Income (Loss)</b>	<b><u>(\$171,368)</u></b>	<b><u>(\$156,512)</u></b>	<b><u>\$14,856</u></b>		<b><u>(\$171,368)</u></b>	<b><u>\$0</u></b>

**Steamboat Springs School District**  
**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).

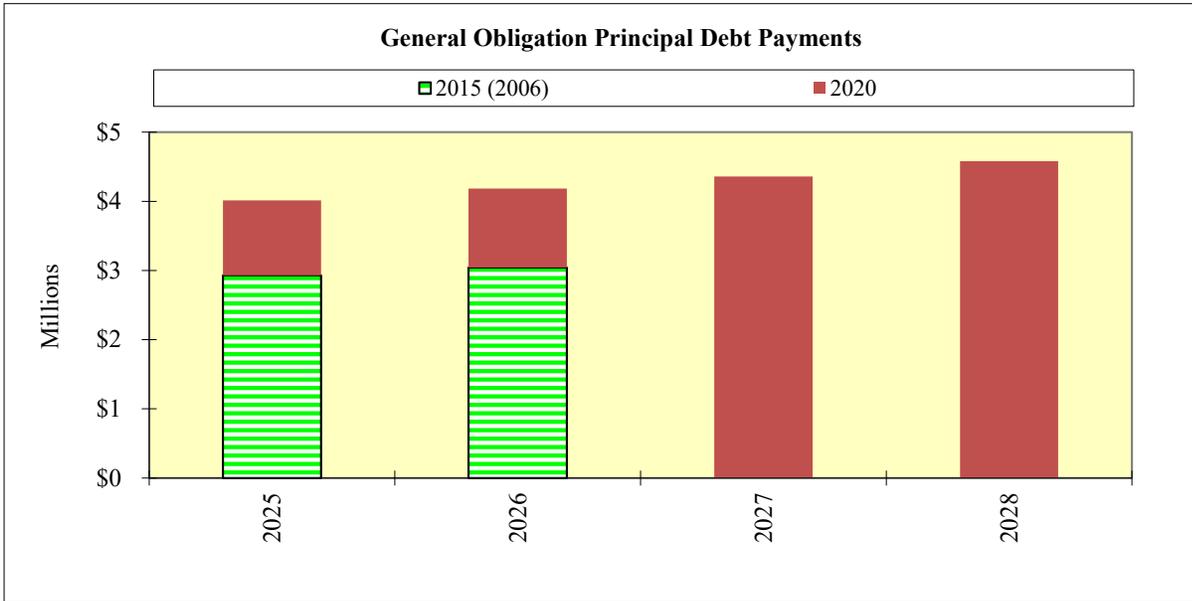
**Balance Sheet**  
**As of December 31, 2025**

<b>Assets:</b>	<u><b>FY25</b></u>	<u><b>FY26</b></u>
Cash and cash equivalents	\$823,703	\$1,689,762
<b>Total Assets</b>	<u><b>\$823,703</b></u>	<u><b>\$1,689,762</b></u>
<b>Liabilities:</b>		
Deferred Revenue	\$0	\$0
Due to other funds	\$0	\$0
<b>Total Liabilities</b>	<u><b>\$0</b></u>	<u><b>\$0</b></u>
<b>Fund Balances:</b>		
Restricted for debt service	\$823,703	\$1,689,762
<b>Total Fund Balance</b>	<u><b>\$823,703</b></u>	<u><b>\$1,689,762</b></u>
<b>Total Liabilities and Fund Balance</b>	<u><b>\$823,703</b></u>	<u><b>\$1,689,762</b></u>

**Income Statement**  
**For the Six Months Ended December 31, 2025**

	<u><b>FY26</b></u> <u><b>Budget</b></u>	<u><b>FY26</b></u> <u><b>Actual</b></u>	Favorable <u><b>(Unfavorable)</b></u>	<u><b>Percent</b></u>	<u><b>FY26</b></u> <u><b>Forecast</b></u>	<u><b>FY26 Fore v Bud</b></u> <u><b>Favor/(Unfavor)</b></u>
<b>Revenues</b>						
Property taxes	\$7,225,881	\$156,790	(\$7,069,091)	2.2%	\$7,225,881	\$0
Other	\$200,144	\$136,272	(\$63,872)	68.1%	\$200,144	\$0
<b>Total Revenues</b>	<u><b>\$7,426,025</b></u>	<u><b>\$293,062</b></u>	<u><b>(\$7,132,963)</b></u>	<u><b>3.9%</b></u>	<u><b>\$7,426,025</b></u>	<u><b>\$0</b></u>
<b>Expenditures</b>						
Principal	\$4,015,000	\$4,015,000	\$0	100.0%	\$4,015,000	\$0
Interest expense	\$4,128,275	\$2,107,000	\$2,021,275	51.0%	\$4,128,275	\$0
Bank fees	\$1,450	\$0	\$1,450	0.0%	\$1,450	\$0
<b>Total Expenditures</b>	<u><b>\$8,144,725</b></u>	<u><b>\$6,122,000</b></u>	<u><b>\$2,022,725</b></u>	<u><b>75.2%</b></u>	<u><b>\$8,144,725</b></u>	<u><b>\$0</b></u>
<b>Net Income (Loss)</b>	<u><b>(\$718,700)</b></u>	<u><b>(\$5,828,938)</b></u>	<u><b>(\$5,110,238)</b></u>		<u><b>(\$718,700)</b></u>	<u><b>\$0</b></u>

**Steamboat Springs School District  
Bond Redemption Fund**



**Legal Debt Limit**

FY26

Assessed Valuation \$2,186,243,970

Rate 20%

Legal Debt Limit \$437,248,794

Current Outstanding Principal \$81,460,000 18.6%

Remaining Legal Debt Limit \$355,788,794 81.4%

**Steamboat Springs School District**  
**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. It is required by Colorado Revised Statute 22-45-103 (C).

**Balance Sheet**  
**As of December 31, 2025**

<b>Assets:</b>	<u>FY25</u>	<u>FY26</u>
Cash and cash equivalents	\$38,194	\$417
Receivables	\$0	\$0
<b>Total Assets</b>	<b><u>\$38,194</u></b>	<b><u>\$417</u></b>
<b>Liabilities:</b>		
Accounts payable	\$0	\$0
Due to other funds	\$0	\$0
<b>Total Liabilities</b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>
<b>Fund Balances:</b>		
Assigned for future projects	\$38,194	\$417
<b>Total Fund Balance</b>	<b><u>\$38,194</u></b>	<b><u>\$417</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$38,194</u></b>	<b><u>\$417</u></b>

**Income Statement**  
**For the Six Months Ended December 31, 2025**

	<u>FY26</u>	<u>FY26</u>	Favorable	<u>Percent</u>	<u>FY26</u>	<u>FY26 Fore v Bud</u>
	<u>Budget</u>	<u>Actual</u>	(Unfavorable)	<u>Percent</u>	<u>Forecast</u>	<u>Favor/(Unfavor)</u>
<b>Revenues</b>						
Transfer from General Fund	\$16,000	\$16,000	\$0	100.0%	\$16,000	\$0
Other income	\$500	\$489	\$11	97.8%	\$500	\$0
<b>Total Revenues</b>	<b><u>\$16,500</u></b>	<b><u>\$16,489</u></b>	<b><u>\$11</u></b>	<b><u>99.9%</u></b>	<b><u>\$16,500</u></b>	<b><u>\$0</u></b>
<b>Expenditures</b>	<u>FY26</u>	<u>FY26</u>	Favorable	<u>Percent</u>	<u>FY26</u>	<u>FY26 Fore v Bud</u>
	<u>Budget</u>	<u>Actual</u>	(Unfavorable)	<u>Percent</u>	<u>Forecast</u>	<u>Favor/(Unfavor)</u>
Equipment	\$55,064	\$55,064	\$0	100.0%	\$55,064	\$0
<b>Total Expenditures</b>	<b><u>\$55,064</u></b>	<b><u>\$55,064</u></b>	<b><u>\$0</u></b>	<b><u>100.0%</u></b>	<b><u>\$55,064</u></b>	<b><u>\$0</u></b>
<b>Net Income (Loss)</b>	<b><u>(\$38,564)</u></b>	<b><u>(\$38,575)</u></b>	<b><u>\$11</u></b>		<b><u>(\$38,564)</u></b>	<b><u>\$0</u></b>

**Steamboat Springs School District**  
**Capital Projects Fund**

The Capital Projects Fund is used to account for the acquisition of land, capital construction of new facilities, alterations and improvements to existing structures, new instructional technology, existing technology upgrades, and maintenance. It is required by Colorado Revised Statute 22-54-108.7.

**Balance Sheet**  
**As of December 31, 2025**

<b>Assets:</b>	<u><b>FY25</b></u>	<u><b>FY26</b></u>
Cash and cash equivalents	\$1,192,961	\$1,032,635
Prepaid expense	\$0	\$0
Due from other funds	\$0	\$0
<b>Total Assets</b>	<b><u>\$1,192,961</u></b>	<b><u>\$1,032,635</u></b>
<b>Liabilities:</b>		
Accounts payable	\$0	\$0
<b>Total Liabilities</b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>
<b>Fund Balances:</b>		
Assigned for future projects	\$1,192,961	\$1,032,635
<b>Total Fund Balance</b>	<b><u>\$1,192,961</u></b>	<b><u>\$1,032,635</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$1,192,961</u></b>	<b><u>\$1,032,635</u></b>

**Income Statement**  
**For the Six Months Ended December 31, 2025**

	<u><b>FY26</b></u>	<u><b>FY26</b></u>	Favorable	<u>Percent</u>	<u><b>FY26</b></u>	<u><b>FY26 Fore v Bud</b></u>
	<u><b>Budget</b></u>	<u><b>Actual</b></u>	<u><b>(Unfavorable)</b></u>		<u><b>Forecast</b></u>	<u><b>Favor/(Unfavor)</b></u>
<b>Revenues</b>						
Property Tax	\$2,376,143	\$35,101	(\$2,341,042)	1.5%	\$2,376,143	\$0
Other income	\$1,843,000	\$39,971	(\$1,803,029)	2.2%	\$1,843,000	\$0
<b>Total Revenues</b>	<b><u>\$4,219,143</u></b>	<b><u>\$75,072</u></b>	<b><u>(\$4,144,071)</u></b>	<b><u>1.8%</u></b>	<b><u>\$4,219,143</u></b>	<b><u>\$0</u></b>
<b>Expenditures</b>						
Facility Projects	\$1,643,915	\$1,225,110	\$418,804	74.5%	\$1,643,915	\$0
Vehicles	\$2,100,000	\$1,347,010	\$752,990	64.1%	\$2,100,000	\$0
Other	\$5,000	\$90	\$4,910	1.8%	\$5,000	\$0
<b>Total Expenditures</b>	<b><u>\$3,748,915</u></b>	<b><u>\$2,572,210</u></b>	<b><u>\$1,176,705</u></b>	<b><u>68.6%</u></b>	<b><u>\$3,748,915</u></b>	<b><u>\$0</u></b>
<b>Net Income (Loss)</b>	<b><u>\$470,228</u></b>	<b><u>(\$2,497,138)</u></b>	<b><u>(\$2,967,367)</u></b>		<b><u>\$470,228</u></b>	<b><u>\$0</u></b>

**Steamboat Springs School District**  
Health Benefits Fund

The Health Benefits fund accounts for the self funding of employee health, dental, vision, life and disability insurance. The revenue to the fund is premiums from the district and employees. Expenditures from the fund include claims, stop-loss premiums and administration fees.

**Balance Sheet**  
**As of December 31, 2025**

<b>Assets:</b>	<u><b>FY25</b></u>	<u><b>FY26</b></u>
Cash and cash equivalents	\$1,103,473	(\$207,881)
Receivables	\$0	\$0
Due from other funds	\$0	\$0
<b>Total Assets</b>	<b><u>\$1,103,473</u></b>	<b><u>(\$207,881)</u></b>
<b>Liabilities:</b>		
Unclaimed property	\$0	\$1,867
Claims payable IBNR	\$796,011	\$825,879
<b>Total Liabilities</b>	<b><u>\$796,011</u></b>	<b><u>\$827,746</u></b>
<b>Fund Balances:</b>		
Assigned for future years	\$307,461	(\$1,035,627)
<b>Total Fund Balance</b>	<b><u>\$307,461</u></b>	<b><u>(\$1,035,627)</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$1,103,473</u></b>	<b><u>(\$207,881)</u></b>

**Income Statement**  
**For the Six Months Ended December 31, 2025**

	<u><b>FY26</b></u>	<u><b>FY26</b></u>	Favorable		<u><b>FY26</b></u>	<u><b>FY26 Fore v Bud</b></u>
	<u><b>Budget</b></u>	<u><b>Actual</b></u>	<u><b>(Unfavorable)</b></u>	<u><b>Percent</b></u>	<u><b>Forecast</b></u>	<u><b>Favor/(Unfavor)</b></u>
<b>Revenues</b>						
Contributions	\$6,020,000	\$2,959,958	(\$3,060,042)	49.2%	\$6,020,000	\$0
Stop loss reimbursements	\$1,500,000	\$835,546	(\$664,454)	55.7%	\$1,500,000	\$0
Cobra & Other	\$135,000	\$28,513	(\$106,487)	21.1%	\$135,000	\$0
Interest	\$3,261	\$3,260	(\$1)	100.0%	\$3,261	\$0
Transfer General Fund	\$500,000	\$0	(\$500,000)	0.0%	\$500,000	\$0
<b>Total Revenues</b>	<b><u>\$8,158,261</u></b>	<b><u>\$3,827,277</u></b>	<b><u>(\$4,330,984)</u></b>	<b><u>46.9%</u></b>	<b><u>\$8,158,261</u></b>	<b><u>\$0</u></b>
<b>Expenditures</b>						
Medical & Rx Paid	\$7,212,975	\$4,564,287	\$2,648,688	63.3%	\$7,212,975	\$0
Fees	\$1,210,000	\$606,565	\$603,435	50.1%	\$1,210,000	\$0
<b>Total Expenditures</b>	<b><u>\$8,422,975</u></b>	<b><u>\$5,170,852</u></b>	<b><u>\$3,252,123</u></b>	<b><u>61.4%</u></b>	<b><u>\$8,422,975</u></b>	<b><u>\$0</u></b>
<b>Net Income (Loss)</b>	<b><u>(\$264,714)</u></b>	<b><u>(\$1,343,575)</u></b>	<b><u>(\$1,078,861)</u></b>	<b><u>507.6%</u></b>	<b><u>(\$264,714)</u></b>	<b><u>\$0</u></b>

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

<b>Meeting Date:</b>	February 9, 2026
<b>Agenda Item:</b>	Approval of the minutes for the Board of Education January 26, 2026 Business Meeting
<b>Presented by:</b>	Secretary to the Board
<b>Core Issues:</b>	GP-19: School Board Meetings
<b>Background Info:</b>	Draft of the minutes is included for review and approval.
<b>Policy Implications:</b>	GP-19: School Board Meetings
<b>Fiscal Implications:</b>	None
<b>Options:</b>	<ol style="list-style-type: none"> <li>1. Approve the Minutes as written.</li> <li>2. Correct the Minutes then approve.</li> </ol>
<b>Backup Memoranda Provided?</b>	Draft of the minutes is included for review and approval.
<b>Recommended Action:</b>	Resolved, that the Board of Education approve the minutes for January 26, 2026, as presented.



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

Minutes  
January 26, 2026  
4:30 PM

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

Jane Toothaker attended the meeting virtually via Google Meet.

**District Administration present and presenting:** Superintendent Dr. Celine Wicks, Director of Teaching & Learning Dr. Tim Ridder, SPE Principal Eron Haubert, SGS Assistant Principal Karen Draper, and Director of Finance and Operations Stephanie Juneau

## **1. Business Meeting - Call to Order**

Kevin Callahan called the business meeting to order at 4:30 pm.

## **2. Pledge of Allegiance**

## **3. Roll Call**

All members present.

## **4. Approval of Agenda**

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

## **5. Consent Agenda Items**

Background information is provided in Boardbook under item 5.

- 5.1 Employment
- 5.2 Resignations
- 5.3 Substitute Teacher 2025-26
- 5.4 Substitute Paraprofessional 2025-26

*Kevin Callahan made a motion and Jane Toothaker seconded to approve consent agenda items 5.1, 5.2, 5.3, and 5.4 as presented. The motion passed unanimously.*

## **6. Approval of Minutes- January 12, 2026 Business Meeting and Work Session**

Background information is provided in Boardbook under item 6.

*Kevin Callahan made a motion and Kim Lemmer seconded to approve the minutes for the January 12, 2026 business meeting and work session, as presented. The motion passed unanimously.*

## **7. Reports and Communication**

Background information is provided in Boardbook under Item 7.

### **Celebrations - Superintendent Dr. Celine Wicks**

- SSHS has been able to expand the wrestling program to include an official girls wrestling team which currently has nine female grapplers. Naki George is leading the team with several tournament podium finishes.
- Two SSHS students, Zoe Anfang and Shea Speer, have been selected as Boettcher Scholarship Semifinalists. The Boettcher scholarship is one of Colorado's most competitive and respected scholarships for senior students and it supports high-achieving Colorado students at partner colleges and universities across the state. Scholars receive \$20,000 per year for up to four years, along with additional institutional support from partner institutions to cover the cost of attendance
- YVHS is launching their comprehensive spring marketing campaign, designed to showcase the school's unique, personalized learning environment and connect with families whose students would thrive in a smaller, tailored setting. Through a strategic multi-media blitz - including radio, local podcasts, video, and print media, the YVHS team is ensuring our community understands the specialized opportunities available to students; YVHS will host an Open House on



Wednesday, March 4th. None of this would be possible without the incredible partnership with YVHS parents. The staff is especially grateful to parents, who have officially established its first Parent Involvement Committee (PIC)

- SSMS- Thank you to SSS and YVHS students for their continued support, engagement, and mentorship of middle school students. From presentations to student panel discussions, these amazing high school students have provided incredible insight to both our sports teams and 8th grade students. The Students for Social Justice Club presented during 8th WIN on the topic: Ethnicity and Race and will return in March for their presentation on Anti-Semitism. Current seniors from both high schools joined the second session of “9 months to 9th Grade” to answer questions, provide advice, and get the incoming class excited about the transition to the next level
- SGS - This year, the middle school teachers created and sustained a wide range of student clubs that run before school, during lunch, and after school. These spaces give students a place to belong, connect, and feel known beyond the classroom. Some of these clubs allow elementary students as well, which builds connections across age levels. Thank you: Student Council - Katie Smith; Chess Club- Elissa Chapman; Fly-Tying Club - Eron Swanson; Art Club - Mariah Bighorn; Drama Club - Kyle Kounovsky; STEM/Science Club - Mitch Stypinski; Crafting Club - Amanda Bell and Nevada Musgrave; and Cooking Club - Kristin Miller
- SPE wants to take a moment to recognize the absolute powerhouses of Special Service Providers on the team, Heather Anderson (OT), Lori Goldsmith (OT), Nicole LeCuyer (Psych), Susan Adams (SSP), Joellen Heydon (SSPA), and Julie Bersen (SSP). They are the bridge builders who ensure that every student has a seat at the table and the tools to succeed. They provide more than just instruction; they provide a voice, a sense of belonging, and the specialized support that turns “I can’t” into “I did.”
- SCE is thrilled to recognize Holly Barclay, Kimber Tatman, Ann Henderson, and Izzy Sucha for their dedication to elevating math instruction at SCE. These educators participated in intensive, three day coaching cycles with a specialist from the Ready Math curriculum. They engaged in a comprehensive process that included learning walks, collaborative co-planning, and co-teaching, followed by in-depth debriefing sessions.
- Jenn Sherman, Amy Piva, Danica Moss, Celeste Vachek, Nevada Musgrave, and Allison Heineman went to Denver for Rural Lobby Day last week. They were fortunate to be able to speak to Senator Dylan Roberts and Rep Meghan Lukens about getting the “Cut the Ropes” measure related to TABOR on the ballot in the upcoming November election. They also spoke to them about trying to get an actuarial study initiated for a state-wide health insurance coalition by pooling Colorado school districts to one group with the ultimate goal of decreasing insurance premiums.

#### **Statewide Ballot Initiative to Increase K-12 Funding Discussion - SSEA President Kim Waldschmidt**

- Copy of proposed resolution is included in Boardbook for review
- Education funding in Colorado is held hostage by TABOR
- Colorado Education Association (CEA) has been working on what ballot measure might pass
- “Cut the Ropes” measure we are currently working on is just to raise the funding cap for K12 schools
- CEA is still working on language that would be included in the ballot measure to raise the cap on funding
- CEA sponsored a postcard initiative to Senator Roberts and Representative Lukens in support of a ballot measure - SSSD sent over 250 postcards
- SSEA is asking the Board to consider adopting a resolution in support of a ballot measure that will increase the cap on TABOR
- Leah Helme - would like to meet with Kim to discuss; Leah is a CASB representative and would like to discuss the legislative platform with Kim so that we are all saying the same thing and that we have the most backing when we’re down at the Capitol
- Jane Toothaker - The Bell Policy Center is working on a proposal for increased funding; Can you tell us how this might compete with CEA’s proposal or are they in sync with each other? Kim - will need to do some research and will get back to you
- Jane Toothaker - The Bell Policy Center is working on a proposal to a change in the income tax, which they would like to set aside for education, childcare, and a few other items; I would like to find out if they would be competing proposals and if that would be confusing to the public
- Lara Craig - Every year the Board writes a resolution too, supporting increased funding for education; We should make sure and meet with Leah to make sure there’s nothing missing or a policy that’s already been proposed through CASB
- Board will consider the adoption of the resolution under action items later in the agenda

#### **Strategic Plan Focus Area One Update - Director of Teaching & Learning Dr. Tim Ridder, SPE Principal Eron Haubert, SGS Assistant Principal Karen Draper**

- Presentation is included in Boardbook for review
- Focus Area One: Learning experiences that support students to reach their fullest potential



- We have met some of our goals and will continue to focus on English Language Learners and students with disabilities; what is being taught and how it is being taught
- Focus in special education - accelerating to remediate - build skills while having high expectations
- Preschool program - hired a preschool director; aligned programs across the elementary schools; laid the groundwork to improve all aspects of preschool facilities and programming
- This is the last year of the Early Literacy Grant and District has shown well above average progress
- District has piloted and adopted curriculums for K-5 World Cultures, 6-12 French, and K-12 Health
- Gifted Education - Clarified coaching practices; improved consistent use of data and updated mission and vision; expanded equitable enrichment and identification practices; implemented common assessments; strengthened staff and family engagement through GEAC and stakeholder feedback
- Special Education - strengthened special education leadership and systems through key hires and implementation of ENRICH IEP platform; expanded professional learning for staff; improved consistency and quality through shared assessments; increased staff and family engagement through active work of the Special Education Advisory Council (SEAC)
- Program Enhancements include K-3 Early Literacy grant to implement literacy support and intervention; Math iReady Coaching and Consultancy; High school collaborated to leverage high quality professional development from Carnegie Learning; Writing - working with Strive consultant and Into Reading writing curriculum; Health - implementing new resources ETR Health SMART; World Cultures - implementing new resources
- Emergent Bilingual (EB) and Bilingual Programs are participating in Curriculum review process which has led to Culturally and Linguistically Diverse Education Department (CLDE) of Colorado evaluation of programming which will be the next report
- Career & Technical Education (CTE) update will be part of the Focus Area 3 update on February 9 with SSSD Principal Jay Hamric
- Preschool Program Highlights start with Preschool Director Kim Delaney and her bi-weekly PLC meetings; weekly check-in meetings at each school; classroom observations; goal setting; Conscious Discipline PD; all schools got a 4 in SHINE; licensing visited all preschools with very successful visits; addition of a Early Childhood Special Educator
- Gifted Education enhancements - Dr. Richard Cash provided beginning of the year training for critical thinking and problem solving with ongoing professional development available through Ed Camp
- Gifted Education Monitoring (GEM) from CDE visit took place in September and Kristen Atwood will provide an update on their recommendation implementation at the February 9 work session; 99% of the student Advanced Learning Plans (ALP) are complete for 25-26
- 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
- District hired a family liaison that helps families get the services that they need in the community; EB students are supported and included in the classroom; families are included in school events
- Home Visit Program - teachers can volunteer to participate; 35 visits to date PK-8 grade; would like to expand the participation at the high school level; using survey to measure impact and improve the program
- Kevin Callahan - I like the Panorama tool; how can we use this tool to see what populations need? Karen - has a great intervention system as well; AI can suggest tools to help individual students
- Kim Lemmer - How are the home visit students selected? Karen - some teachers are trying to see every student; try not to make it just one demographic; students love it; staff are targeting kids that they are struggling to connect with
- Cailin Ryan-McKever - SCE bi-literacy teacher - Kids love the home visits; so excited that teacher is at their house; help build trust between parents and staff; visits aren't about academics; levels the playing field
- Lara Craig - Thank you for the detailed report; home visit is really an amazing tool; Do we have a tracking system to see how our initiatives are working? Can we determine which ones really make an impact? Eron - We are trying to focus our time on what is making an impact
- Lara Craig - Is there a way to track the effectiveness? Karen - Ed Camp and our professional development surveys provide information; each piece of evidence has internal loops; home visits also have a survey to provide feedback
- Lara Craig - How can we get to achievement and growth? I would like to have a workshop to dive into this data

#### **Culturally and Linguistically Diverse Education Review - Director of Teaching & Learning Dr. Tim Ridder**

- Culturally and Linguistically Diverse Education Department (CLDE) of Colorado was invited to visit SSSD to evaluate and provide a different perspective on our program; visit included data and strategic plan document review, interviews and classroom walkthroughs
- 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



#### Four Priorities for our District to Improve

- Priority 1 - An updated and clearly communicated District English Language Development (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

#### CLDE Review continued

- Priority 1 and 4 will be our initial focus; view this as a multiyear process
- Next steps include build a Stakeholder Committee; Topics will be prioritized for Building Administrator meetings; Emerging Bilingual Team will discuss topics that are prioritized; Have meetings with parents to share the CLDE priorities and gather feedback; engage with CLDE staff so we can develop the best system possible; create a multiyear action plan
- Kim Lemmer - Are there other Districts that have programs we could adopt? Dr. Ridder - CLDE has provided information for other districts for us to review
- Jane Toothaker - How many FTEs do we have for EB? Dr. Ridder - 2 per building except for YVHS; SGS does not have a biliteracy teacher this year because we were not able to fill the position; CLDE noted that if we are supposed to provide EB services to North Routt Community Charter School then we should be providing them also
- Lara Craig - Continuous improvement is so great; this provides a great blueprint for any area that we need to improve on
- Dr. Ridder - This is rooted in good practice that we already have in our district; CLDE said that we have the best multilingual learner instruction program K-12 they have seen, yet we still have things that we need to work through

#### **FY26 Amended Budget - Director of Finance and Operations Stephanie Juneau**

- FY26 Amended Budget and resolutions are included in Boardbook for review
- General Fund revenue is budgeted to increase by \$316K - primary reason for the increase is an unprecedented Forest Service Receipt (FSR) from Routt County in the amount of \$341,165, which is \$275K more than originally budgeted
- Additional increase came from a \$120K Perkins grant to expand the CTE programming at the high school, a supplemental Early Literacy grant, and higher interest earnings than expected
- District is transferring \$250K to the Affordable Housing Fund and \$500K to the Health Insurance Fund
- District had 6.6 fewer funded students than projected and while per pupil funding was slightly lower than expected, Colorado four-year averaging formula is still providing extra revenue
- Payroll now represents 79% of total expenditures, down from 82%, due to a few unfilled positions and increased use of purchased services
- Leah Helme - How might the state be changing the 4 year averaging for per pupil funding (PPF) and what are the specific ownership tax changes being discussed?
- Stephanie - These will definitely be next fiscal year budget discussions; District could have a potential \$850K revenue loss in FY27 if the state changes how specific ownership taxes are treated in the school finance formula and they are talking about reducing the 4 year averaging PPF to 2 or 3 years
- Proposed changes to specific ownership tax collection and allocation will not provide us with additional local revenue, it will just decrease the amount the state contributes to our PPF

#### **Superintendent Succession Planning - McPherson & Jacobson - Dr. Randy Zila and Dr. Christy Sinner**

- First step in the process is to get feedback from stakeholders to share with the board to help create a job posting
- Online survey information was sent out to staff, parents, and the community- survey will close Feb 5
- Have focus group meetings scheduled for January 27 and 28 to include Admin Team, staff, parents, community, SSEA Board and Sailor Senate
- Will analyze the results of the survey and the group meetings and share with the Board at the February 9th Board meeting
- Board needs to consider compensation parameters - need to have parameters to include in the job posting
- Board has a specific portal available through McPherson to view applications as they are completed by candidates
- Confidentiality Agreement must be signed by all board members
- Names of applicants and any information related to applicants cannot be shared with anyone until each person is named a finalist for the position; once an applicant is named a finalist by the Board, their application and materials are public
- Plan to post the vacancy February 16; deadline to apply will be March 16
- Plan for a Special Board meeting on March 30 in executive session to review candidate applications and videos and select finalists; review and finalize interview questions; finalize candidate interview schedule
- Public Forum, Meet & Greet event, and Finalists interviews tentatively scheduled for April 13 & 14
- New superintendent start date is expected to be July 1, 2026



- Board has to wait 14 days after announcing the top finalists before being able to offer a contract; if the Board selects the finalists (top 3-4) on March 30 then Board could name a superintendent on April 14 following the interviews
- Lara Craig - how will the participants in the interview groups be determined? Randy- there will be a process for anyone to apply; each group will be about 8 people and McPherson will review the applications for interview committees and create a mix of staff, parents, and community
- Board interviews of finalists will be public
- Christy - I will contact each board member individually over the next couple weeks to get feedback similar to the community survey questions
- Budget parameters are \$210K to 250K but Board also needs to consider other benefits that might be included in the contract like car allowance, housing allowance, moving allowance, insurance, retirement plan, etc
- Board would like to review Dr. Wicks' contract - contract will be shared with board members
- Kim Lemmer - Are other districts offering housing? Do we have the ability to do that? Randy - Telluride offered housing to their new superintendent; District could offer additional compensation for housing
- Jane Toothaker - What is the housing allowance range? Please gather info regarding housing allowances for the Board to consider; Randy - Telluride was \$1500 to \$1800/month
- Kim Lemmer - Can you provide other contracts for us to review? Christy - CDE provides contract amounts for all districts but not the actual contract; won't be able to see what benefits are included in the contracts
- Board provided with a QR code to access the McPherson portal where applications will be housed
- Board members should not be talking to anyone about the applications or contacting references or doing their own research; any board questions about candidates or process, etc, should be directed to Kevin Callahan who will be the Board contact with McPherson & Jacobson

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

#### **8. Public Comment - 5:39 pm and 6:56 pm**

The sign up sheet for public comment was reviewed at 5:39 pm, during Reports and Communications and at 6:56 pm following the Action Items. No one has signed up for public comment on non agenda items.

#### **9. Action Items**

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

- Resolution is included in Boardbook for review
- Item was presented by SSEA President Kim Waldschmidt under Reports and Communications
- Board had a discussion on whether they thought they could agree to adopt the resolution as presented or if it needed to have further review

*Leah Helme made a motion and Lara Craig seconded to 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. The motion passed unanimously.*

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

- Amended FY26 Budget and resolutions are included in Boardbook for review
- Amended FY26 Budget changes were reviewed with the Board under Reports and Communications
- The Appropriation Resolution is included in the Amended Budget document under Reports and the appropriation resolution appears as a separate document under item 9.2 in Boardbook

*Kevin Callahan made a motion and Kim Lemmer seconded to approve the FY26 Amended Budget and adopt the attached Appropriation Resolution, as presented. The motion passed unanimously.*

##### **9.3 Consideration of Adoption of Resolution 2026-01-4 Authorizing Beginning Fund Balance Expenditures**

- Amended FY26 Budget and resolutions are included in Boardbook for review
- Amended FY26 Budget changes were reviewed with the Board under Reports and Communications
- Resolution 2026-01-04 is included in the Amended Budget document under Reports and the resolution appears as a separate document under item 9.3 in Boardbook

*Lara Craig made a motion and Jane Toothaker seconded to adopt Resolution 2026-01-4 authorizing the use of a portion of the fiscal year 2025-26 Beginning Fund Balance as listed in the resolution. The motion passed unanimously.*



#### **9.4 Second Reading and Consideration of Adoption of Revisions to Selected Board Policies**

- Revised board policies are included in Boardbook for review under item 9.4
- Policies were reviewed, discussed, and revised at the Board Retreat on December 12, 2025
- First reading of the revisions were reviewed and discussed at the Board business meeting on January 12, 2026
- Board members did not have any additional discussion or revisions for the policies as presented

*Kevin Callahan made a motion and Leah Helme seconded to adopt the revised Board policies, as presented. The motion passed unanimously.*

#### **10. Board Discussion**

- Board Subcommittees - Board wants to create subcommittees to work on specific topics
- Leah Helme and Kim Lemmer will work together on a Board Policy Monitoring subcommittee
- Lara Craig and Jane Toothaker will work together on a Board Agenda Planning subcommittee
- Subcommittees will be ready to report back on March 2 with suggestions on committee work timeline, process, expectations, etc

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

Jane Toothaker

- Set up a meeting with Stephanie Juneau to discuss my responsibilities as the Board Treasurer
- Reaching out to schools to determine virtual meeting options

Leah Helme

- Attended a Chalkbeat Webinar on Teacher Education
- Working with YVHS planning their spring event
- Participating in CASB Advocacy Committee
- Attended the SAC Meeting at SSMS - great place to be involved in the school
- Attended SEAC meeting

Kevin Callahan

- School Accountability Committee meetings are a great place to be involved with your school

#### **12. Plan for future meetings**

- Lara Craig requested a Housing Update - Kevin Callahan will discuss Rural Housing with Dr. Wicks
- Leah Helme requested that Kristen Atwood add a Special Education update to the work session topic on February 9
- Leah Helme requested a Transportation Update
- Lara Craig requested an Executive Session for the next meeting, February 9, to check in regarding the superintendent's goals for the year - Kevin Callahan will reach out to Dr. Wicks to decide if an executive session can be added to the agenda
- Lara Craig - requested an update from Dr. Wicks regarding her recommendations for changing the Coffee with the Board events

#### **Board Work Sessions**

- Policy Monitoring and Agenda Planning Subcommittee Update - Work Session - March 2

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

- February 11 at 11:30 am with Kevin Callahan & Lara Craig - per Lara's request time was changed to 11:30 am so that it doesn't interfere with the GEAC meeting on February 11

#### **Board Policy Monitoring Schedule**

- Board needs to review the monitoring schedule and consider revising as needed
- Some policies are scheduled for monitoring every month

#### **13. Adjourn**

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 7:10 pm.

Board of Education Business Meeting minutes for January 26, 2026 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on February 9, 2026:

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Kevin Callahan, President

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

**AGENDA ITEM  
REPORTS & COMMUNICATIONS**

**Reports & Communications**

- Celebrations SSSD - Superintendent Dr. Celine Wicks
- District Accountability Committee Update - DAC Chair Carol Schnert
- Affordable Housing Update - Superintendent Dr. Celine Wicks, Director of Finance and Operations Stephanie Juneau, and Facilities Manager Pascal Ginesta
- Strategic Plan Focus Area Two Update - Director of Teaching & Learning Dr. Tim Ridder, SSSD Principal Jay Hamric, SCE Principal Amy Bohmer, and Mental and Behavioral Health Manager Shelby DeWolfe
- Alternative to Coffee with the Board Discussion - Superintendent Dr. Celine Wicks
- Superintendent Succession Process Update - McPherson & Jacobson - Dr. Randy Zila

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

**Steamboat Springs School District  
 District Accountability Committee Minutes  
 Wednesday, February 4, 2026 - 4pm  
 Strawberry Park Elementary - PLC Room**

<b>School</b>	<b>Presenters</b>	<b>Notes</b>
Welcome	Dr. Celine Wicks Carol Sehnert	Today's Focus: + School Reports + Overarching Issue.... Elimination of grant funded positions across the district. SSSD is in the last year of the Literacy Grant. This was an expected decrease.
SPE	Jennifer Mack Erin Benderly	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● SAC is increasing outreach through:               <ul style="list-style-type: none"> <li>○ Individual emails to families with clear descriptions of SAC's purpose</li> <li>○ Personal invitations to families</li> <li>○ Publishing meeting dates at the beginning of the year</li> <li>○ Scheduling meetings after school</li> <li>○ Inviting grandparents and community members</li> <li>○ Using multiple communication platforms (newspaper, website, Facebook, radio)</li> </ul> </li> <li>● SAC is sharing student performance data in family-friendly language.</li> <li>● Strong parent participation noted during 2nd grade ski program, particularly among SPED and EB families.</li> </ul> <p><b>Academic Update</b></p> <ul style="list-style-type: none"> <li>● Final year of Early Literacy Grant (ELG).</li> </ul>

		<ul style="list-style-type: none"><li>● Met 2 of 3 ELG mid-year goals.</li><li>● 38% of K–3 students moved up at least one performance category.</li><li>● iReady mid-year gains:<ul style="list-style-type: none"><li>○ Reading: 68% on grade level (up from 48%)</li><li>○ Math: 61% on grade level (up from 26%)</li></ul></li><li>● All grade levels show high growth trends.</li></ul> <p><b>Climate &amp; Culture</b></p> <ul style="list-style-type: none"><li>● Panorama survey reflects strong staff trust, purpose, and positive leadership perception.</li><li>● Areas for growth:<ul style="list-style-type: none"><li>○ Relevance of professional development (especially specials teachers)</li><li>○ Increased peer-led PD</li><li>○ Continued focus on professional culture and collaboration</li></ul></li><li>● Ongoing work through Culture &amp; Climate Committee.</li></ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"><li>● Chronic absenteeism rate: 9.3%.</li><li>● Multi-tiered attendance supports in place.</li><li>● Positive messaging and student recognition initiatives continue.</li></ul> <p><b>Preliminary Budget Planning</b></p> <ul style="list-style-type: none"><li>● Sustainability planning underway due to expiration of grant funding.</li><li>● Review of:</li></ul>
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		<ul style="list-style-type: none"> <li>○ Intervention staffing</li> <li>○ Coaching supports</li> <li>○ Gifted staffing allocation</li> <li>○ Grant-funded counselor and social worker positions</li> </ul>
SCE	Amy Bohmer Sarah Burg	<p><b>Academic Progress</b></p> <ul style="list-style-type: none"> <li>● Strong literacy growth trends.</li> <li>● 38% of K–3 students moved up at least one category (DIBELS).</li> <li>● Grades 3–5 met annual iReady growth targets by mid-year.</li> <li>● Math: 5 of 6 grade levels met growth targets.</li> <li>● Early literacy students are moving out of “red” into benchmark categories.</li> </ul> <p><b>Climate &amp; Belonging</b></p> <ul style="list-style-type: none"> <li>● Student climate survey participation high.</li> <li>● Grades 3–5 climate scores above 90th percentile nationally.</li> <li>● Trust measures increased 33% year over year.</li> <li>● Staff climate positive; well-being remains an area of focus.</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>● Parent Movie &amp; Resource Night well attended.</li> <li>● Parent book study continuing.</li> <li>● New PTIC board forming.</li> </ul>

		<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• SARB and habitual truancy processes under review.</li> <li>• Focus on early identification and family partnership.</li> </ul> <p><b>Budget Planning</b></p> <ul style="list-style-type: none"> <li>• Grant-funded positions under review.</li> <li>• Early sustainability conversations underway.</li> <li>• No major mid-year corrections indicated.</li> </ul>
SGS	Elissa Chapman Jacy Rock	<p><b>UIP Focus</b></p> <ul style="list-style-type: none"> <li>• Strengthened connection between instruction and evidence of student learning.</li> <li>• Refined PLC implementation using clearer expectations in the Instructional Playbook and stronger use of the seven-step PLC cycle.</li> <li>• Increased focus on common assessments and targeted instructional responses.</li> <li>• Emphasis on improving outcomes for SPED, EB, Gifted, and other subgroups.</li> </ul> <p><b>Academic Progress (Mid-Year)</b></p> <p><b>Reading (iReady)</b></p> <ul style="list-style-type: none"> <li>• Grades 3–5 have met annual growth targets at mid-year.</li> <li>• Over 50% of students have already achieved one full year of growth.</li> </ul> <p><b>Math (iReady)</b></p> <ul style="list-style-type: none"> <li>• 5 of 6 grade levels met growth targets.</li> </ul>

- Students are, on average, 75% toward expected annual growth by winter.

### **Early Literacy (DIBELS)**

- 43% of K–3 students below benchmark have moved up at least one performance category.
- On track to exceed typical growth moving students out of the “red” and into benchmark levels.

Spring focus: sustaining growth and closing remaining gaps.

### **Climate & Belonging**

#### **Student Climate**

- Nearly 100% participation (grades 3–8).
- Grades 3–5 climate scores above the 90th percentile nationally.
- Trust measures increased 33% in one year.
- Middle school trust measures above national average.

Key strategies:

- Belonging meetings centered on individual students
- Predictable routines and clear expectations
- Intentional relationship-building
- Ensuring every student has a trusted adult

#### **Staff Climate**

- Strong sense of trust and belonging.

		<ul style="list-style-type: none"> <li>● Positive leadership perception.</li> <li>● Well-being monitored as an ongoing focus.</li> </ul> <p><b>Parent &amp; Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Strong turnout for Parent Movie &amp; Resource Night.</li> <li>● Parent book study continuing.</li> <li>● New PTIC board forming to strengthen engagement.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Ongoing review of habitual truancy and SARB processes.</li> <li>● Focus on early identification and family partnership.</li> </ul> <p><b>Budget &amp; Sustainability Planning (2026–27)</b></p> <ul style="list-style-type: none"> <li>● Time-limited grant-funded positions under review: <ul style="list-style-type: none"> <li>○ Counselor</li> <li>○ Social worker</li> </ul> </li> <li>● Literacy coach position absorbed into general fund.</li> <li>● Review of 0.5 Gifted Education allocation.</li> <li>● Early sustainability planning underway.</li> <li>● No major mid-year course corrections indicated.</li> </ul>
SSMS	Megan Scannell Torey Wodnik	<p><b>School Highlights</b></p> <ul style="list-style-type: none"> <li>● Enrollment: 458 students (increase).</li> </ul>

		<ul style="list-style-type: none"> <li>● Stable instruction despite extended leave challenges.</li> <li>● Individualized PD opportunities expanding.</li> <li>● Leadership “Roots and Fruits” reflection activity shared.</li> </ul> <p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>● Strong participation in PIC, SAC, athletics, clubs, and performing arts.</li> <li>● Home visit pilot (13 visits) receiving positive feedback.</li> <li>● Counseling and Family Liaison strengthening connections.</li> <li>● Conference messaging will be adjusted to ensure families feel welcomed.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● Over 95% attendance rate.</li> <li>● Only five students currently on attendance contracts.</li> </ul>
YVHS	Dina Fisher Kristyl Boies	<p><b>Academic Update</b></p> <ul style="list-style-type: none"> <li>● Math: 14 students low achievement/low growth.</li> <li>● Reading: 12 students split between low/low and high/high.</li> <li>● Chronic absenteeism (approx. 60%) significantly impacts outcomes.</li> <li>● Many students have histories of habitual truancy.</li> </ul>

		<p><b>Climate &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>• Students report feeling seen and safe.</li> <li>• 61% report feeling sad or hopeless.</li> <li>• Reports of intimate partner abuse noted in survey data.</li> <li>• Staff working to redesign instructional framework toward proactive supports.</li> </ul> <p><b>Multilingual Learners</b></p> <ul style="list-style-type: none"> <li>• 52% of students identified as ML.</li> <li>• CLDE review identified need for additional ML supports.</li> <li>• Exploring creative funding/job-sharing for bilingual attendance/ML support.</li> </ul> <p><b>Strategic Shift</b></p> <ul style="list-style-type: none"> <li>• Moving from reactive placement to proactive, data-informed enrollment.</li> <li>• Capacity: 32 in-person seats; off-campus options expanding.</li> <li>• Community Open House scheduled March 4.</li> </ul>
SSHS	K. Vanderbosch	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Strong growth on MAP assessments.</li> <li>• Students exceeding national norms.</li> <li>• Intervention classes showing high growth.</li> <li>• Transcript and credit recovery focus in second semester.</li> </ul>

		<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● New CTE pathways: <ul style="list-style-type: none"> <li>○ Welding</li> <li>○ Engineering</li> <li>○ Natural Resources</li> <li>○ Teen Yoga &amp; Wellness</li> <li>○ Multicultural Education</li> </ul> </li> <li>● Limited physical space restricts expansion.</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>● Sailor Senate focused on belonging and inclusion.</li> <li>● Panorama survey indicates strong leadership perception and belonging.</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>● Bathroom renovation this summer.</li> <li>● Media center renovation next year.</li> <li>● Future CTE workspace under consideration.</li> </ul> <p><b>Budget Considerations</b></p> <ul style="list-style-type: none"> <li>● Request for second campus supervisor.</li> <li>● Work-Based Learning/Internship Coordinator.</li> </ul>
District	Dr. Celine Wicks Dr. Tim Ridder Stephanie Juneau	<p><b>Budget Considerations</b></p> <p>- Enrollment projection is down significantly for 26/27 academic year: possibility of 200 less students primarily on the elementary level. Due to this significant reduction and state averaging possibly being eliminated, SSSD will need to look closely at the budget. There will be a reduction in FTE across the district. Current reduction</p>

		<p>estimate is three elementary classroom positions and one middle level classroom position.</p> <p><b>Additional Comment:</b>  2nd Grade Ski Excursions &amp; Parent Engagement From Torey, <i>"We see quite a few of the parents of our special populations (SPED and EB) who come to the ski days. We of course have our parents who are skiers who participate, but it is really meaningful to see so many of our EB parents at Howelsen Hill. Every week from each school we have parents who take time off of work to come and cheer on their kids and all the kids. Many of them step in to help us get the kids into their gear and over to the Never Ever area. It is an incredibly positive interaction on all fronts and I am really grateful for their presence and their help."</i></p>
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District/Board Attendees:

- Dr. Celine Wicks, Superintendent
- Dr. Tim Ridder, Director of Teaching & Learning
- Stephanie Juneau, Director of Finance & Operations
- Jane Toothaker, Board Member

Next Meetings

- March 11 at 4 pm at Strawberry Park Elementary
- May 13 at 4 pm at District Office



# Focus Area Two:

Feb. 9, 2026 Update

**Building Skills for Students' Lives and  
Futures**



## Priority 1: Thriving Students

Steamboat Springs School District students build social and emotional skills that foster student accountability, respect for differing opinions, opportunities to learn in relationship-rich environments, and have a mental and behavioral system of support.

SSSD will have a consistent and comprehensive mental and behavioral health system that leverages the evidence-based data from a universal screener to consistently identify and address Social Emotional Learning (SEL) challenges and celebrations.

# Comprehensive Services Framework



## School Behavioral Health Services Framework

Linking with Systems of Care  
Adequate Information Sharing  
Strong Communication Loop  
Warm Hand-Off  
Wraparound Services  
Youth-Driven and Family-Guided Services



### Tier 3 FEW

Crisis Response  
Re-entry Plan  
Individual/Group Counseling/Therapy

### Tier 2 SOME

Progress Monitoring  
Evidence-Based Interventions

### Tier 1 ALL

Referral Process  
Behavioral Health Screening  
Social, Emotional Learning Opportunities  
Positive Behavior Supports

### FOUNDATION

Family-School-Community Partnerships  
Mental Health Stigma Reduction    Staff Professional Development  
Positive School Climate and Culture    Accountability Systems  
Data-Based Decision Making

District and School Teams  
Drive the Work

### Tier 3 - Few

Intensive Individual/Family therapy through school based therapists/social workers

### Tier 2 - Some

**School Social Workers** - typically for shorter term intervention and/or complex care coordination, community resource connections. - On-site school Interventions and individualized therapeutic supports

**Northwest Colorado Health Youth Resiliency Program** - small group and individual sessions.

**School Based Mentors** - individual student supports of academics & social/emotional skill building

**Professional School Counselors:** Targeted short term individual and small group interventions

### Tier 1 - ALL

**School Counselors** - prevention education, referral, academic, personal, career and social emotional supports

**Community Partners** support social and emotional learning for all students through classroom visits (i.e. suicide prevention, youth resiliency,



# Tier 1

## **ALL students: Tier 1**

School Counselors - prevention education, referral, academic, personal, career and social emotional supports

Community partners and School Counselors support social and emotional learning for all students through classroom visits (i.e. suicide prevention, youth resiliency,

**2,370**



# Tier 2

## Tier 2

**School Social Workers** - typically for shorter term intervention and/or complex care coordination, community resource connections. - On-site school Interventions and individualized therapeutic supports

**Northwest Colorado Health Youth Resiliency Program** - small group and individual sessions.

**School Based Mentors** - individual student supports of academics & social/emotional skill building

**Professional School Counselors:** Targeted short term individual and small group interventions

251



# Tier 3

## **Tier 3**

Intensive Individual/Family therapy  
through school based therapists/social workers

**114**



# Comprehensive System Sustainability

**Total District FTE: 19.5**

**Total Contracted Service Providers: 16.5**

**Total Program Cost: Nearly 2.4 million dollars**

**Funding Sources:**

**SSSD General Fund: 27.63%**

**Education Fund Board: 29.12%**

**Grants: 43.25%**

**Grants Expiring: 39.64%**



# Focus on Sustainability

Sustainability efforts that have occurred since our last presentation to the BOE in March 2025

- Applications for Grants
- Medicaid Reimbursement Program
- Extended contract with NWCH and Growing Potential
- Added Providers on MOU's
- Partnerships with YVCF
- Collection on Data
- Using Informed Decision Making Model



# Pivoting and Investing in Panorama in place of BIMAS



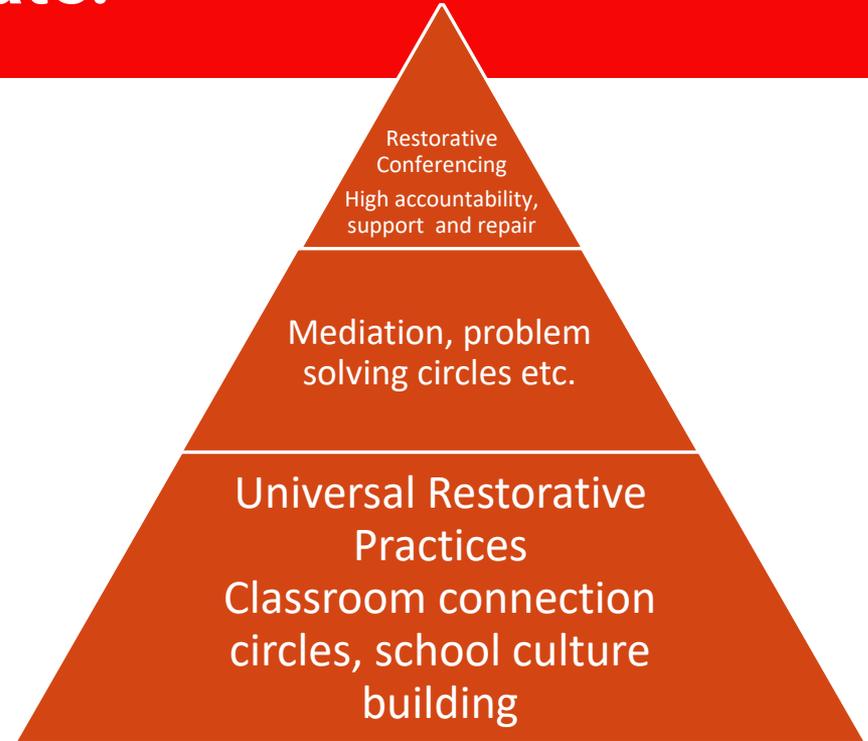
## Panorama Education: Supporting Educators & the Whole Child

- Measures **student well-being, belonging, and school climate**
- Elevates **student and family voice**
- Provides **early identification of student needs**
- Aligns with **MTSS and tiered supports**
- Delivers **actionable, role-based data** to educators
- Centralizes data to reduce silos and duplication



# Restorative Practices Update:

- Alignment and implementation work at the Administrative Level & The School Level
- Ongoing Trainings
- Quarterly Implementation Meetings with representation from all 6 schools that are champions of this work.
- Accountability Projects & Conferencing Support Reintegration and Safety.



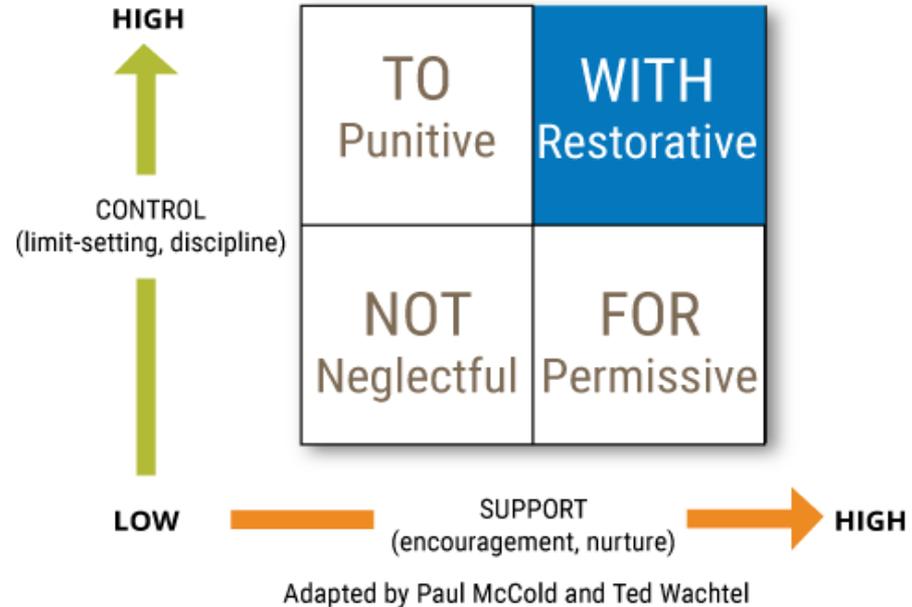


# Why RP works and Supports our Culture and Climate Goals

Restorative Practices are a framework that categorizes adult responses to behavior based on **two key dimensions**:

**Control** (holding high expectations and setting clear boundaries)

**Support** (building relationships, showing empathy, offering help)





# Priority 2

## Postsecondary Workforce Readiness (PWR)

Feb. 9, 2026 Update



# SB25 - 315

## Postsecondary & Workforce Readiness Programs

Provides start-up, innovation, and sustained funding to invest in postsecondary workforce development

Will be incorporated into the PWR portion of the School Performance Framework, evaluating our school district starting in 2026-2027.

Promotes the “Big 3”

- College Credit (12)
- Industry Recognized Credential
- Work-Based Learning

Goal: ALL graduates will have at least one of the Big 3 by 2029



# College Credit (CC)

AP Courses with passing scores

- At SSHS, 18 AP Course offered

Concurrent enrollment opportunities

- At SSHS, 30 courses have concurrent enrollment options (mostly taught by SSHS staff, some math, business, and construction courses taught by CMC staff)
- Students can also enroll in courses at the CMC campus

46%

of 2025 Seniors  
received 12+  
College Credits



# Industry Recognized Credentials (ICR)



Currently offered in several programs:

- NCCER Core + OSHA 10 (Construction)
- Welding (Construction)
- SolidWorks (Engineering)
- BACE (Health Science Biotechnology)
- WFR (Health Science)
- CNA (Health Science)

6%

of 2025 Seniors  
earned Industry  
Credentials

# Work-Based Learning (WBL)

Clinical Experiences

Credit-for-work Experiences

Internships

Pre-apprenticeships

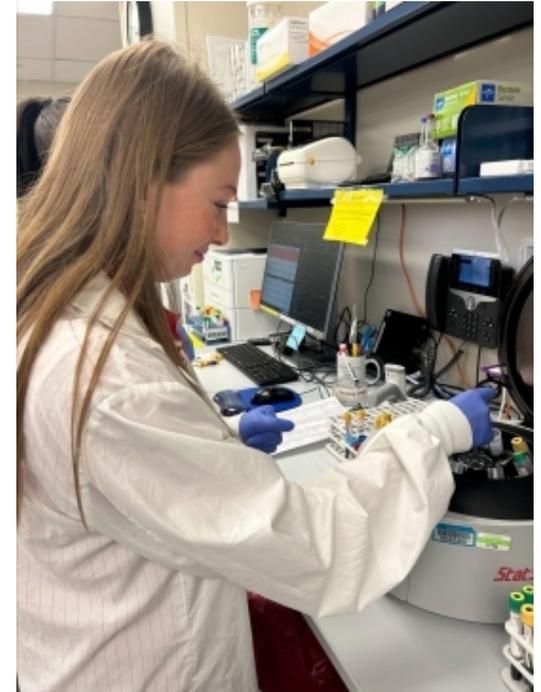
Industry-sponsored Project

Supervised Entrepreneurship Experience

Apprenticeships

46%

of 2025 Seniors  
received WBL  
credit





# Big 3 for 2025 Seniors

71%

of 2025 Seniors  
earned 1 or more  
of the Big 3



# PWR is Supported by:



## **ICAP (Individual College and Career Plan)**

New supporting software, SchoolLinks, for 6-12th grade students

- Interest & Strength Surveys
- Career Exploration
- Career & College Planning

High School Counselors meeting with students to create and update 4-year plans

Elementary counselors and teachers support ICAP with career nights and parent classroom visits



# PWR is Supported by:

The Big 3 imbedded within CTE  
Pathways

Industry Advisory Boards

CTE Coordinator Position

## SSHS CTE Pathways

Engineering

Construction Trades

Business and Media Technology

Health Science and Biotechnology

Outdoor Recreation Leadership

Natural Resources

Education



# New PWR Options 25-26

## Supervised Entrepreneurship Experiences:

SSHS Boatanics

New Ski Tuning Shop

## SSSD Internships:

Natural Resources

Biotechnology

Education





# Goals to increase PWR access for students

## **New concurrent enrollment classes for 26-27**

Solidworks CAD (6 credits)

Working to add more concurrent enrollment options in the future

## **More access to certifications**

New Welding Certification course 26-27 with Perkins Innovation Grant Funded

Welding shop expansion project

Working to add student sharing options with YVPS3 schools - Agriculture in Soroco

Working to add more certification options



# Goals to increase PWR access for students

## **Increase student access to WBL**

Applying for a 4 year grant to add a WBL Coordinator position to accommodate all students - 95% of SSHS students interested in doing an internship before graduation

Summer internship opportunities with YVPS3 - pilot for expanding WBL through community partnerships

Working to grow Industry Sponsored Projects - in New Engineering and Natural Resources Capstone courses and other CTE pathways

Working to increase SSSD internship opportunities



Thank you for your support!

## 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  
February 9, 2026**

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

**Background Information:**

- Board Member Updates
- Meeting Review

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2**  
**BOARD OF EDUCATION**  
**February 9, 2026**

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

**Plan for future meetings**

- FY27 Budget Guiding Principles and Timeline - March 16
- DAC Committee Update - March 16
- FY27 Budget Draft - May 18
- FY27 Budget - Public Hearing - May 18
- FY27 Budget Adoption - June 22
- Transportation Update - TBD

**Board Work Sessions**

- Board Subcommittee Updates - Work Session - March 2
- Board Policy Monitoring Work Session - TBD

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

- February 11 at 11:30 am - 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

**Superintendent Search Timeline- Dates are tentative**

- Application posted - February 16
- Application Deadline - March 16
- Board Review Candidate Applications in Executive Session - March 30 and declare finalists
- Training for District Interview Teams - March 31
- Finalists Public Forum and Meet and Greet - April 13
- Finalists Interviews and Board Selection of Top Pick - April 14
- New Superintendent - Contract begins July 1, 2026

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2  
BOARD OF EDUCATION  
February 9, 2026**

**AGENDA ITEM  
WORK SESSION TOPICS**

**Background Information:**

**SSSD Board of Education Work Session**

Topics

- Monitoring Compliance Reporting Review - Director of Exceptional Student Services Kristen Atwood
- Special Education Advisory Council Update - Director of Exceptional Student Services Kristen Atwood

**No decisions will be made and no action taken during the work session.**

**The work session is open to the public but will not be livestreamed for future viewing. The agenda will be available to view in Boardbook.**

**The Board will not be taking public comment at this work session pursuant to GP-19: School Board Meetings.**

## Work Session Topics

1. Monitoring & Compliance Reporting Review
2. Special Education Advisory Council (SEAC) Update

## GEM Recommended Growth Opportunities

### 1. Identification

#### Current Status

Identification is an area Steamboat Springs School District has proactively included in its annual improvement plan. While the district's **10% identification rate exceeds the state average of 7.8%**, disparities remain across schools and among underrepresented populations.

Currently, the majority of identifications are in **Reading and Math**.

#### GEM Recommendation

The district should:

- Expand identification in:
  - Writing
  - Science
  - Social Studies
  - Creativity and Leadership
  - Talent areas (Art, Music, Psychomotor)
- Provide staff with **dedicated time and training** to focus on equitable identification practices in collaboration with building leaders.

## What Has Happened

- The identification team meets **monthly, in person, for three hours**, focused exclusively on identification.
- **Other Talent Areas – Identification**
  - **World Language:** Building a body of evidence (BOE) is challenging. General intelligence measures can be used, but clearer guidance is needed for language-specific giftedness.
  - **Psychomotor:** One student at SSHS (SD) is currently under consideration.

- The team is actively developing identification protocols aligned with **CDE recommendations**.
  - **October 8, 2025:** A psychomotor identification was added to an existing gifted student.
  - Identification tools are being refined. Quantitative tools for teachers and parents have been piloted, and the district is now moving toward committing to a consistent set of tools.
  - **Universal Screening**
    - **2nd Grade:** Naglieri General Ability Test (Verbal, Nonverbal, Quantitative)
    - **6th Grade:** Naglieri General Ability Test (Nonverbal only)
- 

## 2. Community and Family Engagement

### Current Status

Some families have expressed uncertainty about gifted programming at the middle school level, with a perception of a “pause” in services.

### GEM Recommendation

The district should:

- Increase family engagement and communication regarding gifted services.
- Host district-wide showcases featuring:
  - Student-led performances
  - Galleries and presentations
- Offer high school gifted nights with:
  - Creative exhibits
  - Performances
  - Food trucks to foster community connection
- Provide parent-focused learning sessions with local “backyard experts” to explain gifted services and ways to support students at home.

## What Has Happened

- Increased outreach for **parent participation in GEAC**.
  - District-wide email request for GEAC members (excluding SSMS).
  - Intentional recruitment of **general education teachers** for GEAC.
    - Three new general educators are joining.
  - Student representation added to **every GEAC meeting**.
  - Enhanced gifted education website.
  - Communication plan in place for:
    - **8th grade students**: What to expect as a gifted student in high school.
    - **Parents**: Follow-up communication forthcoming (standard operating procedure).
  - Discussion underway:
    - Should the district implement a **5th-grade transition meeting**?
- 

## 3. Personnel and Caseload Equity

### Current Status

While gifted educators are highly effective, staffing ratios vary significantly across levels:

Level	FTE	Students Served
SGS K-8	0.5	27
Strawberry Park / Soda Creek	.5/.5	8/8 (16)
SSMS	1.5	85
SS High School	1.0	162 (+4 at Yampa)

These disparities create inequities in student contact time and planning capacity.

At the high school level, the large caseload limits direct interaction. Since the **GT Director of Record** role was dissolved, Kristen Atwood has absorbed those responsibilities in addition to her ESS role, with additional support from **Maggie Bruski**.

### **GEM Recommendation**

- Review staffing allocations.
- Redistribute FTE where appropriate to ensure equitable workloads and maximize student engagement.

### **What Has Happened**

- Surveying principals.
  - Surveying gifted educators.
  - Identifying potential staffing adjustments.
- 

## **4. Professional Development**

### **Current Status**

Staff recognize the importance of embedding gifted education into ongoing professional development. While **Depth and Complexity** strategies have been introduced, implementation remains inconsistent. This framework supports higher-level thinking and differentiation for all students.

### **GEM Recommendation**

- Integrate gifted education into district-wide PD days.
- Focus on:
  - Depth and Complexity
  - High-impact instructional strategies
  - Affective supports

- Reinforce the idea that gifted education is a **shared responsibility**.

## What Has Happened

- **Dr. Cash – EdCamp (10/20/25):** 4 teachers attended
  - **Dr. Cash – EdCamp (2/6/26):** 22 teachers attended
  - **Depth & Complexity (reframed) – EdCamp (2/6/26):** 15 participants
  - **Maggie Bruski**
    - Led EdCamp session (9–12 focus) on 2/6/26 with SSHS ELA Department
    - Attending ELA PLCs
    - Attending Math PLCs
    - Attending Counseling PLCs
  - **Robin** continues to lead small-group sessions with general education teachers.
- 

## Alignment with District Mission

These efforts reinforce the district's strategic plan and support Steamboat Springs School District's mission:

*“To provide safe, inclusive, challenging, and authentic learning experiences that prepare all students to explore the world and contribute with integrity.”*