

Business Meeting and Work Session

Monday, August 24, 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. Resignation
 - 5.3. Nonrenewal Classified Staff Resolution 2026-08-01
 - 5.4. Substitute Teachers 2026-27
 - 5.5. Substitute Paraprofessionals and Office Support for 2026-27
 - 5.6. Substitute Health Tech 2026-27
 - 5.7. Approval of the Governmental Certificate with Yampa Valley Bank for Account Signers
6. **Approval of Minutes**
Pursuant to Policies: EL-7; GP-1: Governance Commitment; GP-3
7. **Reports and Communications**
Pursuant to Policies: EL-4; GP-1; GP-3 and SSSD Strategic Plan
8. **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:
9. **Board Member Updates/ Comments/Debrief -**
Pursuant to Policies: GP-1; GP-3; EL-4
10. **Plan for Future Meetings**
11. **Adjourn Business Meeting - End of Livestream recording**
12. **Work Session - Call to Order**
13. **Work Session Topics**

14. **Adjourn Work Session**

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
EMPLOYMENT OF PERSONNEL

The administration is recommending the following candidates for the 2026-27 school year:

Background Information:

- Lisa Adams - SGS 5th Grade teacher - change of status from instructional coach
- Robin Alt - SSMS, SPE, SCE & SGS Gifted Education Chair
- Kathleen Bellamy - SPE PLC Lead Team
- Andrew Bleau - SSMS Special Education Paraprofessional
- Jenn Brossett - SCE 1 FTE Special Education paraprofessional - change of status from .6 FTE
- Maggie Bruski - District Gifted Education Coordinator - additional responsibility
- Karen Connell - SSHS Head Boys Tennis coach - change of status from assistant coach
- Laurymarie Cruz - SSHS Special Education paraprofessional
- Daisy Dartt - SSHS .5 FTE Special Education paraprofessional - change of status from 1 FTE
- Emma DeCoste - SGS Health Tech
- Jenetta Durand - SSHS Special Education Athletics paraprofessional
- Derek Fettig - District Director of Finance and Operations
- Fatima Fuentes Vega - SCE Special Education paraprofessional
- Xandria Gregory - SSMS Special Education paraprofessional - change of status from SCE
- Jake Hamric - SGS Special Education paraprofessional
- Deya Herrera - SCE Preschool Special Education paraprofessional - change of status from preschool paraprofessional
- Kathleen Huron - SSMS Special Education Department Chair
- Tom Jennings - SSMS Long-term substitute Physical Education teacher
- Sarah-Grace Jordan - SCE Special Education teacher
- Chloe (CJ) Klataske - SCE .9 FTE Special Education paraprofessional
- James Mac - SSHS .5 FTE Assistant Boys Tennis coach -change of status from 1 FTE
- Amber Neeley - SPE long-term substitute 3rd grade teacher
- Patricia Nickerson - SCE Special Education paraprofessional
- Justin Peretz - SSHS .33 FTE Head ESports coach
- Julian Piedra - SSHS .33 FTE Head ESports coach - change of status from 1 FTE
- Cammy Ravenscroft - SGS 8th Grade volleyball coach - change of status from 7th grade
- Brooke Sanford - SSHS D Team Volleyball coach
- Jason Scicchitano - SSHS .5 FTE Assistant Boys Tennis coach - change of status from head coach
- Eviatar Shlsoberg - SSHS Music/Performing Arts teacher
- Haley Sorenson - SGS Preschool special education paraprofessional
- Kara Warden - SGS .7 FTE Special Education paraprofessional

Recommended Action:

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

District 2026 :

Opening created by:

Maggie Bruski change of status

- Robin Alt - Gifted Education Department Chair for SCE, SPE, SGS & SSMS District Need
- Maggie Bruski - Gifted Education Coordinator - additional responsibility

Stephanie Juneau resignation

- o Derek Fettig - Director of Finance and Operations

Sleeping Giant School :

Opening created by:

Ellen Grundtisch Parental Leave 26-27

- o Lisa Adams - 5th Grade teacher - change of status from instructional coach

District Need

- o Emma DeCoste - Health Tech

Kirsten Delaney resignation

- o James (Jake) Hamric - Special Education paraprofessional

Katie Smith resignation

- o Cammy Ravenscroft - 8th Grade volleyball coach - change of status from 7th Grade

Carol McCormick resignation

- o Haley Sorenson - Preschool Special Education 1:1 paraprofessional

Kirsten Delaney resignation

- o Kara Warden - .7 FTE Special Education paraprofessional

Soda Creek Elementary School :

Opening created by:

District Need

- o Jenn Brossett - 1 FTE Special Education paraprofessional - change of status from .6 FTE

Jadyn Robson resignation

- o Deya Herrera - Preschool special education paraprofessional - change of status from preschool paraprofessional

Heather Sloan resignation

- o Sarah-Grace Jordan - Special Education paraprofessional

Student Need

- o Fatima Fuentes Vega - Special Education paraprofessional
- o Chloe (CJ) Klataske - .9 FTE Special Education paraprofessional
- o Patricia Nickerson - Special Education paraprofessional

Steamboat Springs High School :

Opening created by:

Jason Scicchitano change of status to .5 FTE assistant coach

- o Karen Connell - Head Boys Tennis coach - change of status from assistant coach

Elizabeth O'Connell change of status to long-term substitute special education teacher

- o Laurymarie Cruz - Special education paraprofessional

Request change of status from 1 FTE

- o Daisy Dartt - .5 FTE Special education paraprofessional

District Need

- o Jenetta Durand - Special education athletics paraprofessional

District Need

- o James Mac .5 FTE Boys Assistant Tennis coach - change of status from 1 FTE

Julian Piedra change of status to .33 FTE

- o Justin Peretz - .33 FTE Head ESports coach

Request change of status from 1 FTE

- o Julian Piedra - .33 FTE Head ESports coach - change of status from 1 FTE

District Need

- o Brooke Sanford - D Team Volleyball coach

Karen Connell change of status to head coach

- o Jason Scicchitano - .5 FTE Boys Assistant Tennis coach - change of status from head coach

Michael Martinez resignation

- o Eviatar Shlsberg - Music/Performing Arts teacher

Steamboat Springs Middle School :

Opening created by:

District Need

- o Xandria Gregory - Special Education paraprofessional - change of status from SCE

District Need

- o Kathleen Huron - Special Education Department chair

Chris Adams FMLA

- o Tom Jennings - Long-term physical education teacher

Strawberry Park Elementary School :

Opening created by:

Amber Neeley resignation

- o Kathleen Bellamy - PLC Lead Team

Nick Maki Parental leave

- o Amber Neeley - Long-term substitute 3rd Grade teacher

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
RESIGNATION

Background Information:

Nicole DeCrette has resigned her position as the yearbook club sponsor for Sleeping Giant School effective August 11, 2026.

Recommended Action:

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

Nicole DeCrette - SGS Yearbook Club sponsor

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026**

**AGENDA ITEM
NONRENEWAL CLASSIFIED STAFF RESOLUTION 2026-08-01**

Background Information:

Upon recommendation of the superintendent, the Board is asked to adopt Resolution 2026-08-01 to nonrenew a long-term substitute classified staff position for 2026-27.

Recommended Action:

Resolved, that the Board of Education adopt Resolution 2025-06-01 to nonrenew a long-term substitute classified staff position for the 2026-27 school year.

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
RESOLUTION NUMBER 2026-08-01

A Resolution of the Board of Education of the
Steamboat Springs School District RE-2
for Nonrenewal of Classified Staff Positions

WHEREAS, the Board of Education of the Steamboat Springs School District RE-2 has received the recommendation of the Superintendent of Schools that a certain classified staff position listed on Attachment A not be renewed for the 2026-2027 school year; and

WHEREAS, the Board has duly considered the recommendation and the matter of the reemployment of the classified staff position; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Steamboat Springs School District RE-2 that the classified staff position listed on Attachment A to this Resolution not be reemployed for the 2026-2027 school year; and

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

Adopted this 24th day of August, 2026.

Steamboat Springs School District RE-2

By: _____
President, Board of Education

Attest:

Secretary to the Board of Education

ATTACHMENT A

Classified Staff – Non-Renewed for the 2026-2027 School Year

□ Transportation Special Education paraprofessional long-term substitute

Dana Andersen

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
SUBSTITUTE TEACHERS FOR 2026-2027

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>
Booth, Fiona		3 yr/5-15-28	PK-5
Brown, Rita	Elementary	Prof/4-14-27	PK-5
Heineman, Allison	Elementary	Prof/1-26-33	PK-5
Tarango Cano, Evelyn		1 yr/5-29-27	K-12

Recommended Action:

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

Fiona Booth, Rita Brown, Allison Heineman, and Evelyn Tarango Cano

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
SUBSTITUTE PARAPROFESSIONALS AND OFFICE SUPPORT FOR 2026-2027

Background Information:

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

Booth, Fiona - Classroom, Special Education, and Preschool paraprofessional
Gautreaux, Eric - Classroom, Special Education, and Preschool paraprofessional
Mason, Bethany - Classroom, Special Education, and Preschool paraprofessional
Mills, Pamela - Special Education and Preschool paraprofessional
Tarango Cano, Evelyn - Special Education and Classroom paraprofessional

Recommended Action:

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

Fiona Booth, Eric Gautreaux, Bethany Mason, Pamela Mills, and Evelyn Tarango Cano

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026**

**AGENDA ITEM
SUBSTITUTE HEALTH TECH FOR 2026-2027**

Background Information:

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

Gautreaux, Eric - Health Tech

Recommended Action:

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

Gautreaux, Eric - Health Tech

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
APPROVAL OF THE GOVERNMENTAL CERTIFICATE WITH YAMPA
VALLEY BANK FOR ACCOUNT SIGNERS

Background Information:

This Governmental Certificate with Yampa Valley Bank is required to make changes to the signers on accounts currently held with Yampa Valley Bank. Dr. Celine Wicks retired on June 30, 2026 and Director of Finance and Operations Stephanie Juneau resigned effective August 7, 2026. The District changed banking services to Yampa Valley Bank on July 1, 2026 and a Governmental Certificate is required to assign Superintendent Kristin Drury and the Director of Finance and Operations Derek Fettig to replace Dr. Wicks and Stephanie Juneau as authorized signers for the Steamboat Springs School District (County of Routt School District RE 2) and to enter into any agreements with Yampa Valley Bank.

Recommended Action:

Resolved, that the Board of Education approve the Governmental Certificate with Yampa Valley Bank to remove Dr. Celine Wicks and Stephanie Juneau as signers and add Superintendent Kristin Drury and Director of Finance and Operations Derek Fettig as signers to all open existing accounts.

GOVERNMENTAL CERTIFICATE

Entity: County of Routt School District RE 2

Bank: Yampa Valley Bank
Main Office
600 S. Lincoln Ave, Suite 100
PO Box 775770
Steamboat Springs, CO 80477
(970) 879-2993

WE, THE UNDERSIGNED, DO HEREBY CERTIFY AND STATE UNDER PENALTY OF PERJURY THAT:

THE ENTITY'S EXISTENCE. The complete and correct name of the governmental entity is County of Routt School District RE 2 ("Entity"). The Entity is a governmental entity which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws and regulations of the Entity's state of organization. The Entity has the full power and authority to own its properties and to transact the business and activities in which it is presently engaged or presently proposes to engage. The Entity maintains an office at 325 7th Street, Steamboat Springs, CO 80487. The Entity shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of the Entity and any other governmental or quasi-governmental authority or court applicable to the Entity and the Entity's business activities.

CERTIFICATES ADOPTED. At a meeting of the appropriate governing body of the Entity, duly called and held on August 24, 2026, at which a quorum was present and voting, or by other duly authorized action in lieu of a meeting, the resolutions set forth in this Certificate were adopted.

NAMES

TITLES

SIGNATURES

OFFICIALS. The following named persons and entities is an Officials of Steamboat Springs School District:

Kristin Drury

Superintendent

Derek Fettig

Director of Finance and Operations

ACTIONS AUTHORIZED. Any two (2) of the persons and entities listed above may enter into any agreements of any nature with Bank, and those agreements will bind the Entity. Specifically, but without limitation, any two (2) of such persons and entities are authorized, empowered, and directed to do the following for and on behalf of the Entity:

Deposit Account. Open any deposit or share account(s) in the name of the Corporation and apply for and use any service offered by the Financial Institution incident to the business of conducting banking transactions associated with the account(s).

Borrow Money. To borrow, as a cosigner or otherwise, from time to time from Bank, on such terms as may be agreed upon between the Entity and Bank, such sum or sums of money as in their judgment should be borrowed, without limitation.

Execute Notes. To execute and deliver to Bank the promissory note or notes, or other evidence of the Entity's credit accommodations, on Bank's forms, at such rates of interest and on such terms as may be agreed upon, evidencing the sums of money so borrowed or any of the Entity's indebtedness to Bank, and also to execute and deliver to Bank one or more renewals, extensions, modifications, refinancings, consolidations, or substitutions for one or more of the notes, any portion of the notes, or any other evidence of credit accommodations.

Conduct Banking. Conduct banking transactions on behalf of the Corporation using electronic, online, and/or mobile banking platforms, subject to the terms of the online and mobile banking agreements, as applicable. This shall include reviewing account balances, transaction history, and statements; withdrawing or transferring funds on deposit with this Financial Institution; and making bill payments and loan payments on behalf of the Corporation; as well as any other transactions that may be carried out using an electronic, online and/or mobile banking platform to carry out the purposes of this Authorization.

Grant Security. To mortgage, pledge, transfer, endorse, hypothecate, or otherwise encumber and deliver to Bank any property now or hereafter belonging to the Entity or in which the Entity now or hereafter may have an interest, including without limitation all of the Entity's real property and all of the Entity's personal property (tangible or intangible), as security for the payment of any loans or credit accommodations so obtained, any promissory notes so executed (including any amendments to or modifications, renewals, and extensions of such promissory notes), or any other or further indebtedness of the Entity to Bank at any time owing, however the same may be evidenced. Such property may be mortgaged, pledged, transferred, endorsed, hypothecated or encumbered at the time such loans are obtained or such indebtedness is incurred, or at any other time or

times, and may be either in addition to or in lieu of any property theretofore mortgaged, pledged, transferred, endorsed, hypothecated or encumbered.

Execute Security Documents. To execute and deliver to Bank the forms of mortgage, deed of trust, pledge agreement, hypothecation agreement, and other security agreements and financing statements which Bank may require and which shall evidence the terms and conditions under and pursuant to which such liens and encumbrances, or any of them, are given; and also to execute and deliver to Bank any other written instruments, any chattel paper, or any other collateral, of any kind or nature, which Bank may deem necessary or proper in connection with or pertaining to the giving of the liens and encumbrances.

Negotiate Items. Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution. Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Corporation as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.

ASSUMED BUSINESS NAMES. The Entity has filed or recorded all documents or filings required by law relating to all assumed business names used by the Entity. Excluding the name of the Entity, the following is a complete list of all assumed business names under which the Entity does business: Steamboat Springs School District; Steamboat Springs High School; Soda Creek Elementary School; Strawberry Park Elementary School; Sleeping Giant School; Yampa Valley High School.

NOTICES TO BANK. The Entity will promptly notify Bank in writing at Bank's address shown above (or such other addresses as Bank may designate from time to time) prior to any (A) change in the Entity's name; (B) change in the Entity's assumed business name(s); (C) change in the structure of the Entity; (D) change in the authorized signer(s); (E) change in the Entity's principal office address; (F) change in the Entity's principal residence; or (G) change in any other aspect of the Entity that directly or indirectly relates to any agreements between the Entity and Bank.

COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which, when taken together, constitute one and the same document. The signature of any party to any counterpart shall be deemed a signature to, and may be appended to, any other counterpart.

CERTIFICATION CONCERNING OFFICIALS AND CERTIFICATES. The Officials named above is duly elected, appointed, or employed by or for the Entity, as the case may be, and occupy the positions set opposite their respective names. This Certificate now stands of record on the books of the Entity, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

CONTINUING VALIDITY. Any and all acts authorized pursuant to this Certificate and performed prior to the passage of this Certificate are hereby ratified and approved. This Certificate shall be continuing, shall remain in full force and effect and Bank may rely on it until written notice of its revocation shall have been delivered to and received by Bank at Bank's address shown above (or such addresses as Bank may designate from time to time). Any such notice shall not affect any of the Entity's agreements or commitments in effect at the time notice is given.

IN TESTIMONY WHEREOF, we have hereunto set our hand and attest that the signatures set opposite the names listed above is their genuine signatures.

We each have read all the provisions of this Certificate, and we each personally and on behalf of the Entity certify that all statements and representations made in this Certificate are true and correct. I further certify that the Board of Directors of the Entity has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions stated above and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same.

This Governmental Certificate is dated _____, 2026.

CERTIFIED TO AND ATTESTED BY:

By: _____
Authorized Signer for County of Routt School
District RE 2

By: _____
Authorized Signer for County of Routt School
District RE 2

STATE OF COLORADO

COUNTY OF _____

) SS
)

Signed and sworn to (or affirmed) before me on this _____ day of _____, 20_____, by _____ and _____ of County of Routt School District RE 2.

Witness my hand and official seal.

My commission expires: _____

Notary Public

NOTE: If the Officials signing this Certificate is designated by the foregoing document as one of the officials authorized to act on the Entity's behalf, it is advisable to have this Certificate signed by at least one non-authorized official of the Entity.

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

Meeting Date:	August 24, 2026
Agenda Item:	Approval of the minutes for the Board of Education August 5, 2026 Retreat, August 10, 2026 Business Meeting, and August 11, 2026 Work Session
Presented by:	Secretary to the Board
Core Issues:	GP-19: School Board Meetings
Background Info:	Drafts of the minutes are included for review and approval.
Policy Implications:	GP-19: School Board Meetings
Fiscal Implications:	None
Options:	1. Approve the Minutes as written. 2. Correct the Minutes then approve.
Backup Memoranda Provided?	Drafts of the minutes are included for review and approval.
Recommended Action:	Resolved, that the Board of Education approve the minutes for August 5, 2026, as presented. Resolved, that the Board of Education approve the minutes for August 10, 2026, as presented. Resolved, that the Board of Education approve the minutes for August 11, 2026, as presented.



STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2 BOARD OF EDUCATION RETREAT

Minutes
August 5, 2026
10:00 AM

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

District Administration present: Superintendent Kristin Drury, Director of Communications Laura Milius, and Administrative Assistant Deb Ginesta

1. Retreat - Call to Order

Kevin Callahan called the retreat to order at 10:04 am.

2. Retreat Topics

- **Communication Outreach - Website - Director of Communications Laura Milius**
- **Board Communication Policy - Leah Helme & Kim Lemmer**
- **Coffee with the Board and Office Hours - Kevin Callahan & Lara Craig**
- **Board's End Policies**
- **Superintendent Evaluation Tool - Lara Craig & Jane Toothaker**

Communication Outreach - Website - Director of Communications Laura Milius

- New website launched Fall of 2023
- Community can sign up for the newsletter on the Communication Page of the website
- Working on cleaning up portions of the website - completing a review - don't have a budget to redesign current website
- Hot Button Topics will show on home page as pop-ups
- Laura has plans to have Test Screening by specific invite to get feedback on changes to the website
- Board would like for the Board Meeting Summary documents to be available on the website for review - Laura will start doing this

Board Communication Policy - Leah Helme & Kim Lemmer

- Support documents for discussion are included in Boardbook under Retreat Topics
- Hayden School District Board Communication Plan was used as a template to create a plan for SSSD
- Contact Board at BOE@ssk12.org - Kevin working on getting this button for HTML page; BOE@ email will only include board members and not the superintendent
- One Board member will reply to emails on a monthly basis - Lara will be the responder for the month of August; Kevin will be month of September - the reset will be Leah, Jane, Kim, and then start again with Kevin, Lara, Leah, Jane, and Kim, etc; Board members will respond to emails sent to their individual email but one board member will respond to the boe@ssk12.org emails

Board Committee Assignments - Board reviewed and managed assignments as follows:

- Colorado Association of School Boards (CASB) Delegate - Leah Helme
- District Accountability Committee (DAC) - Jane Toothaker
- Bargaining Team - Kevin Callahan (Jane would like to have calendar invite for viewing the livestream)
- Gifted Education Advisory Committee (GEAC) - Lara Craig
- Special Education Advisory Committee (SEAC) - Leah Helme
- Education Fund Board - Kim Lemmer (replacing Lara)
- Staff Housing Committee - Jane Toothaker and Lara Craig
- Career Technology Engineering Committee (CTE) - Kim Lemmer
- Soda Creek Elementary - Kim Lemmer
- Strawberry Park Elementary - Jane Toothaker
- North Routt Community Charter School - Jane Toothaker
- Steamboat Springs Middle School - Leah Helme
- Sleeping Giant School - Kevin Callahan
- Steamboat Springs High School - Lara Craig
- Yampa Valley High School - Leah Helme

Coffee with the Board and Office Hours - Kevin Callahan & Lara Craig

- Board will continue to discuss ways to be available to the public as well as parents
- Request to add school events to Board calendars



- Board members will discuss events at each school with the principal to see about other opportunities for board to mingle such as Math Night and Science Fair

Housing Update - Superintendent Drury

- Need to evaluate RFP responses
- Jane Toothaker and Lara Craig will be on the Housing Committee
- Ms. Drury may invite another community member

Technology Update - Superintendent Drury

- It is hard to evaluate how much time kids are spending online during the school day
- iReady tabulates minutes for the use of their program, but have you to spend a minimum of 45 minutes a week in order for it to calculate (means most students are using iReady less than 45 minutes a week)
- District has moved all the smartboards out of the preschool rooms
- District is focusing on limiting technology use by students in K-4
- 4th and 5th grade students will take home tech only when needed (reviewing this)
- Principals are assessing essential computer programs before school starts and reviewing license costs of software programs

Superintendent Evaluation Tool

- Supporting documents are included in Boardbook for review
- Leah Helme tracked the changes requested by the Board during the discussion
- Revised document will be reviewed by the Board at a later date

Plan for Future Meetings - request for reports and changes

- September 14 Business Meeting - Survey update - Kristin to report out regarding District surveys used
- September 28 - business meeting will now be a work session - start time will be 4:30
- Board would like the second meeting of each month to be a work session- when there are 2 meetings
- Calendar invites will be updated
- Work Session will be added to the August 24 Board meeting to discuss the Superintendent Evaluation policy and goal setting
- Board requested another work session on August 11 at 3 pm to work on the Board's Ends Policies

3. Workshop Adjourn

The Steamboat Springs School District RE-2 Board of Education retreat adjourned at 3:00 pm.

Board of Education Retreat minutes for August 5, 2026 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on August 24, 2026:

Kevin Callahan, President



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

Minutes
August 10, 2026
4:30 PM

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

District Administration present and presenting: Superintendent Dr. Celine Wicks, Director of Technology Tim Miles, Director of Teaching and Learning Dr. Tim Ridder, and School Improvement Coordinator Maggie Bruski

1. Business Meeting - Call to Order

Kevin Callahan called the business meeting to order at 4:32 pm.

2. Pledge of Allegiance

3. Roll Call

All members present.

4. Approval of Agenda

Jane Toothaker 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 Dismissal of Classified Staff

5.4 Child Care (Parental Leave) Request 2026-27

5.5 Substitute Teachers 2026-27

5.6 Substitute Paraprofessionals 2026-27

5.7 Substitute Nurses and Health Techs 2026-27

5.7 Substitute Bus Drivers 2026-27

5.9 Approval Addendum A to the Cooperative Agreement with Colorado Mountain College for Concurrent Enrollment Programs for 2026-27

5.10 Approval of the Governmental Certificate with Mountain Valley Bank for Account Signers

5.11 Approval of the Memorandum of Understanding with Colorado Mountain College for a Mentor Program for the 2026-27 School Year

Kim Lemmer made a motion and Lara Craig seconded to approve consent agenda items 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 and 5.11 as presented. The motion passed unanimously.

6. Approval of Minutes- June 22, 2026 Business Meeting and Work Session and June 24, 2026 Retreat

Background information is provided in Boardbook under item 6.

Lara Craig made a motion and Kim Lemmer seconded to approve the minutes for the June 22, 2026 business meeting and work session, as presented. The motion passed unanimously.

Jane Toothaker made a motion and Kim Lemmer seconded to approve the minutes for the June 24, 2026 retreat, as presented. The motion passed unanimously.

7. Reports and Communication

Background information is provided in Boardbook under Item 7.

Welcome to the 2026-27 School Year - Superintendent Kristin Drury

- Community BBQ and Community Partners Fair - Alpine Bank's Annual Community BBQ and SSSD Community Partners Fair, August 27 from 5-7 pm at SSHS
- New Center-Based Program for Autism Spectrum Disorder at Soda Creek - SSSD Special Education teacher Amanda Gordon is eager to welcome an exceptional group of young learners and their families as the program begins; across the district our Special Education Department is staffed with 30 Special Education teachers, 12 Special Service Provers, and 25/32 paraprofessionals
- Instructional Leadership Collectives - This summer, Building Administrators and District Office Staff started a leadership initiative with Peter Dewitt and Michael Nelson, nationally recognized education coaches and authors on Instructional Leadership Collectives
- Beginning-of-Year (BOY) Staff Training - We kicked off the school year by welcoming our new staff on August 6 and 7. Teacher Preparation Week runs from August 11 through August 17, highlighted by district choice training sessions on August 13, these workshops focus on key areas such as Students, High-Impact Practices, New Curricular Resources, and Family & Community Partnerships

Vaping and Substance Abuse Presentation - Mental and Behavioral Health and Restorative Practices Manager Shelby DeWolfe and SSHS Counselor Angie Teters

- Presentation is included in Boardbook for review
- This is a grant-funded youth substance-use prevention and cessation initiative
- The presentation highlighted local student data, the district's shift toward supportive care, and strategic priorities as SSSD enters the final year of grant funding
- Usage Statistics: Results from the 2025 Health Kids Colorado Survey (HKCS) at SSHS show that 31% of students used alcohol, 16% used marijuana, 14.5% used vapes, and 8.2% used nicotine pouches in the past 30 days
- While 61% of high school students report vaping products are easy to obtain, 51.7% of current tobacco/nicotine users actively tried to quit in the past year
- SSSD pairs anonymous survey data with internal tracking and confidential student disclosures to identify needs early and support students before disciplinary infractions occur
- Angie Teeters serves as the Substance Abuse Coordinator, actively building community partnerships, developing policies, and working toward her master's degree and addiction counseling certification
- Prevention efforts have reached 850 high school students, 400 middle school students and 120 health class students, alongside sustained efforts in an 8-week bilingual group and 31 weeks of middle school group work
- SSSD is moving away from purely punitive measures toward evidence-based care, combining proactive education with individual cessation tools, check-ins, and referrals like My Life, My Quit
- Entering the final year of grant funding, the district is focusing on starting prevention earlier in middle school, expanding one-on-one cessation support, and embedding staff training
- On September 25, Laura Sock from Johnny's Ambassadors will deliver a presentation on the science of THC and the adolescent brain for SSHS, YVHS, and 8th-grade students, funded by Routt County Public Health
- SSSD is actively exploring new grant opportunities to maintain program momentum and assess how to balance social work and substance abuse coordination roles in future budgets

K-5 Technology Update- Director of Teaching & Learning Dr. Tim Ridder and Director of Technology Tim Miles

- Presentation is included in Boardbook for review
- Our technology approach is anchored by our core belief that screen use across the district must be deliberate and mindful
- Fixed wall displays have been removed in preschool classrooms to eliminate constant visual screen presence, though tech tools remain accessible when appropriate
- Initial five-week monitoring showed that most student screen sessions average just 10-15 minutes (maxing at 30 minutes in 6th grade); targeted platforms like i-Ready averaged around 10 minutes of purposeful use
- Staff will receive training on screen-monitoring tools, giving teachers the ability to view active student screens, pause internet access, or preload specific URLs for single-site focus
- These changes build on established policies, including keeping K-5 Chromebooks at school (with exceptions for assigned 4th/5th-grade work), K-12 cell phone limits, and our district AI Ethos and Integration Plan

The Green/Yellow/Red Framework

- To evaluate technology based on learning quality rather than just overall screen time, SSSD is implementing a clear system to categorize applications and usage



- Green Applications: Core curricular resources with strong alignment to student growth, used during primary, individualized instruction
- Yellow Applications: Supplemental resources with moderate alignment to growth, used during targeted instructional time to fill learning gaps
- Red Applications: Supplemental or entertainment-focused tools, reserved strictly for brief brain breaks of downtime during the school day

Next Steps & Feedback

- Principals and Building Leadership Teams (BLTs) are working directly with teachers to establish expectations while gathering staff expertise
- SSSD will consult with School Accountability Committees (SACs) and Parent Information Committees (PICs) and review framework models from neighboring districts like Summit County
- A completed tech framework and resource guide will be shared district-wide near the middle of the school year

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

No public comment on non agenda items.

9. Board Member Updates/Comments/Debrief

Leah Helme

- Attending CASB Legislative & Advocacy Committee meetings - setting agenda for 27 legislative sessions
- Met with Kim to work on Board communication policies
- Attended CASB Special Policy Update webinar
- Attended CASB Resolution meeting
- Attended New Teacher Orientation

Lara Craig

- Enjoyed the Board retreats in June and August
- Met with Jane to work on the superintendent's evaluation rubric
- Working with Jane on the agenda planning process
- Meeting with Kevin to finalize Coffee with the Board and presenting to the Board on ideas of how we can better engage the public
- Attended New Teacher Orientation

Jane Toothaker

- Board retreats were great and very productive
- Met with Lara on the superintendent evaluation tool
- Attended New Staff Orientation
- Kristin has done a great job of communicating with the Board

Kim Lemmer

- Looking forward to the new school year and events

Kevin Callahan

- Appreciate all the work the board has done and that we are all collaborating and everyone is using their voice and being the expert in their space; like the structure
- It's going to be a fantastic year
- We are looking for creative ways to engage the community- if you have ideas, please share with us

10. Plan for future meetings

- CMAS and PSAT/SAT Growth and Achievement Data Presentation - August 24
- CASB Regional Meeting - September 1 at Sleeping Giant School
- District Surveys - update to Board - September 14
- School Performance Frameworks - September
- Board Work Session - September 28
- CASB Annual Convention - December 3-5

Board Work Sessions - Second Meeting every month

- Board has adjusted our second meeting of every month to be a board work session to allow us to focus more on getting into the detail of things
- Work Session - August 11
- Work Session - September 28
- Work Session - October 26
- Work Session - January 25



- Work Session - March 15
- Work Session - May 17

Board Chats

- Work in Progress

11. Adjourn

The Steamboat Springs School District RE-2 Board of Education business meeting adjourned at 5:59 pm.

Board of Education Business Meeting minutes for August 10, 2026 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on August 24, 2026:

Kevin Callahan, President



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

Minutes
August 11, 2026
3:00 pm

Board Members present: Lara Craig, Leah Helme, Kim Lemmer, Jane Toothaker

1. Work Session - Call to Order

Lara Craig called the work session to order at 3:04 pm.

2. Work Session

Board's Ends Policies

- Board reviewed current Ends policies E-1 and E-2
- Board discussed creating a Global Ends Statement to align all work of the Board and superintendent
- Board discussed creating specific goals to be worked towards by the superintendent for the 26-27 school year under the following topics:
 - Academic Excellence
 - Mindful Tech
 - Thriving Educator Community
 - Community Feedback and Continuous Improvement

3. Work Session Adjourn

The Steamboat Springs School District RE-2 Board of Education work session adjourned at 5:13 pm.

Board of Education Work Session minutes for August 11, 2026 are submitted by: Deb Ginesta, SSSD Administrative Assistant and Secretary to the Board of Education.

Minutes approved by the Board on August 24, 2026:

Kevin Callahan, President

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
REPORTS & COMMUNICATIONS

Reports & Communications

- CMAS and PSAT/SAT Growth and Achievement Data Presentation - Director of Teaching & Learning Dr. Tim Ridder and School Improvement & Gifted Education Coordinator Maggie Bruski

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

Steamboat Springs School District

State Performance 2025-2026 School Year Results

Data Preview for grounding in Spring
2026 Achievement and Results



Student Achievement & Growth

SSSD Strategic Goal: By June 2026, at least 78% of SSSD students will meet or exceed expected academic achievement and above 50th percentile in Academic Growth Measure according to assessments (SAT Suite, NWEA, iReady and CMAS).



By June 2027 80%...



Colorado Measures of Academic Success CMAS Grades 3-8 Snapshot

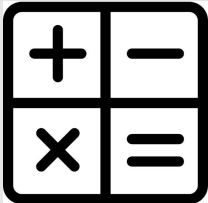


COLORADO
Department of Education



2026 District to State Performance % Met + Exceeded

Grades 3 - 8



	2026 District Performance Level %Met or Exceeded	Change Between 2025 & 2026	2025 District Performance Level %Met or Exceeded	2024 District Performance Level %Met or Exceeded	Change Between 2024 & 2025
ELA - District	65.20%	-2.0%	67.20%	69%	-1.80%
ELA - State	44.70%	-0.10%	44.80%	44.10%	0.70%
Math - District	55.90%	0.10%	55.80%	54.50%	1.30%
Math - State	37.30%	1.40%	35.90%	34.20%	1.70%



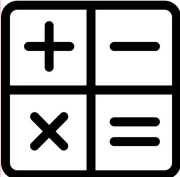
2026 District to State Performance % Met + Exceeded

Grades 3 - 8

CMAS ELA

	2026 SSSD	Change Between 2025 & 2026	2026 State	Difference SSSD - State
3rd Grade	52.1%	0.9%	40.8%	11.3%
4th Grade	65.7%	5.7%	47.0%	18.7%
5th Grade	69.0%	-0.3%	49.9%	19.1%
6th Grade	64.4%	-5.4%	41.6%	22.8%
7th Grade	69.5%	-5.6%	46.6%	22.9%
8th Grade	69.7%	-6.2%	42.2%	27.5%

CMAS Math

	2026 SSSD	Change Between 2025 & 2026	2026 State	Difference SSSD - State
3rd Grade	55.4%	7.6%	41.5%	13.9%
4th Grade	57.3%	2.3%	39.0%	18.3%
5th Grade	49.7%	-12.2%	39.3%	10.4%
6th Grade	50.3%	0.6%	32.7%	17.6%
7th Grade	54.2%	-0.3%	32.9%	21.3%
8th Grade	66.5%	0%	37.8%	28.7%



2026 Demographic Data Grades 3 - 8

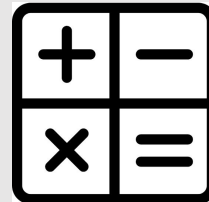
District % Met + Exceeded by Demographics

CMAS ELA

	2026	2025	2024	2023
District (all)	65.2%	67.2%	69.0%	69.2%
Minority Students	36.0%	38.4%	41.7%	40.9%
White	73.4%	74.4%	75.1%	75.7%
*Free & Reduced	40.8%	45.8%	41.4%	37.4%
Multilingual (NEP or LEP)	2.6%	4.7%	6.9%	9.1%
GT	98.5%	100%	97.1%	98.8%
IEP	19.4%	29.5%	26.6%	27%

CMAS Math

	2026	2025	2024	2023
District (all)	55.9%	55.8%	54.5%	49.5%
Minority Students	29.4%	20.2%	24.4%	22.7%
White	63.5%	64.7%	62.8%	56.1%
*Free & Reduced	27.7%	30.7%	28.2%	21.7%
Multilingual (NEP or LEP)	11.1%	4.8%	11.5%	3.2%
GT	97.8%	97.8%	91.4%	93.2%
IEP	19.1%	20.6%	16.7%	14%





2026 Grade Level Cohorts of % Met + Exceeded English Language Arts



CMAS ELA

	2026	2025	2024	2023	2022	2021	2020 (COVID)	2019	2018
ALL GRADES	65.2%	67.2%	69.0%	69.2%					
3rd Grade	52.1%	51.2%	60.6%	50.6%	55%	62.3%		61.5%	55.8%
4th Grade	65.7%	60.0%	65.9%	58.6%	65%			70.1%	73.9%
5th Grade	69.0%	69.3%	62.7%	75.1%	69%	69.9%		78.7%	73.7%
6th Grade	64.4%	69.8%	69.8%	73.7%	75%			64.8%	74.8%
7th Grade	69.5%	75.1%	81.7%	80.3%	71%	81.2%		76.4%	75.5%
8th Grade	69.7%	75.9%	70.8%	70.7%	83%			73.4%	63.3%

2026 English Language Arts - CMAS Performance Levels (Grades 3 - 8)



Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	14.5%	16.8%	23.9%	35.4%	9.3%	44.7%
District	7.7%	9.6%	17.5%	45.5%	19.7%	65.2%

2025 English Language Arts - CMAS Performance Levels

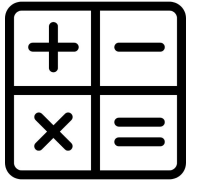
Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	14.8%	17.1%	23.2%	35.7%	9.1%	44.8%
District	8.1%	7.9%	16.7%	45.2%	22.0%	67.2%

2024 English Language Arts - CMAS Performance Levels

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

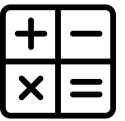


2026 Grade Level Cohorts of % Met + Exceeded Math



	2026	2025	2024	2023	2022	2021	2020 (COVID)	2019	2018
ALL GRADES	55.9%	55.8%	54.5%	49.5%					
3rd Grade	55.4%	47.8%	54.5%	47.2%	52%			54.2%	51%
4th Grade	57.3%	55.0%	55.9%	48.8%	43%	50.3%		61.2%	65.3%
5th Grade	49.7%	61.9%	59.9%	48.9%	53%			60.5%	58%
6th Grade	50.3%	49.7%	46.3%	44.0%	44%	40.6%		45.8%	54%
7th Grade	54.2%	54.5%	54.1%	43.4%	50%			66.5%	59.7%
8th Grade	66.5%	66.5%	57.6%	64.0%	71%	52.2%		63.7%	60.2%

2026 Math - CMAS Performance Levels (Grades 3 - 8)



Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	15.1%	23.3%	24.4%	30.1%	7.2%	37.3%
District	5.6%	16.1%	22.4%	42.3%	13.6%	55.9%

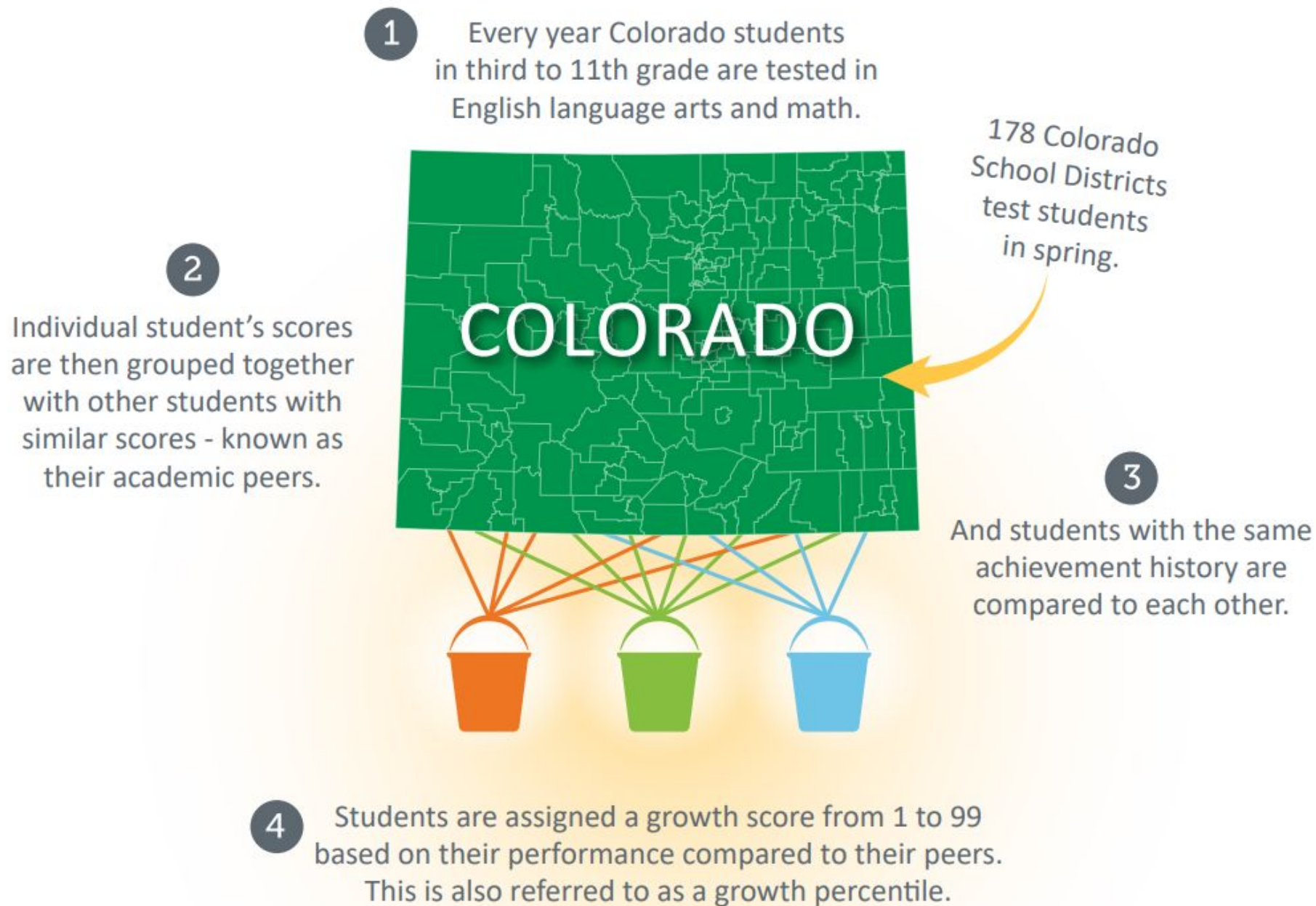
2025 Math - CMAS Performance Levels

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

2024 Math - CMAS Performance Levels

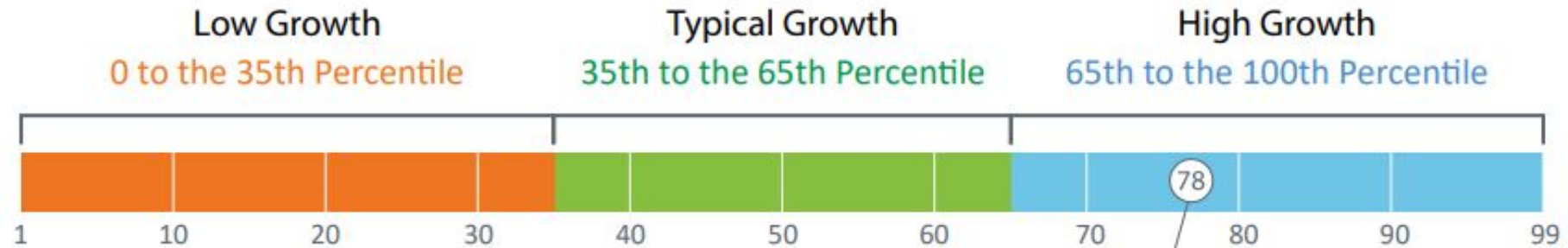
Category	Did Not Meet	Partially Met	Approaching	Met	Exceeded	Met & Exceeded
State	16.1%	24.8%	25.0%	28.2%	6.0%	34.2%
District	6.1%	14.2%	25.1%	41.7%	12.9%	54.5%

Colorado's Growth Model



5

This score helps us understand whether their growth is low, typical or high compared to their academic peers.



For example, a student with a growth percentile of 78 performed at or better than 78 percent of his or her academic peers and can be said to have high growth.

MGP = Median Growth Percentile.

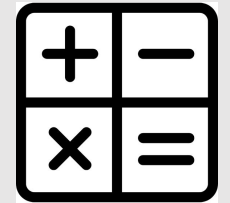
State Median Growth Percentile = Average progress of students across the state in the current year. MGP is always around 50 for the state.



2026 Growth Data: Our Median Growth Percentiles



	Elementary	Middle	Grades 4-8
2026 ELA	64	57	59
2025 ELA	63.5	60	61



	Elementary	Middle	Grades 4-8
2026 Math	58	60	59.5
2025 Math	63	59	60



2026 Growth Demographic Data

All Levels (Grades 4 - 8)

CMAS ELA

	2026	2025	2024	2023
District (all)	59 State = 50	61 State= 50	57 State= 50	61 State= 50
Minority Students	55.5 State = 49.0	53 State= 48	56 State= 48	51 State= 47
White	61 State = 51.0	64 State= 52	57 State= 52	63 State= 52
*Free & Reduced	56 State = 47.0	53 State= 46	54 State= 46	54 State= 45
GT	65.5 State = 59.0	62 State= 59	54 State= 59	70 State= 61
IEP	57 State = 42.0	55 State= 43	54 State= 43	48 State= 40
Multilingual	57 State = 48	48 State= 48	58 State= 47	48 State= 46

CMAS Math

	2026	2025	2024	2023
District (all)	59.5 State = 50	60 State= 50	64 State= 50	59 State= 50
Minority Students	55.5 State = 48	56 State=48	57 State=48	62 State= 48
White	60.5 State = 52	62 State= 52	66 State= 52	59 State= 52
*Free & Reduced	58 State = 47	56 State= 46	56 State= 47	57 State= 46
GT	63.5 State = 57	61 State=59	62 State=59	68 State= 60
IEP	60.5 State = 45	62 State= 44	58 State= 45	54 State= 43
Multilingual	57 State = 48	58 State= 47	52 State= 47	56 State= 47



2026 Growth Demographic Data

Grades 4 - 5

CMAS ELA

	2026	2025	2024	2023
District (all)	64 State = 50	64 State= 50	59 State= 50	62 State= 50
Minority Students	61.5 State = 48	58 State= 48	50 State= 48	55 State= 47
White	64 State = 52	64 State= 52	62 State= 52	63 State= 52
*Free & Reduced	58 State = 46	58 State= 46	53 State= 46	54 State= 45
GT	72 State = 61	62 State= 59	51 State= 59	77 State= 61
IEP	66.5 State = 41	55 State= 43	61 State= 43	46 State= 40
Multilingual	61.5 State = 47	49.5 State= 48	56 State= 45	58 State=47

CMAS Math

	2026	2025	2024	2023
District (all)	58 State = 50	68 State= 50	57 State= 50	52 State= 50
Minority Students	54 State = 48	59 State=48	47 State= 48	67 State= 48
White	61 State = 53	70 State= 52	59 State= 52	52 State= 51
*Free & Reduced	61 State = 46	56 State= 47	54 State= 46	80 State= 46
GT	63.5 State = 59	79 State=59	66 State= 60	81 State= 61
IEP	66 State = 45	64 State= 45	48 State= 43	66 State= 40
Multilingual	55 State = 48	64 State= 49	74.5 State= 49	56 State= 47



2026 Growth Demographic Data

Grades 6- 8

CMAS ELA

CMAS Math

	2026	2025	2024	2023
District (all)	57 State = 49	61 State= 50	57 State= 50	61 State= 50
Minority Students	51 State = 49	53 State= 48	56 State= 48	51 State= 47
White	58 State = 49	64 State= 52	57 State= 52	63 State= 52
*Free & Reduced	54 State = 47	53 State= 46	54 State= 46	54 State= 45
GT	65 State = 58	62 State= 59	54 State= 59	70 State= 61
IEP	54 State = 44	55 State= 43	54 State= 43	48 State= 40
Multilingual	51.5 State = 49	48 State= 49	59 State= 49	45 State= 46

	2026	2025	2024	2023
District (all)	60 State = 49	60 State= 50	64 State= 50	59 State= 50
Minority Students	57 State = 49	56 State=48	57 State=48	62 State= 48
White	60 State = 50	62 State= 52	66 State= 52	59 State= 52
*Free & Reduced	57 State = 47	56 State= 46	56 State= 47	57 State= 46
GT	63 State = 56	61 State=59	62 State=59	68 State= 60
IEP	56 State = 45	62 State= 44	58 State= 45	54 State= 43
Multilingual	57 State = 48	53 State= 46	45 State= 46	56 State= 46

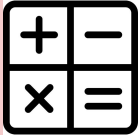


2026 CMAS Growth by Cohort

CMAS ELA

	2026 SSSD	2025 SSSD	2024 SSSD	2023 SSSD
4th Grade	64	67	65	49
5th Grade	63	62	54	68
6th Grade	52	62	55	61
7th Grade	58.5	66	68	66
8th Grade	58	49	50	56

CMAS Math

	2026 SSSD	2025 SSSD	2024 SSSD	2023 SSSD
4th Grade	65	61	67	55
5th Grade	52	66	69	59
6th Grade	56	48	60	49
7th Grade	58	59	62	57
8th Grade	64.5	64	68	74

Colorado Measures of Academic Success

CMAS Grades 5, 8, & 11

Science

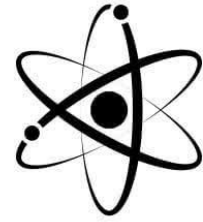


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2026 5th Grade Science Achievement Data

Performance Levels



CMAS Science

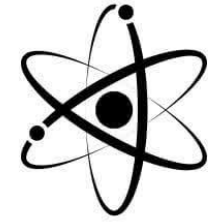
2026 Grade 5	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	34.9%	29.0%	32.0%	4.1%	36.1%
District	16.0%	23.6%	45.1%	15.3%	60.4%

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



2026 8th Grade Science Achievement Data

Performance Levels



CMAS Science

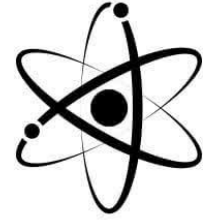
2026 Grade 8	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	33.2%	31.5%	34.7%	0.7%	35.4%
District	10.7%	21.3%	64.0%	4.1%	68.0%

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



2026 11th Grade Science Achievement Data

Performance Levels



CMAS Science

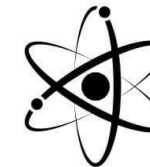
2026 Grade 11	Partially Met	Approached	Met	Exceeded	Met & Exceeded
State	38.5%	36.7%	24.1%	0.8%	24.8%
District	29.5%	24.6%	44.3%	1.6%	45.9%

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



2026 Demographic Data Compared to 2025

District % Met + Exceeded



CMAS Science

	2026 Grade 5	2025 Grade 5	2026 Grade 8	2025 Grade 8	2026 Grade 11	2025 Grade 11
District (all)	60.4%	65.5%	68%	68.6%	45.9%	40.8%
Minority Students	31.6%	36.1%	35.9%	40.9%	20%	9.0%
White	70.8%	73.5%	75.4%	78.4%	54.3%	53.7%
*Free & Reduced	33.3%	34.6%	47.1%	44.7%	20%	35.7%
Multilingual Learners (NEP or LEP)	0.0%	22.2%	0.0%	0.0%	0.0%	0.0%
GT	100%	100%	95.0%	100%	93.3%	88.9%
IEP	42.1%	29.2%	28%	42.9%	25%	22.2%

Colorado PSAT/SAT Grades 9-11 Snapshot



COLORADO

Department of Education



2026 District to State Performance % Met + Exceeded



Evidence-Based Reading and Writing

	2026	2025	2024	2023
DISTRICT PSAT 9	86%	80.8%	77.8%	83.5%
State PSAT 9	66%	65.4%	65.0%	63.6%
DISTRICT PSAT 10	81%	81.6%	82.9%	81.8%
State PSAT 10	65%	63.5%	66.0%	64.5%
DISTRICT SAT	79%	80.0%	74.3%	82.8%
State SAT	60%	61.5%	57.6%	58.9%



2026 District to State Demographics Scale Score Comparison

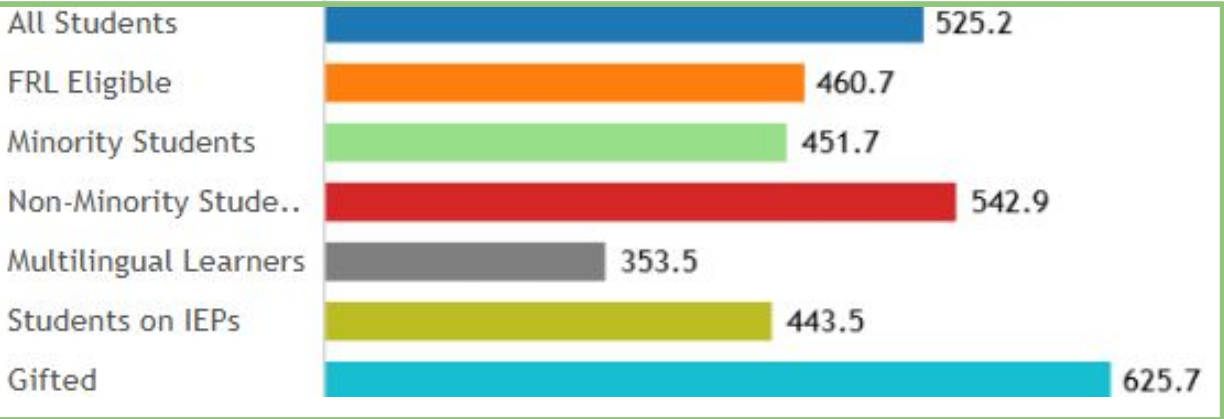
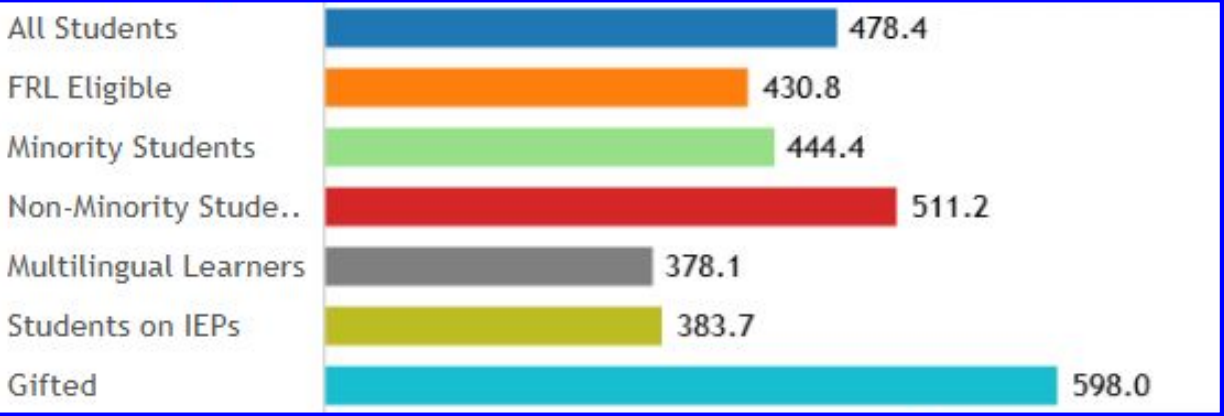
Evidence-Based Reading & Writing (SAT, PSAT 8/9 & 10 Combined)



2026

STATE

STUDENT GROUP

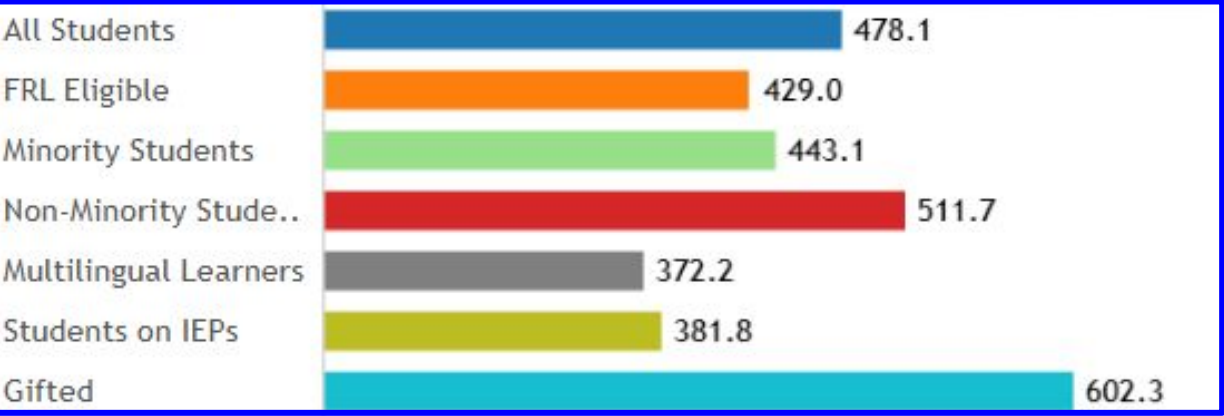


DISTRICT

2025

STATE

STUDENT GROUP



DISTRICT



2026 Growth Demographic Data

Evidence-Based Reading & Writing (SAT & PSAT 10)



NOTE: There is no 9th grade growth as CMAS and PSAT 8/9 are not mapped one-to-one.

PSAT 10

	2026	2025	2024	2023	2022
District (all)	47 State = 49	60 State = 49	47 State = 49	50 State = 50	52 State = 49
Minority Students	47.5 State = 47	57 State = 47	49 State = 45	54 State = 46	45 State = 46
White	47 State = 52	60 State = 52	46 State = 54	50 State = 53	53 State = 52
*Free & Reduced	46 State = 45	64 State = 45	47 State = 44	48 State = 43	20 State = 44
GT	45 State = 59	58 State = 59	54 State = 60	56 State = 61	na
IEP	42 State = 41	49 State = 42	48 State = 36	45 State = 43	43 State = 39
Multilingual	34 State = 41	51.5 State = 40	38 State = 36	57 State = 42	52 State = 41

SAT

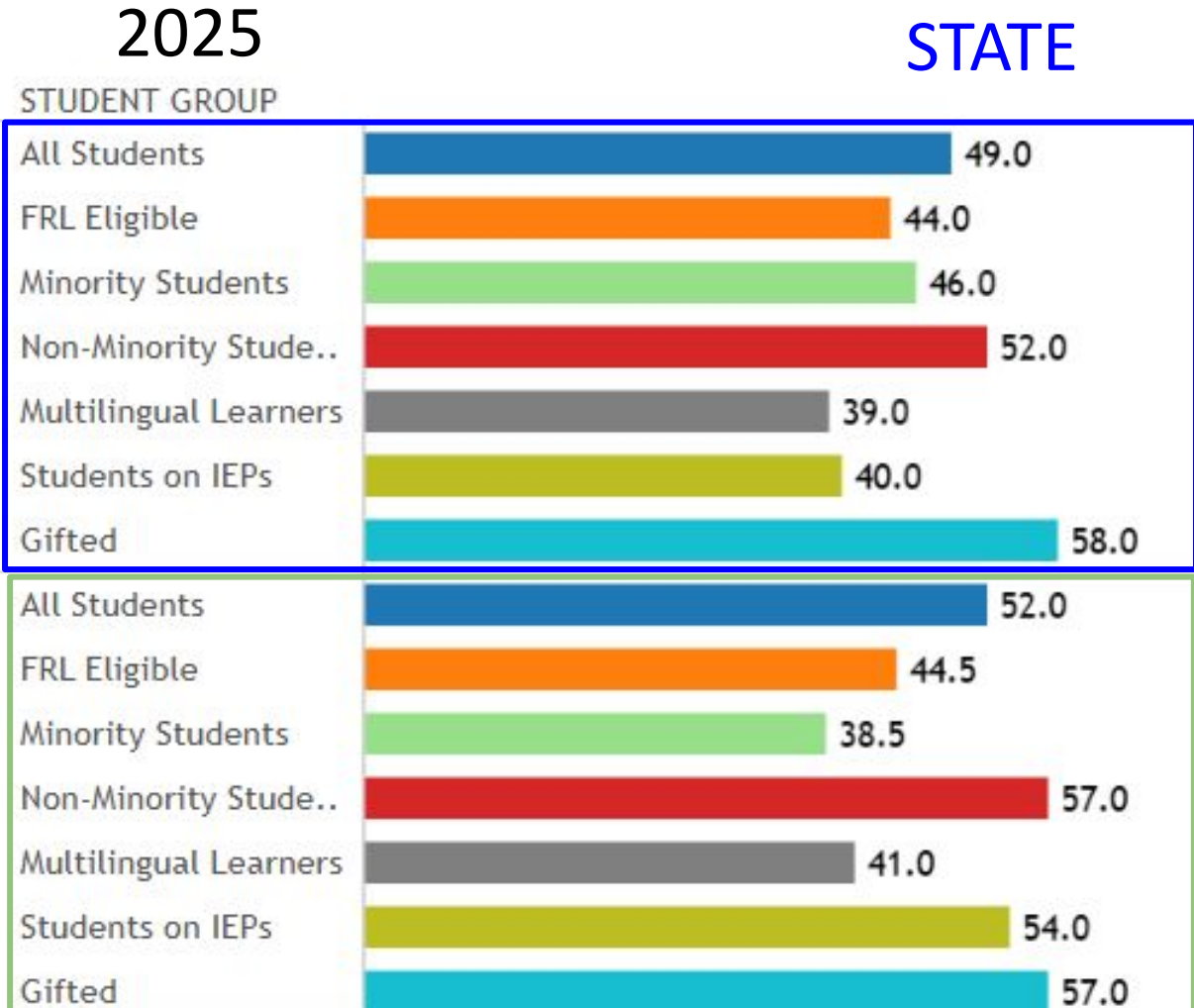
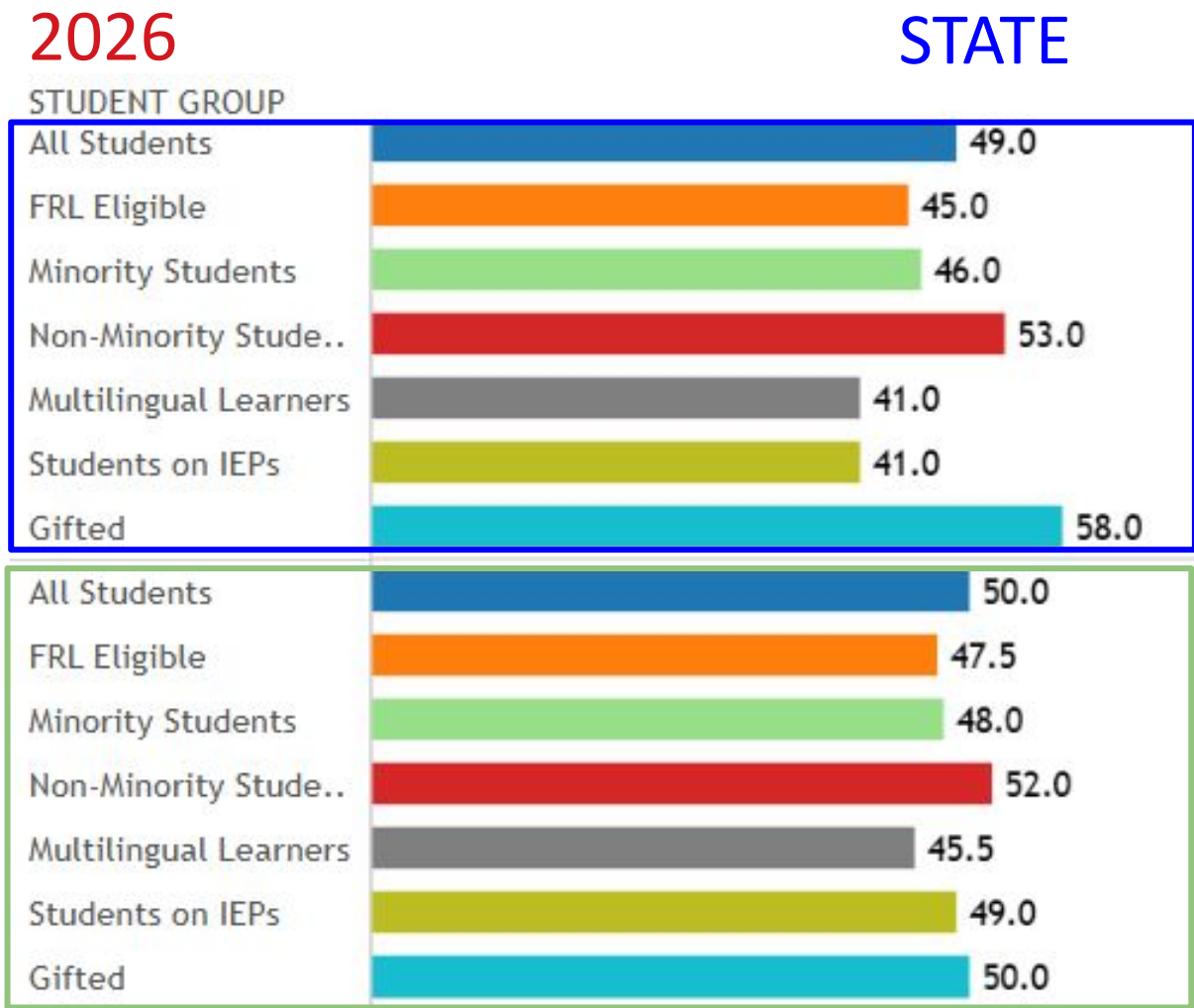
	2026	2025	2024	2023	2022
District (all)	55 State = 49	41 State = 49	51 State = 49	50 State = 49	49 State = 50
Minority Students	50.5 State = 46	28 State = 46	43 State = 45	40 State = 46	44 State = 44
White	57 State = 53	48 State = 53	52 State = 53	51 State = 51	49 State = 53
*Free & Reduced	50 State = 44	27 State = 44	37 State = 43	40 State = 44	46 State = 42
GT	56 State = 57	56 State = 56	54 State = 57	56 State = 57	na
IEP	55.5 State = 40	59 State = 39	36 State = 37	34 State = 38	41 State = 35
Multilingual	51.5 State = 41	24.5 State = 40	37 State = 34	37 State = 42	31 State = 37

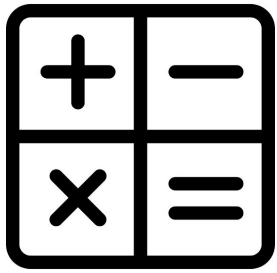
2026 District to State Demographics Growth Comparison

Evidence-Based Reading & Writing (SAT & PSAT 10 Combined)



NOTE: There is no 9th grade growth as CMAS and PSAT 8/9 are not mapped one-to-one.

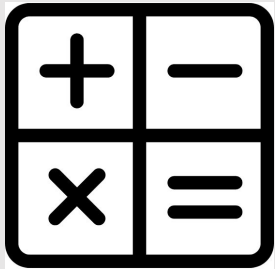




2026 District to State Performance % Met + Exceeded

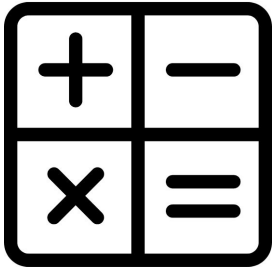
Mathematics

	2026	2025	2024	2023
DISTRICT PSAT 9	63%	63.3%	65.5%	67.0%
State PSAT 9	41%	37.5%	39.5%	46.5%
DISTRICT PSAT 10	59%	57.8%	54.8%	54.2%
State PSAT 10	39%	36.4%	33.9%	37.9%
DISTRICT SAT	48%	51.2%	41.9%	59.4%
State SAT	32%	32.5%	31.1%	35.2%



2026 District to State Demographics Scale Score Comparison

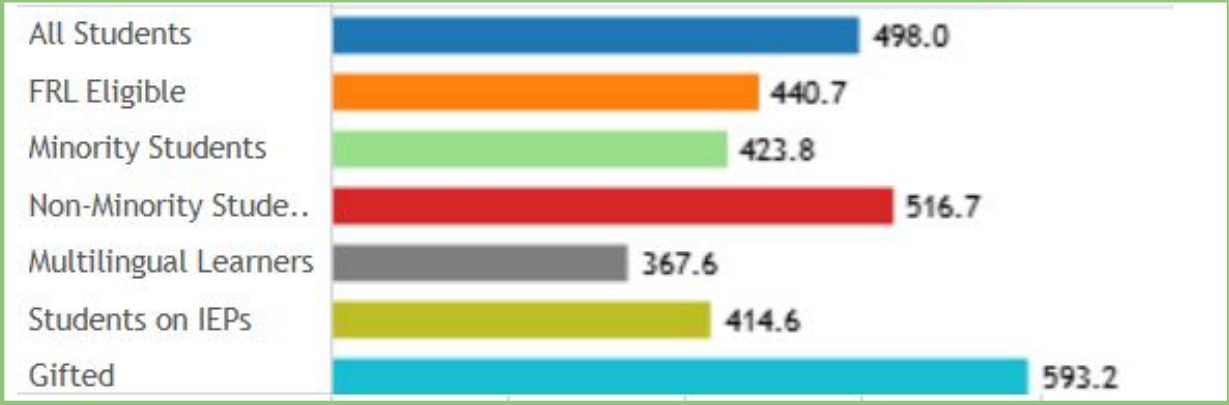
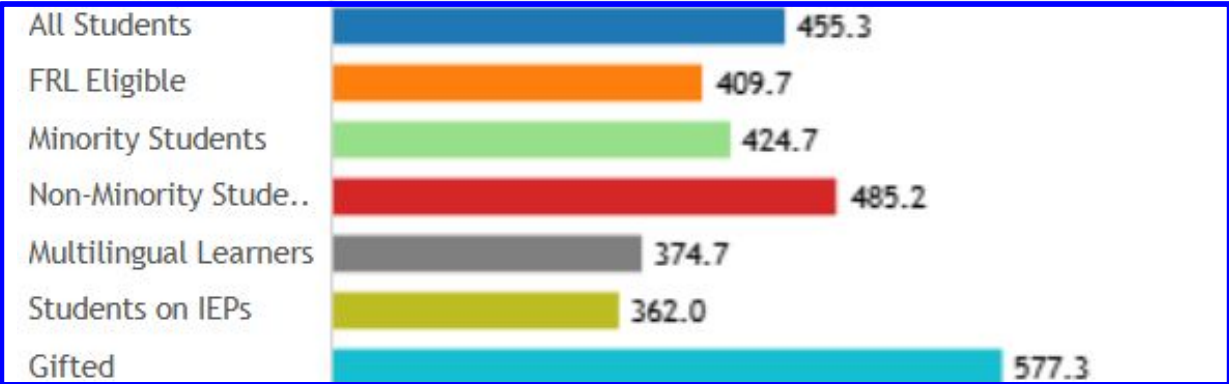
Mathematics (SAT, PSAT 8/9 & 10 Combined)



2026

STATE

STUDENT GROUP

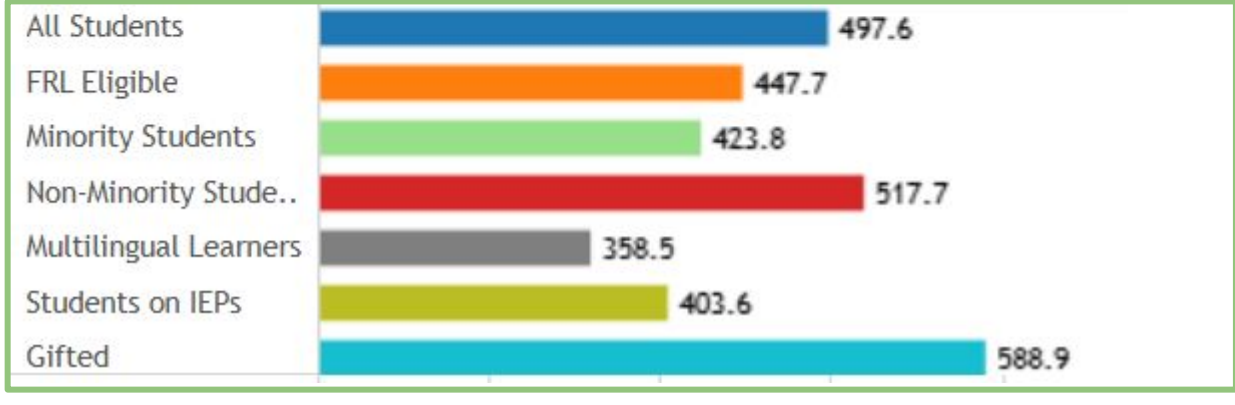
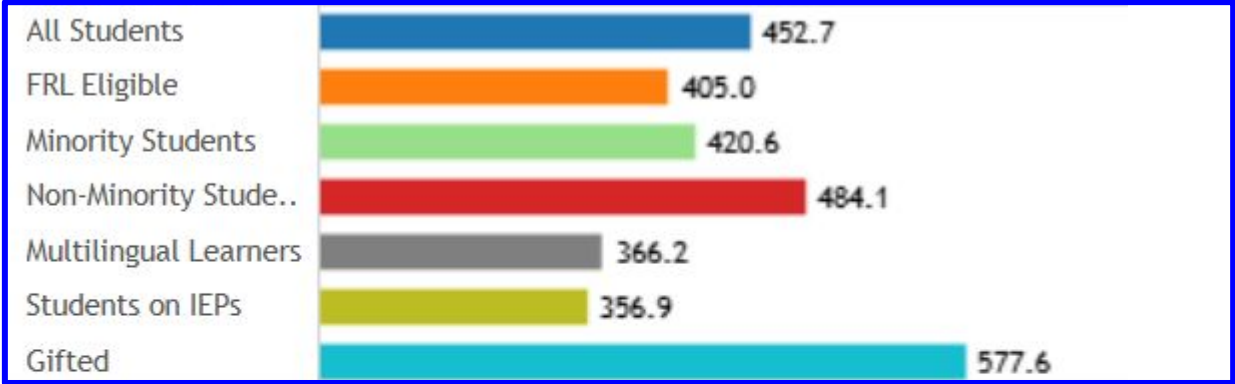


DISTRICT

2025

STATE

STUDENT GROUP

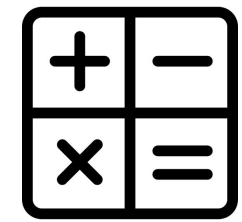


DISTRICT



2026 Growth Demographic Data

Mathematics (SAT, PSAT 10, & PSAT 8/9)



PSAT 9

9th	2026	2025	2024	2023	2022
District (all)	45 State = 50	41 State = 50	44 State = 50	35 State = 50	43.5 State = 50
Minority Students	37 State = 47	40 State = 46	51 State = 47	33 State = 46	43 State = 47
White	48 State = 52	42 State = 54	42 State = 53	35 State = 53	44 State = 52
*Free & Reduced	44.5 State = 46	34 State = 43	52 State = 45	30 State = 44	na
GT	40.5 State = 57	45 State = 60	38 State = 57	41 State = 61	na
IEP	62 State = 39	38 State = 33	39 State = 35	44 State = 43	25 State = 42
Multilingual	42.5 State = 43	23 State = 38	40 State = 41	27 State = 43	36 State = 41

PSAT 10

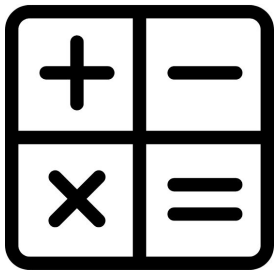
10th	2026	2025	2024	2023	2022
District (all)	39 State = 50	54 State = 49	43.5 State = 50	52.5 State = 48	57 State = 48
Minority Students	40.5 State = 49	52 State = 47	50 State = 47	48 State = 45	61 State = 44
White	39 State = 49	54 State = 51	41 State = 52	53 State = 53	57 State = 53
*Free & Reduced	47 State = 48	49 State = 46	45 State = 45	na	na
GT	38.5 State = 55	60 State = 58	42 State = 57	64 State = 59	na
IEP	50 State = 45	50 State = 41	47 State = 37	54 State = 40	48 State = 35
Multilingual	41 State = 47	60 State = 46	29 State = 39	41 State = 41	55 State = 35

SAT

11th	2026	2025	2024	2023	2022
District (all)	37 State = 49	44 State = 49	42.5 State = 49	152 State = 49	45 State = 49
Minority Students	39.5 State = 48	46 State = 46	39 State = 45	52 State = 45	41 State = 44
White	36 State = 51	44 State = 52	47 State = 53	52 State = 52	45 State = 53
*Free & Reduced	29 State = 46	42 State = 44	53 State = 42	na	na
GT	47 State = 55	37 State = 54	42 State = 55	55 State = 54	na
IEP	50 State = 45	60 State = 38	36 State = 28	52 State = 37	39 State = 28
Multilingual	71 State = 47	55 State = 41	41 State = 33	67 State = 39	37 State = 33

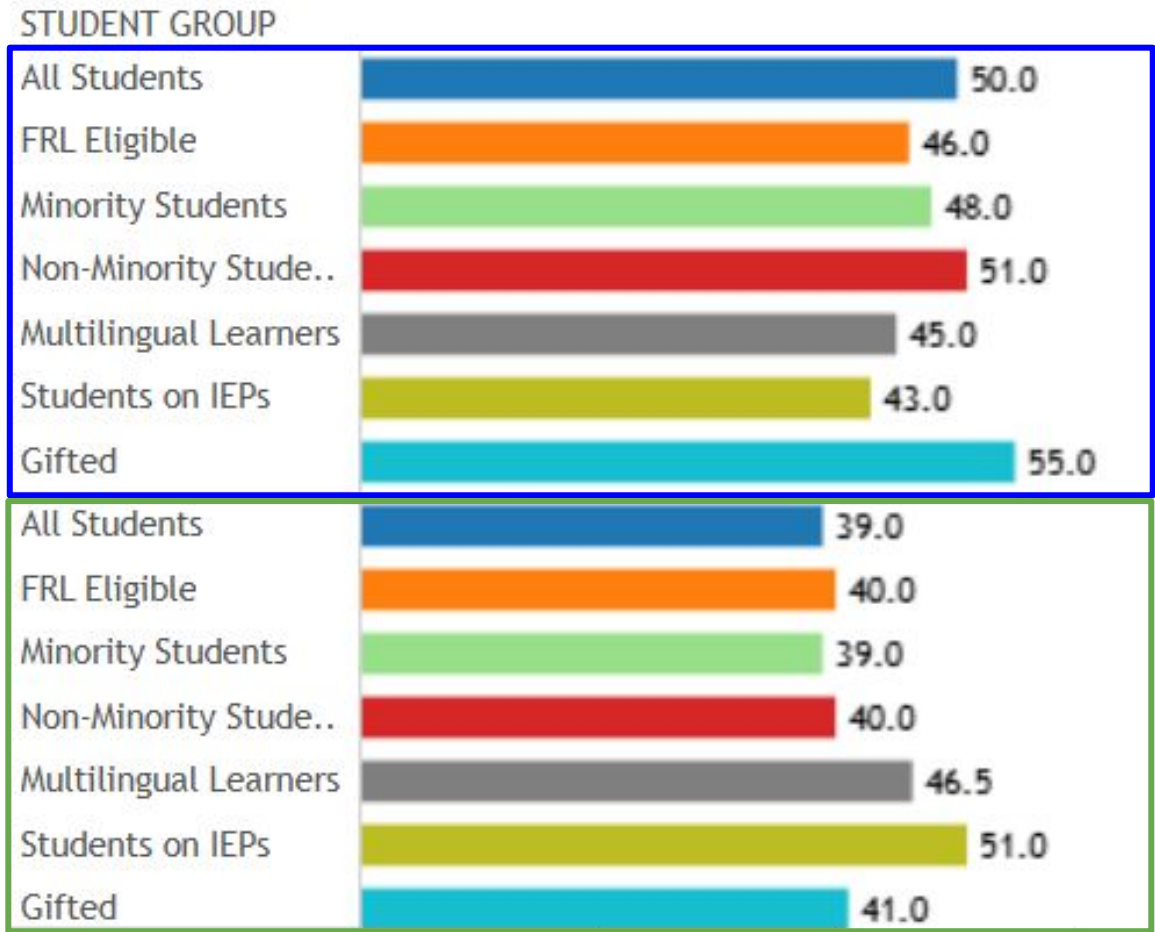
2026 District to State Demographics Growth Comparison

Mathematics (SAT, PSAT 8/9 & 10 Combined)



2026

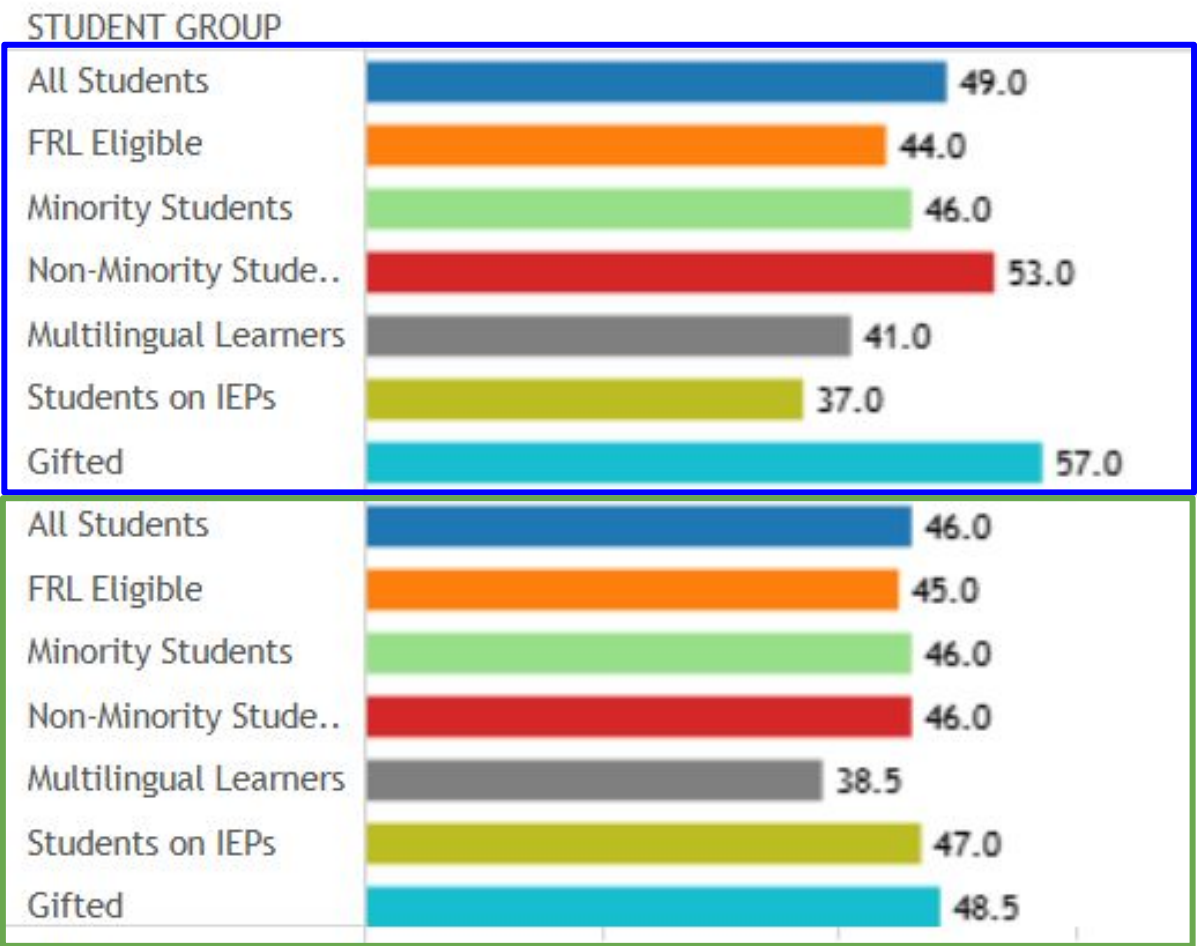
STATE



DISTRICT

2025

STATE



DISTRICT



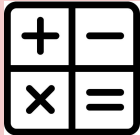
2026 Growth Data by Cohort

PSAT8/9, PSAT 10, & SAT

Reading & Writing

	2026 SSSD	2025 SSSD	2024 SSSD	2023 SSSD	2022 SSSD
10th Grade	47	60	47	50	52
11th Grade	55	41	50.5	50	49

Math

	2026 SSSD	2025 SSSD	2024 SSSD	2023 SSSD	2022 SSSD
9th Grade	45	41	44	35	43.5
10th Grade	39	54	43.5	52.5	57
11th Grade	37	44	42.5	52	45

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



Benchmark Performance Data 2026 PSAT 8/9, PSAT 10, & SAT

Reading and Writing

% Met + Exceeded Benchmarks



Reading & Writing

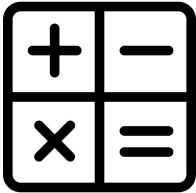
	PSAT 9			PSAT 10			SAT		
	2026	2025	2024	2026	2025	2024	2026	2025	2024
District	86%	81%	78%	81%	82%	83%	79%	80%	74%
State (Public Schools Only)	66%	65%	65%	65%	63%	66%	60%	61%	57%
State (ALL Schools)	66%	65%	65%	65%	63%	66%	60%	62%	58%
U.S. and U.S Territories	64%	62%	61%	60%	60%	62%	54%	57%	53%
Global Testers	64%	62%	61%	61%	60%	62%	54%	57%	53%



Benchmark Performance Data 2026 PSAT 8/9, PSAT 10, & SAT

Mathematics

% Met + Exceeded Benchmarks



Mathematics

	PSAT 9			PSAT 10			SAT		
	2026	2025	2024	2026	2025	2024	2026	2025	2024
District	63%	64%	66%	59%	58%	55%	48%	51%	42%
State (Public Schools Only)	41%	37%	39%	39%	36%	34%	32%	32%	31%
State (ALL Schools)	41%	37%	40%	39%	36%	34%	32%	33%	31%
U.S. and U.S Territories	36%	34%	36%	35%	34%	31%	29%	29%	27%
Global Testers	37%	35%	36%	36%	34%	31%	29%	29%	27%

2026 PSAT 8/9, PSAT 10 and SAT - Overall Performance

Benchmark Performance Percentages

SAT	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
Reading & Writing District (n=204) State (n= 56,684) Total Group (n =1,199,347)	18% 34% 40%	3% 6% 6%	79% 60% 54%
Math District (n=204) State (n= 56,684) Total Group (n =1,199,347)	47% 62% 65%	6% 6% 6%	48% 32% 29%

PSAT 10	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
Reading & Writing District (n=231) State (n= 54983) Total Group (n =377809)	14% 28% 32%	4% 6% 7%	81% 65% 61%
Math District (n=231) State (n= 54983) Total Group (n =377809)	28% 51% 54%	13% 10% 10%	59% 39% 36%



PSAT 8/9	Not Yet Approaching Benchmark	Approaching Benchmark	Meets/Exceeds Benchmark
Reading & Writing District (n=176) State (n= 57392) Total Group (n =411781)	7% 25% 26%	7% 9% 10%	86% 66% 64%
Math District (n=176) State (n= 57392) Total Group (n =411781)	26% 51% 54%	11% 8% 9%	63% 41% 37%



Benchmark Performance Data 2026 PSAT 8/9, PSAT 10, & SAT

Reading & Writing AND Mathematics (Total Test Score)

% Met + Exceeded Benchmarks

	PSAT 9			PSAT 10			SAT		
	2026	2025	2024	2026	2025	2024	2026	2025	2024
District	61%	61%	62%	56%	55%	54%	48%	51%	42%
State (Public Schools Only)	39%	36%	38%	38%	35%	33%	31%	32%	30%
State (ALL Schools)	39%	33%	38%	38%	35%	33%	31%	32%	30%
U.S. and U.S Territories	35%	33%	34%	34%	32%	30%	27%	28%	26%
Global Testers	35%	34%	34%	34%	33%	30%	28%	28%	26%



2026 Celebrations

CMAS

- **Outperforming State Growth Norms Overall:** Across all levels (Grades 4–8), SSSD consistently achieves Median Growth Percentiles (MGP) that meet or exceed the state average (~50 MGP) in both CMAS ELA and Math.
- **Equitable IEP Student Progress:** Students with IEPs across grades 4–8 achieve Median Growth Percentiles that align with or exceed state growth averages in both ELA and Math.
- **Accelerated Growth for Multilingual Learners:** Multilingual students demonstrated growth percentiles well above state averages in both ELA and Math, showing that language acquisition strategies are successfully driving learning velocity.
- **Strong Momentum for Minority Students:** Minority students consistently achieved Median Growth Percentiles above state benchmarks across both CMAS ELA and Math, reflecting robust year-over-year academic progress.

SAT & PSAT

- **IEP Student Growth in High School Reading & Writing:** Students with IEPs taking the SAT Evidence-Based Reading & Writing assessment achieved a Median Growth Percentile (MGP) above the state growth average.
- **High School Math IEP Student Growth:** High school students with IEPs maintained MGPs above the state average across math tests in 2026, led by PSAT 9 test-takers who outpaced the state growth benchmark by 23 percentile points.
- **Multilingual Learners SAT Demonstrate Massive Growth:** Multilingual Learners posted some of the highest Median Growth Percentiles across all high school demographic groups on the PSAT and SAT.
- **Literacy & Math Dominance:** Across all grade levels tested (PSAT 8/9, PSAT 10, and SAT), the percentage of SSSD students meeting or exceeding benchmark expectations in both Reading & Writing and Mathematics substantially exceeds state, national, and global comparison groups.

Statistical Stability Across High Baseline Achievement: Minor year-over-year variations in proficiency rates are not statistically significant confirming that overall district performance remains stable, highly consistent, and substantially above state benchmarks.



2026 Opportunities to Grow

CMAS

- **Grade-Level CMAS Growth Trajectories:** Although SSSD maintains overall academic achievement well above state averages, CMAS Median Growth Percentiles reflected slight year-over-year dips across grade levels between 2025 and 2026. This represents normal variation, and growth percentiles are still in the upper range of typical growth.

SAT & PSAT

- **High School Growth Below State Benchmarks:** While overall academic achievement remains exceptionally high, 2026 Median Growth Percentiles across PSAT and SAT dipped below the state growth average in both ELA and Math for many demographic groups, though most of that data set is still in the typical growth range.

Unlocking Universal Potential: Moving past the status quo of top-tier performance, SSSD remains committed to ensuring **every single student** is challenged, supported, and positioned to thrive.

Strategic Plan Actions & Strategies

To close gaps



SSSD Professional Development: Anchored in Excellence.

Rooted in Growth - SSSD staff will engage in pathways based professional development driven by staff and student needs. Pathways were identified using district data and self-reported needs.



Professional Learning Communities (PLCs) - Continued work with Professional Learning Communities. District PLC Guidelines set and focused on student learning and growth. Data based conversations to be had with staff based on state data.



Early Literacy - Continued implementation of the Science of Reading and Structured Literacy. Coaching from Early Literacy Coach and our consultant - STRIVE. A heightened focus on writing supported by STRIVE.



MTSS in SSSD - SSSD will continue to align language and processes to establish a common system of Multi Tiered Systems and Supports in our District & utilize Panorama to identify, build and maintain supports for each student in our district.



Curricular Resource Adoption - The following content areas adopted Curricular Resources: 4-5 English Language Arts (Year 1) & 6-8 ELA (Year 2). The following content areas will complete a curricular resource adoption process: 6-8 Spanish and K-12 PE.



Inquiry Learning Cycles/ Instructional Leadership Collaborative - Building Administrators and District Office Staff are learning Instructional Learning Cycles with a focus on - MTSS, Collaborative Leadership & Tier 1 Instruction

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
August 24, 2026

AGENDA ITEM
BOARD MEMBER UPDATES/COMMENTS/DEBRIEF

Background Information:

- ☐ Board Member Updates
- ☐ Meeting Review

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
PLAN FOR FUTURE MEETINGS

Plan for future meetings

- CASB Regional Meeting - September 1 at Sleeping Giant School
- Quarterly Financials through June 30, 2026 - September 14
- District Surveys - update to Board - September 14
- School Performance Frameworks - September
- Board Work Session - September 28
- CASB Annual Convention - December 3-5

Board Work Sessions - Second Meeting every month

- Work Session - September 28
- Work Session - October 26
- Work Session - January 25
- Work Session - March 15
- Work Session - May 17

Board Chats

- Work in Progress

STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
August 24, 2026

AGENDA ITEM
BOARD WORK SESSION TOPICS

Background Information:

SSSD Board of Education Work Session

- Superintendent Evaluation Form Review
- Board's Ends policies - Review and Discussion
- CASB Legislative Priorities - Leah Helme

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 and supporting documents 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.

Steamboat Springs School District RE-2
Superintendent Evaluation - 2025/2026

Scale: 5 = Outstanding; 4 = Accomplished; 3 = Proficient; 2 = Partially Proficient; 1 = Basic

5 = 90 - 100% (Majority of the time); 4 = 80 - 89% (Significant amount of the time); 3 = 70 - 79% (Sufficient amount of time); 2 = 50 - 69% (Sometimes); 1 = 0 - 49% (Never to minimal amount of time)

Relationship with the Board: Promotes the learning and growth of all students and staff through an effective partnership with the Board that supports the mission and vision of SSSD.	Callahan	Craig	Helme	Lemmer	Toothaker	Element Average	COMMENTS REQUIRED FOR SCORE BELOW 3
- Keeps the Board informed on issues, needs, and operation of the school system.						0	
- Provides recommendations, advice, information, and/or materials to assist the Board in its deliberations.						0	
- Makes an effort to work with all Board members on an equal basis and not unduly rely on certain individuals.						0	
- Implements directives from the Board.						0	
- Is receptive to input from the Board regarding how the community feels about the schools.						0	
Individual Average on Standard	0	0	0	0	0		
				STANDARD AVERAGE:		0	
Educational Leadership: Promotes the learning and growth of all students and the success of all staff by cultivating a shared mission & vision that makes impactful teaching and learning the central focus of SSSD.	Callahan	Craig	Helme	Lemmer	Toothaker	Element Average	COMMENTS REQUIRED FOR SCORE BELOW 3
- Implements Focus Area 1 of Strategic Plan: Learning experiences that support students to reach their fullest potential.						0	
- Implements Focus Area 2 of Strategic Plan: Building skills for students' lives & futures						0	
- Implements Focus Area 3 of Strategic Plan: Thriving educators & community						0	
- Communicate Strategic Plan with staff and community.						0	
- Understands and keeps informed regarding all aspects of the instructional program.						0	
- Serves as professional leader of the staff and adviser to the Board.						0	
- Consistently strives to improve the District's instructional programs.						0	

Steamboat Springs School District RE-2
Superintendent Evaluation - 2025/2026

Scale: 5 = Outstanding; 4 = Accomplished; 3 = Proficient; 2 = Partially Proficient; 1 = Basic

5 = 90 - 100% (Majority of the time); 4 = 80 - 89% (Significant amount of the time); 3 = 70 - 79% (Sufficient amount of time); 2 = 50 - 69% (Sometimes); 1 = 0 - 49% (Never to minimal amount of time)

Individual Average on Standard	5	0	0	0	0		
				STANDARD AVERAGE:		0	
Business / Finance: Promotes the learning and growth of all students and staff by ensuring a safe, efficient, and effective learning environment, utilizing resources to implement an appropriate educational program through responsible fiscal management.	Callahan	Craig	Helme	Lemmer	Toothaker	Element Average	COMMENTS REQUIRED FOR SCORE BELOW 3
- Assumes responsibility for administering the financial affairs of the district pursuant to established policy.						0	
- Provides periodic reports to the Board relating to financial status and transactions.						0	
- Advises the Board on the transportation, operation, and maintenance needs for the District.						0	
- Operates the District in a fiscally sound manner.						0	
Individual Average on Standard	5	0	0	5	0		
				STANDARD AVERAGE:		0	
Climate & Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.	Callahan	Craig	Helme	Lemmer	Toothaker	Element Average	COMMENTS REQUIRED FOR SCORE BELOW 3
- Establishes trust with direct reports and staff throughout the District.						0	
- Creates a system of shared leadership with Cabinet members.						0	
- Designs & utilizes a system of structure and processes which result in staff and community engagement and support.						0	
- Ensures system-wide structures provide an orderly and supportive environment that fosters a sense of safety and well-being.						0	

Steamboat Springs School District RE-2
Superintendent Evaluation - 2025/2026

Scale: 5 = Outstanding; 4 = Accomplished; 3 = Proficient; 2 = Partially Proficient; 1 = Basic

5 = 90 - 100% (Majority of the time); 4 = 80 - 89% (Significant amount of the time); 3 = 70 - 79% (Sufficient amount of time); 2 = 50 - 69% (Sometimes); 1 = 0 - 49% (Never to minimal amount of time)

- Commits to an inclusive and positive school environment that meets the needs of all staff, students, and community members.							0
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Individual Average on Standard	5	0	0	0	0		
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STANDARD AVERAGE:	0
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Professionalism: Promotes the learning and growth of all students and the success of all staff through effective partnerships with the community and other stakeholders that support the mission and vision of SSSD.

Callahan

Craig

Helme

Lemmer

Toothaker

Element Average

COMMENTS REQUIRED FOR SCORE BELOW 3

- Demonstrates high standards of ethical conduct, reflection, and external leadership.						0	
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- Gains respect and support of the community regarding the conduct of school operations.						0	
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- Achieves status as a community leader in public education.						0	
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- Works effectively with public and private agencies.						0	
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- Treats all personnel fairly, without favoritism or discrimination, while expecting high performance. Conducts fair, professional, and creditable evaluations.						0	
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Individual Average on Standard	0	0	0	0	0		
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STANDARD AVERAGE:	0
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Student Learning Goal / Professional Practice Goal: See Tab 2

Callahan

Craig

Helme

Lemmer

Toothaker

Element Average

COMMENTS REQUIRED FOR SCORE BELOW 3

- Student Learning SMART Goal / Strategic Plan: Focus Area 2; Priority 1						0	
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- Professional Practice SMART Goal / Strategic Plan: Focus Area 3; Priority 1						0	
---	--	--	--	--	--	---	--

Individual Average on Standard	0	0	0	0	0		
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STANDARD AVERAGE:	0
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OVERALL AVERAGE:	0.00
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Superintendent Signature:

Date:

Steamboat Springs School District RE-2							
Superintendent Evaluation - 2025/2026							

Scale: 5 = Outstanding; 4 = Accomplished; 3 = Proficient; 2 = Partially Proficient; 1 = Basic							
5 = 90 - 100% (Majority of the time); 4 = 80 - 89% (Significant amount of the time); 3 = 70 - 79% (Sufficient amount of time); 2 = 50 - 69% (Sometimes); 1 = 0 - 49% (Never to minimal amount of time)							
Board President Signature:							
Date:							

GOAL SETTING: 2025/2026

S = Specific; M = Measurable; A = Action Oriented; R = Rigorous/Realistic; T = Time/Tracked

Student Learning SMART Goal		Professional Practice SMART Goal	
Individual		Individual	
or		or	
Team		Team	
Strengthen School-Based Mental Health Systems		Refine and Standardize MTSS Practices Districtwide	
Specific: By June 2026, in collaboration with Shelby DeWolfe, Behavioral Health Manager, refine and enhance school-based mental health practices to ensure all students have consistent access to Tier 1 universal supports, with Tier 2 and Tier 3 interventions available when needed.		Specific: By June 2026, fully implement Panorama as the districtwide platform for MTSS in all schools, creating consistent practices and documentation to support student academic, behavioral, and social-emotional needs.	
Measurable: Implement refined mental health protocols in 100% of schools, document access to appropriate tiered supports for identified students, and achieve a 10% reduction in crisis referrals compared to the 2024–2025 baseline.		Measurable: Ensure 100% of schools use Panorama for MTSS tracking and decision-making, with at least 90% of student support plans documented in the system. Conduct fidelity checks twice per year to confirm uniform application of MTSS protocols.	
Action Oriented: Actively participate as the SSSD representative on the Routt County Crisis Response Team and the countywide Behavioral Health Coalition, integrating community resources into district supports. Conduct at least two joint reviews with school leaders and counselors to assess and adjust implementation.		Action Oriented: Provide training for school leaders, counselors, and teachers on Panorama use; monitor implementation through quarterly Cabinet reviews.	
Relevant: Supports the district's commitment to student well-being and the Strategic Plan's focus on thriving educators and community.		Relevant: Establishes a seamless MTSS process that improves support for students and ensures continuity when students transition between schools.	
Time/Tracked: Tiered supports implemented districtwide by January 2026, with mid-year and end-of-year progress reports provided through existing Board updates.		Time/Tracked: Full rollout and staff training completed by October 2025, with mid-year and end-of-year progress reviews.	

Board's Ends Goals work session 8-24-26

Global Ends Statement

Every student in the Steamboat Springs School District will thrive by achieving meaningful academic, social, and emotional growth to graduate with the knowledge, skills, sense of belonging, and resilience to pursue their chosen path and flourish in their community.

End 1- Academic Excellence

Every student will demonstrate strong academic achievement and meaningful individual growth, with focused attention to closing opportunity and achievement gaps for special populations using evidence and research-based practices.

Ends 2- Mindful Tech

Students, educators, and district leadership will use technology purposefully and responsibly, limiting screen time to technology that will complement, rather than replace, meaningful human interaction and essential skill development.

Ends 3- Thriving Educator Community

The District will attract, retain, and support a high-quality, diverse, and thriving educator workforce by prioritizing accessible workforce housing solutions that enable members to live, work, and contribute meaningfully to the Steamboat Springs community.

Ends 4- Community Feedback and Continuous Improvement

Students, educators, families, and community members will have meaningful opportunities to provide feedback. These diverse perspectives will inform district decision-making, monitoring, and continuous improvement in ways that strengthen outcomes for students.

Proposed

2027 CASB Legislative

Priorities and Platform

The CASB Legislative Resolutions and Advocacy Committee (LRAC) has reviewed the resolutions and had the opportunity to forward a particular item to the Delegate Assembly with a Favorable Recommendation. A Favorable Recommendation means the LRAC unanimously voted to add the Favorable Recommendation.

The lack of a Favorable Recommendation in no way speaks to the validity of the Resolution, it simply means the LRAC did not reach a unanimous vote.

Legislative Agenda at a Glance

Priorities / Bill Ideas for 2027

CASB members are committed to advocating with various stakeholders to accomplish the following:

- Develop blueprint for sustainable full funding and collaborative implementation of Jan. 3, 2025, adequacy study recommendations
- Fully implement HB14-1448 school funding formula
 - Commit to long-term stability
 - Commit to 4-year averaging until full implementation
 - Ensure Budget Stabilization Factor (BSF), or any other defunding mechanism, is not reinstated or implemented
 - Ensure the School Finance Formula is used to determine need and should not be used to create budget cuts
- Ensure the preservation of federal funding essential to meeting Colorado's public education needs

2027 Platform

Finance	Local Governance
<i>The Colorado Association of School Boards (CASB) believes the state must prioritize and provide Colorado's public schools (K-12) with adequate, equitable, reliable, and sustainable funding. Colorado must ensure the funding needed to meet today's and future educational needs of each and every Colorado public school student.</i> 1. Ensure that public monies are NOT used for private schools, through vouchers, Scholarship Granting Organizations, or any other method 2. Increase total per pupil spending to the adequacy study funding levels (\$3.5–4 billion more) 3. Modernize TABOR to remove barriers to fully funding public education 4. Fully fund Individuals with Disabilities Education Act (IDEA) 5. Ensure adequate and sustainable funding for capital improvements, building safety enhancements, including options like BEST 6. Ensure equitable distribution via the School Finance Act (SFA) 7. Oppose legislative mandates on school districts without full and recurring funding, and review and reduce current unfunded mandates 8. Adopt the School Finance Act (SFA) before long bill adoption 9. Evaluate grant programs and fully fund effective grant programs via SFA 10. Protect State Education Fund (SEF) and the long-term benefits to the Permanent Fund beneficiaries	<i>CASB recognizes the authority granted under Article IX section 15 of the Colorado Constitution giving locally elected Boards of Education the right to adopt curriculum, implement instruction, and authorize employment to ensure student access to diverse learning opportunities.</i> 1. Honor Constitutionally-mandated local control of BOEs 2. Protect Colorado's state and local control amid federal changes 3. Eliminate unfunded mandates placed on locally elected Boards of Education (BOEs) 4. Prevent legislation which attempts to override or circumvent Board of Education local control and/or erodes resources for public schools 5. Support limiting the role of the State Board of Education in new charter school appeals to determining whether the chartering authority's decision was arbitrary and capricious 6. Restore local control over educator evaluation systems, prioritizing measures of effectiveness and professional feedback

Student & Staff Safety and Success	Accountability
<i>CASB believes the state must provide Colorado's public schools with adequate, equitable, and reliable funding not only to educate, but also to provide a safe environment for our students and staff – A safe environment is proven to be essential to successful student learning.</i> 1. Expand mental health support for students and staff 2. Collaborate with other entities that support public education to fund and improve student success as well as student and staff safety 3. Increase systematic and systemic support of educator recruitment and retainment to ensure equitable, high-quality instruction for all students 4. Ensure strict compliance with IEPs, 504s, and ALPs to protect special education students	<i>CASB supports a system of accountability that emphasizes local measures that inform instruction as well as acknowledging a need for a statewide system that allows measurement of school and district effectiveness.</i> CASB members are committed to advocating with legislators to accomplish the following: 1. Shape future legislation and monitor implementation of HB23-1241 Accountability Task Force Nov 7 2024 recommendations as reflected in HB25-1278 2. Ensure consistent accountability and transparency processes are in place for all publicly funded school options (traditional, non-traditional, charter, single/multi-district online, etc.) to guarantee a learning environment which results in positive student outcomes 3. Ensure that all publicly funded school options equitably serve all students

Member Submitted Resolutions

Finance

#1 Submitted by: Legislative Resolutions and Advocacy Committee

Title: Call for Full Funding of IDEA by Congress

FORWARDED WITH A FAVORABLE RECOMMENDATION

Resolution

The United States Congress passed the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act, or IDEA) in 1975. The implementation of IDEA has led to significant improvements in the education of countless children, and CASB members remain wholeheartedly committed to serving all students.

The original IDEA legislation called for the federal government to fund 40% of the cost for special education services mandated under the Act. However, Congress has annually failed to provide funding that reaches this 40% level. Since 1975, this lack of support has consistently impacted our ability to provide resources for our most vulnerable students.

CASB members call for Congress to finally carry out their duty to support all students by taking steps to reach the 40% funding level by 2040. This "40 by 40" campaign represents a necessary commitment to the students, families, and educators of Colorado.

The Delegate Assembly of the Colorado Association of School Boards calls on every CASB member board to pass a resolution in support of the "40 by 40" campaign. Additionally, delegates encourage every CASB member to advocate with their member of Congress to ensure the federal government finally fulfills its mandate and supports each and every student in Colorado.

Rationale for Resolution

CASB member Boards of Education are committed to ensuring every child is provided with the resources they need to achieve their full academic potential. Every dollar of federal funding that does not offset the mandates of IDEA requires CASB member boards to make nearly impossible decisions to fund one educational priority over another. Ultimately, every dollar that is not funded by Congress requires an equal transfer from the general education budget, affecting the resources available to all Colorado students.

Member Submitted Resolutions

Finance

#2 Submitted by: Telluride R-1

Title: No Hidden Negative Factors

Resolution

Total Program Funding or Formula Funding are intended to describe a district's educational funding needs. When Formula adjustments are made with the intent of reducing State Share of Educational Funding it is truly a Negative Factor in disguise. An explicit Negative Factor is preferred for tracking purposes and to accurately reflect district funding needs.

Rationale for Resolution

As HB24-1448, the new funding formula, is phased in, it has become clear that not all districts are held at the same or improved funding levels. Twenty-seven district are currently in Hold harmless indicating that the new formulas are harmful. Over half of these districts will see a 1-3% reduction and some will experience a major reduction of 9.71% and 17.67%. The three main causes of financial harm are a cap on the Cost-of-living Factor, implementation of the Locale Factor as currently formulated and the illumination of 5-year averaging during declining enrollment. Other mechanisms are also being considered to reduce educational spending. By placing the cost saving changes in the Formula it makes it falsely appear that education is being fully funded. It also sets the expectation that harmed districts simply need to budget better.

Member Submitted Resolutions

Local Governance

#3 Submitted by: Douglas County

Title: Modernization of Charter School Authorization in Colorado

Resolution

CASB supports amendments to the Charter Schools Act (C.R.S. 22-30.5-101 et seq.) that modernize Colorado charter school authorization framework to reflect current demographic realities, including declining enrollment in many communities, while preserving high-quality educational opportunities for students.

CASB supports granting local boards of education the authority to consider the educational, programmatic, enrollment, and fiscal impacts of proposed new charter schools, charter school replications, and charter school expansions on existing public schools within a reasonable geographic area.

CASB supports allowing local boards of education to consider:

- Projected enrollment trends and demographic conditions within the community;
- Whether the proposed school addresses an unmet educational need;
- The performance and quality of existing district-operated and charter schools;
- The availability of similar educational programming already offered within the community;
- Existing parent choice opportunities, including access to high-performing charter schools; and
- Whether the proposed school would meaningfully expand educational opportunities or unnecessarily duplicate existing programs and services.

CASB further supports allowing local boards of education to require independent third-party verification of enrollment projections and letters of intent submitted in support of charter school applications. Such verification should confirm the validity of projected enrollment demand while protecting the privacy of individual families.

CASB supports allowing local boards of education to deny an application or impose reasonable conditions when approval would likely diminish educational quality, create unnecessary duplication of services, materially impair the ability of existing schools to effectively serve students, or rely upon enrollment projections that cannot be reasonably substantiated.

Colorado Charter Schools Act was adopted during a period of sustained enrollment growth and expanding student populations. Today, many Colorado communities are experiencing declining enrollment, increased competition for students, and growing concerns regarding the long-term sustainability of educational programs and services.

Member Submitted Resolutions

Current law provides limited ability for local boards of education to consider whether a proposed charter school is needed within an existing educational environment. Communities may already offer robust parent choice opportunities through district-operated schools, innovation schools, magnet programs, and high-performing charter schools. Local boards should have the ability to consider these factors when evaluating whether a proposed charter school would expand opportunities for students or simply duplicate existing offerings.

Additionally, several charter school failures in Colorado have raised concerns regarding the accuracy of enrollment projections and letters of intent used to support charter applications. In some cases, schools have opened with substantially fewer students than projected, creating significant disruption for students, families, employees, and communities. Independent third-party verification of enrollment demand would improve transparency, strengthen planning assumptions, and reduce the likelihood of school failure caused by unrealistic enrollment projections.

This resolution does not seek to limit school choice or charter school opportunities. Rather, it seeks to modernize the Charter Schools Act by ensuring that authorization decisions are informed by community needs, educational quality, demographic realities, and verified evidence of enrollment demand. The goal is to preserve strong educational opportunities for students while supporting sustainable and effective public education systems across Colorado.

CASB supports an amendment to the Charter Schools Act (C.R.S. 22-30.5-101 et seq.) to modernize Colorado charter school authorization framework by recognizing current demographic realities, including declining enrollment in many communities, and by ensuring that the quality and sustainability of public schools are not compromised through the addition of new schools.

The amendment would allow a local school board, when considering an application for a new charter school, the replication of an existing charter school, or the expansion of a current charter school, to evaluate the impact of the proposed school on the educational quality, programmatic viability, enrollment stability, and financial sustainability of existing public schools within a reasonable geographic area.

In making its determination, a local board may consider whether the proposed school addresses an unmet educational need, projected enrollment trends, and the existing educational environment in the area where the school proposes to locate. Such consideration may include the performance of existing district-operated and charter schools, the availability of similar educational programming, the range of parent choice options already available, and the presence of high-performing schools that are successfully meeting student and family needs.

A local board may also consider whether the proposed school would meaningfully expand educational opportunities for students or whether it would unnecessarily duplicate programs and services already available within the community.

To ensure accurate assessment of community demand, the amendment would permit local boards to require that enrollment projections and letters of intent be verified by an independent third party. Such verification may confirm that prospective families are legitimate, reside within the anticipated service area, and have expressed a credible intent

Member Submitted Resolutions

to enroll, while protecting the privacy of individual families. The purpose of such verification is to provide greater confidence in enrollment assumptions used to support charter applications and to reduce the risk of school failures resulting from materially overstated enrollment projections.

If the local board finds that approval of the application would likely diminish educational quality, create unnecessary duplication of services, materially impair the ability of existing schools to effectively serve students, or is based upon enrollment projections that cannot be reasonably substantiated, the board may deny the application or approve it subject to reasonable conditions. The local board would be required to make specific findings supporting its decision.

Rationale for Resolution

The Charter School Act limits the ability of local school boards to evaluate charter schools in relation to declining school enrollment. This resolution expands the grounds for which a local board might deny a new charter while still ensuring that high performing charter and neighborhood schools can thrive. The proposal is intended to:

- Preserve school choice.
- Continue supporting high-quality charter schools.
- Protect successful existing charter schools from unnecessary duplication.
- Allow local boards to consider community-specific conditions.
- Promote long-term educational quality and financial sustainability.
- Improve transparency and confidence in enrollment projections.

The proposal is not intended to:

- Limit charter schools.
- Eliminate parent choice.
- Create a moratorium on new charter schools.
- Prevent high-performing charter operators from expanding when there is demonstrated community need.

Our objective is to modernize Colorado's Charter Schools Act so that authorization decisions continue to:

- Support innovation,
- Preserve meaningful parent choice,
- Encourage high-quality schools,
- Reflect today's demographic realities,
- Protect students and taxpayers, and
- Provide locally elected boards with appropriate tools to make informed decisions that serve the best interests of their communities.

Member Submitted Resolutions

Local Governance

#4 Submitted by: Adams 12

Title: Educator Evaluation

Resolution

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

Rationale for Resolution

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

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

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

Member Submitted Resolutions

Student & Staff Safety and Success

#5 Submitted by: St. Vrain Valley School District

Title: Improving the Sharing of Information Regarding Educator Misconduct

Resolution

CASB supports legislation that improves the ability of Colorado school districts to identify and appropriately consider credible information regarding educator misconduct during the hiring process while protecting the due process rights of employees, promoting student safety, and providing reasonable legal protections for school districts that participate in good-faith disclosures.

Rationale for Resolution

School districts have both a legal and moral responsibility to provide safe learning environments for students. One of the most important safeguards is ensuring that districts have access to sufficient information when making hiring decisions involving licensed educators.

Under current law, districts frequently encounter situations in which an employee resigns during an investigation into alleged misconduct or before disciplinary proceedings are completed. Once an employee separates from employment, districts often face significant uncertainty regarding what information may legally be disclosed to prospective employers. Concerns regarding defamation, privacy, employment claims, and other potential liability may discourage districts from sharing information that could be relevant to future hiring decisions.

As a result, hiring districts may unknowingly employ individuals whose employment history contains unresolved allegations or other significant concerns that would have influenced the hiring decision had the information been available. Existing hiring practices also rely heavily on self-reported employment histories and informal reference checks, making it difficult to identify gaps in employment or obtain consistent information from previous employers.

Colorado should explore legislative solutions that improve the exchange of relevant employment information while balancing the important interests of employee privacy, due process, and student safety. Such reforms could include standardized hiring inquiries, improved verification of employment history, statutory procedures governing the disclosure of misconduct-related information, or other mechanisms that provide school districts with greater confidence in hiring decisions while protecting good-faith participants from unnecessary legal exposure.

CASB supports legislation that advances these objectives and strengthens the ability of school districts to protect students through informed hiring decisions.

Member Submitted Resolutions

Student & Staff Safety and Success

#6 Submitted by: St. Vrain Valley School District

Title: Modernizing and Expanding Fifth- and Sixth-Year Career Pathway Programs

Resolution

CASB supports legislation that builds upon the success of Colorado's Pathways in Technology Early College High School (P-TECH) program by modernizing and expanding fifth- and sixth-year career pathway models that increase student access to affordable postsecondary education, strengthen workforce development, and address Colorado's evolving workforce needs.

Rationale for Resolution

Colorado has established itself as a national leader in career-connected education through the creation of Pathways in Technology Early College High School (P-TECH) programs. These innovative fifth- and sixth-year models enable students to earn college credentials, industry-recognized certifications, and valuable work-based learning experiences while completing high school, creating affordable pathways into high-demand careers and postsecondary education.

The success of P-TECH demonstrates the value of extending the traditional four-year high school model through strong partnerships among school districts, institutions of higher education, employers, and community organizations. Students benefit from reduced college costs, expanded career opportunities, and stronger connections to Colorado's workforce, while employers gain access to a pipeline of well-prepared graduates with industry-relevant skills.

Since the enactment of Colorado's original P-TECH legislation, however, the state's workforce needs have continued to evolve. Significant shortages now exist across numerous professions, including K-12 education, nursing, healthcare, advanced manufacturing, information technology, cybersecurity, engineering, and other high-demand fields that are essential to Colorado's long-term economic success. At the same time, districts and higher education partners have developed new ideas for delivering innovative fifth- and sixth-year pathways that extend beyond the original statutory framework.

Colorado should build upon the proven success of P-TECH by modernizing state law to encourage innovation, provide greater flexibility for local partnerships, and support the creation of additional fifth- and sixth-year pathway models that respond to regional and statewide workforce needs. Future legislation should preserve the core principles that have made P-TECH successful while allowing districts and their partners to develop new pathway models that prepare students for Colorado's most critical workforce challenges.

CASB supports legislation that advances innovative fifth- and sixth-year educational pathways, expands opportunities for students, strengthens Colorado's workforce, and preserves local flexibility in designing programs that meet the unique needs of individual communities.

Member Submitted Resolutions

Accountability

#7 Submitted by: Telluride R-1

Title: Reduction of Excessive Reporting Requirements

FORWARDED WITH A FAVORABLE RECOMMENDATION

Resolution

Effective educational systems support their administrators as educational leaders. Excessive, duplicative and onerous reporting requirements take away valuable administrative time. Especially in small districts where administrators wear multiple hats. CASB supports studies of educational effectiveness that include an analysis of reporting requirements and makes recommendations on reductions through referencing existing reports such as the District Accountability Frameworks as well as reducing redundancies through elimination or merging of reports.

Rationale for Resolution

Well-meaning legislation is dictating more programming with independent reporting requirements. Given that every district is underfunded by 15-30% per the two separate Adequacy Studies the increased and excessive reporting requirements are stressing districts unduly.

Mission Statement

The Colorado Association of School Boards, through leadership, service, training, and advocacy, engages and supports local boards of education to advance a system of public schools where each and every student is equipped to meet their full potential.

Vision Statement

Excellence in public education through effective leadership and the collective action of locally elected school boards.



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