

Work Session

Monday, September 28, 2026 4:30 PM

Yampa Valley High School, 325 7th Street, Classroom # 1 (Room 120), Steamboat Springs, CO 80487

1. **Work Session - Call to Order** **4:30 pm**

2. **SSSD Board of Education Work Session**

3. **Adjourn** **6:30 pm**

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.

Please check in at the District Office Front Desk (on 7th Street) for entrance to the work session.

**STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2
BOARD OF EDUCATION
September 28, 2026**

**AGENDA ITEM
BOARD WORK SESSION TOPICS**

Background Information:

SSSD Board of Education Work Session

- Strategic Plan - Spark & Compass
- Board Self Assessment
- Board Chats
- Board FY27 Calendar Events
- District Plan Update - Superintendent Drury

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

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Steamboat Springs School District Strategic Plan Refresh

September 28, 2026



OUR TIME TODAY...

1 Our Team & Our Experience

2 Our Clients

3 Our Strategic Planning Process

4 Strategic Planning Examples

5 Feedback & Questions



OUR TEAM



Susan Meek



Bret Miles



Cheri Wrench

Spark & Compass Consulting was founded to empower organizations like yours with expert guidance, strategic insight, and transformative leadership.

We are passionate about serving organizations that make an impact. By inspiring leaders and empowering communities, we help unlock the full potential of your mission.

With deep knowledge of Colorado's education landscape, we bring expertise, capacity, and a trusted partnership to turn your vision into transformative action.



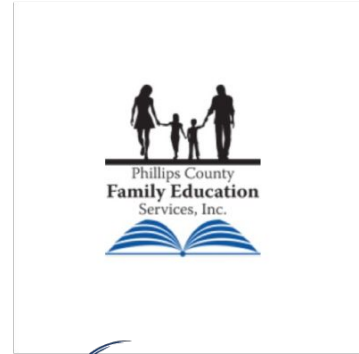
OUR EXPERIENCE

- Over 75 combined years of Colorado public education leadership experience.
- Includes diverse leadership roles with school district operational expertise.
- Statewide and rural experience.
- Certified and credentialed experts.
- Bilingual facilitation & translation built into our engagement strategy.





OUR CLIENTS



ENGAGE. EDUCATE. Empower.





WHAT IS STRATEGIC PLANNING?

Strategic planning is the process of:

- ➊ Gathering of all stakeholders input;
- ➋ Clarifying what the district is about;
- ➌ Deciding what is and what is not a priority for the use of resources;
- ➍ Analyzing the internal and external environment, a SWOT;
- ➎ Considering how best to deal with upcoming changes and transitions;
- ➏ Setting out a clear direction; and
- ➐ Setting concrete goals for the future.





FOCUSED CONVERSATION

- What's your past experience with strategic planning?
- What successes have you seen from the current strategic plan?
- What challenges have you experienced from the current strategic plan?
- What do you hope this refresh of the strategic plan achieves?





OUR PROCESS



1

Focus on Planning & Design



The goal of this phase is to **establish relationships** with the planning team, **establish a common understanding of the process**, and confirm the project goals.

2

Focus on Engagement



The goal of this phase is to **conduct an environmental assessment** reflecting the perceptions of the organization and its stakeholders in order to inform Phase 3.

3

Focus on Strategic Direction



The goal of this phase is to answer the question of: **"Where does the organization want to be in five years?"** and **"How do we get there?"**

4

Focus on Implementation



The goal of this phase is to **create an implementation plan and successfully launch** the strategic plan.



PHASE 1 – Deliverables



PHASE 1: Planning & Design

The goal of this phase is to establish relationships with the planning team, establish a common understanding of the process, and confirm the project goals.

DELIVERABLES

- Project Plan
- District & Board Kick-off Meetings
- Strategic Communications Plan
- Progress Updates

This fee is all-inclusive of the project elements described in this proposal under “role of the consultants” and “deliverables” including: meeting facilitation (virtual and in-person), presentations, and document preparation. Our consultants are willing to scale the project, the scope of work, and the deliverables within the four phases to meet any specific Client requirements.





PHASE 2 – Engagement



Environmental Scan

Examples may include: academic performance data, past strategic plans, operational data, and stakeholder feedback.

Survey all Stakeholders

Students, staff, families, community members, and school board members will receive an initial digital survey designed to provide a broad perspective on key questions that will shape your strategic plan.



Focus Groups

The next step is to bring together similar groups to build on the survey results and gain a deeper understanding of their needs and aspirations. By engaging groups in focused discussions, we can explore both diverse perspectives and common themes.



Interviews

In collaboration with the client, key individuals are identified for one-on-one interviews. These individuals are typically those with valuable insights or influence, ensuring their perspectives are captured as part of the data-gathering process.



Engagement
Report



PHASE 2 – Focus Groups & Interviews

2 Focus on Engagement

 The goal of this phase is to conduct an **environmental assessment** reflecting the perceptions of the organization and its stakeholders in order to inform Phase 3.

15 Focus Groups

- Schools combined
 - Students (4)
 - Staff (4)
 - Families (4)
- Cabinet
- DAC
- Nonprofits

7 Interviews

- Board (5)
- Funders (2)

20+ Focus Groups

- Schools combined
 - Students (4)
 - Staff (4)
 - Families (4)
- DAC
- Nonprofits & Businesses (2-4)
- Service Clubs (Rotary, etc.)
- Faith-Based Organizations
- Stakeholders w/o students in SSSD
- Elected Officials

16 Interviews

- Board (5)
- Cabinet (7)
- Funders (4)

Student voice is captured through focus groups & surveys





PHASE 2 – Deliverables



PHASE 2: Engagement

DELIVERABLES	Option 1	Option 2
• In-person Interviews & Focus Groups (w/ virtual options available) ◦ Expanded Focus Groups & Interviews • Stakeholder Survey • Engagement Report • Progress Updates	15 Focus Groups 7 Interviews	20+ Focus Groups 16 Interviews

This fee is all-inclusive of the project elements described in this proposal under “role of the consultants” and “deliverables” including: meeting facilitation (virtual and in-person), presentations, and document preparation. Our consultants are willing to scale the project, the scope of work, and the deliverables within the four phases to meet any specific Client requirements.





PHASE 3 – Deliverables



PHASE 3: Strategic Direction

The goal of this phase is to answer the question of: “Where does the organization want to be in five years?” and “How do we get there?”

DELIVERABLES

2 Full-Days In-person with Strategic Planning Committee (35)

- Core Behaviors Refresh
- Graduate Profile Refresh
- Practical Vision
- Strategic Directions & Priorities
- Mission Statement Review
- Progress Updates

Student voice plays a critical role in setting strategic directions

This fee is all-inclusive of the project elements described in this proposal under “role of the consultants” and “deliverables” including: meeting facilitation (virtual and in-person), presentations, and document preparation. Our consultants are willing to scale the project, the scope of work, and the deliverables within the four phases to meet any specific Client requirements.





PHASE 4 – Implementation Process

- Establish clear milestones and timelines
- Assign roles and responsibilities
- Identify resource requirements



OPTIONS

- Basic Implementation Plan
vs.
- Expanded Implementation Plan

- Provide guidelines for ongoing plan adjustments
- Facilitate capacity-building opportunities
- Incorporate a review cycle

- Establish a structured framework for tracking progress
- Recommend regular reporting mechanisms
- Develop adaptive strategies to address emerging challenges





PHASE 4 – Deliverables



PHASE 4: Implementation

The goal of this phase is to create an implementation plan and successfully launch the strategic plan.

DELIVERABLES

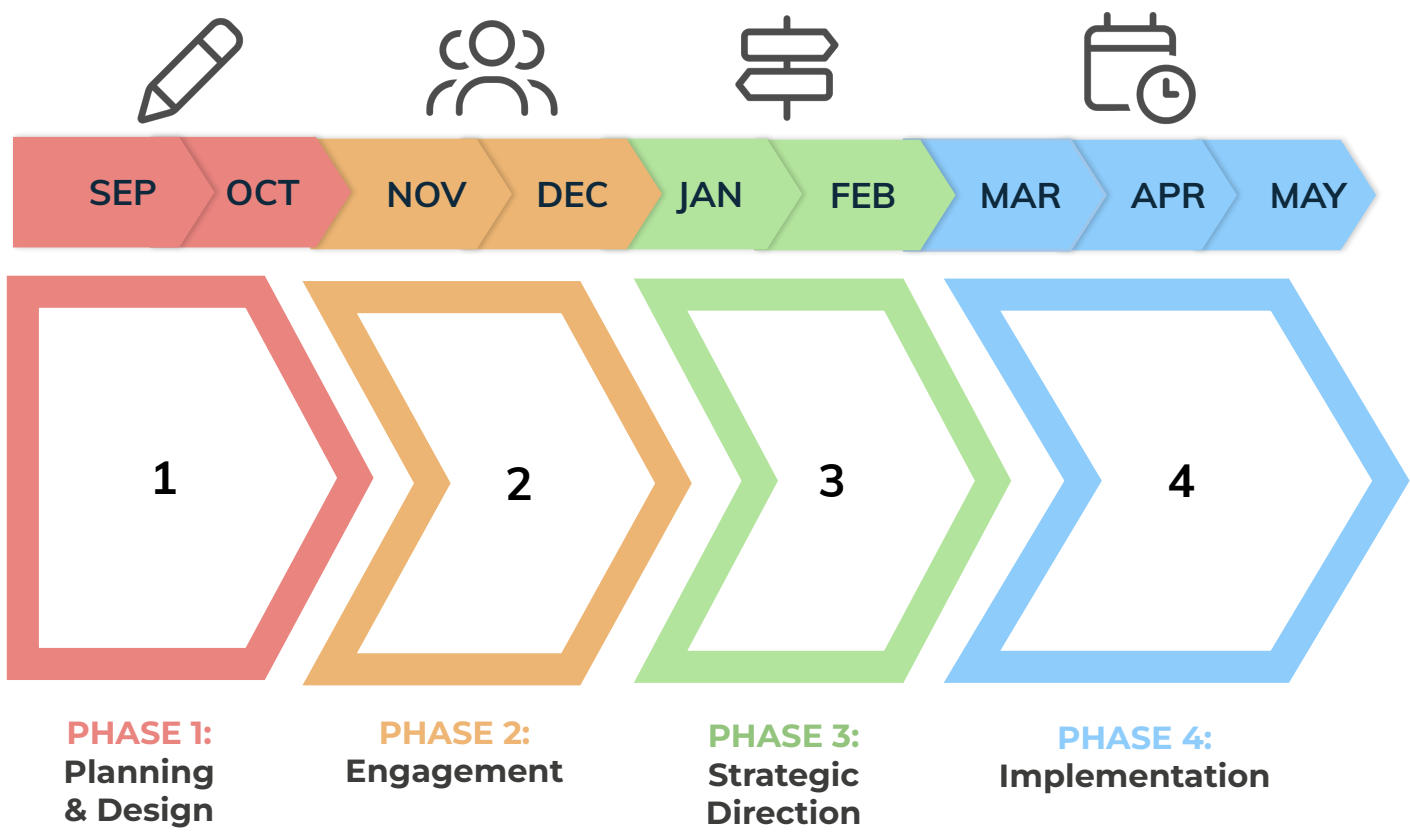
- Final Strategic Plan
- Branded Slide Deck
- Basic Implementation Plan
- Expanded Implementation Plan
- Launch & Communication Strategy
- Leadership/Board Scorecard Monitoring
- Present Strategic Plan to the Board

This fee is all-inclusive of the project elements described in this proposal under “role of the consultants” and “deliverables” including: meeting facilitation (virtual and in-person), presentations, and document preparation. Our consultants are willing to scale the project, the scope of work, and the deliverables within the four phases to meet any specific Client requirements.





POSSIBLE TIMELINE



**Key
Dates:**

9/28
Kickoff
Meetings

Focus Groups:

- Dec dates
- Nov dates

SPC:
2 full days
week of Jan 25

Cabinet:
1 day (Basic) or
multiple days
(Expanded) in
Mar or Apr





WHY SPARK & COMPASS

- 
Student Voice. We see student voice as essential in this process and have experience capitalizing on student voice as equal participants.
- 
Education-First Focus. We don't apply generic business models; our work is grounded in education policy, community engagement, and student success.
- 
Intentional Representative Engagement Strategy. We strive to ensure every voice is heard and included in the process.
- 
Implementation Support. We include tools and coaching to help operationalize your plan and monitor progress.

“

"Susan and Cheri's facilitation skills were crucial in navigating complex discussions and arriving at a strategic plan that sets the direction for our district's growth and long-term success."

- Michael Marrero, Board President
Strasburg School District 31J

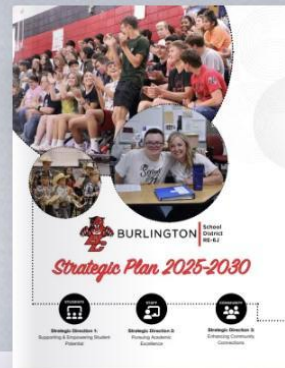
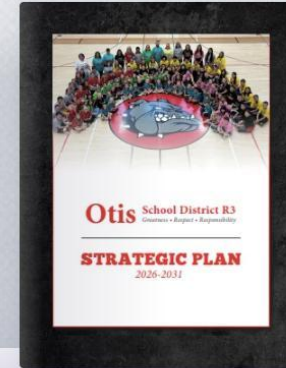
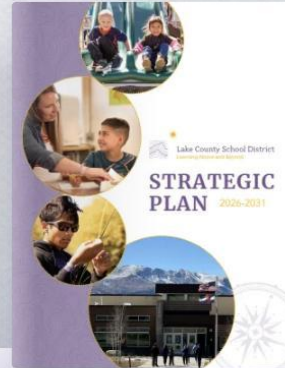
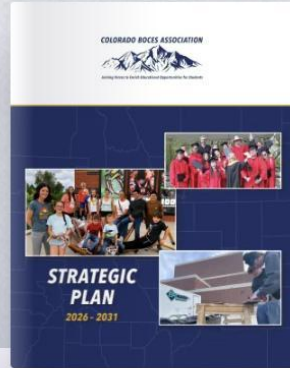
“

"Working with Spark & Compass was productive and enjoyable. Cheri and Bret are respectful of board members' busy schedules and responsibilities. Our board gets lots accomplished, and results are measurable and visible. Future action items are clearly laid out with help from Spark & Compass."

- Ronella Noble, Board Member
Yuma School District 1



EXAMPLES OF OUR WORK



www.bit.ly/SCC-Bookshelf



KEY ITEMS TO KNOW

Q: What is a school district community-driven strategic planning process?

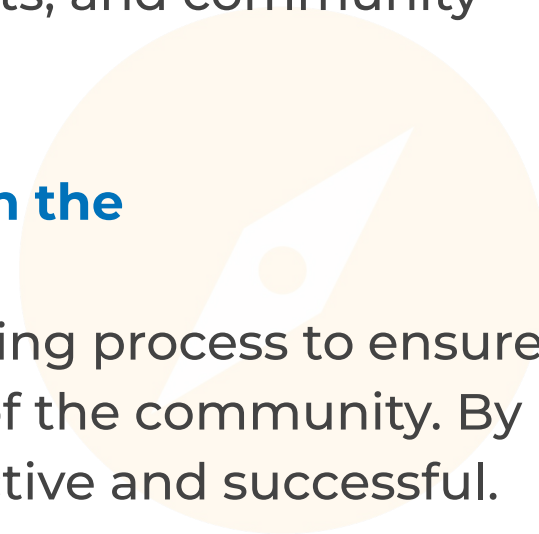
A: A strategic plan is a roadmap to the district's future. A strategic planning process is a systematic approach used by school districts to identify priorities, set goals, and determine how to allocate resources to achieve those goals over the next several years.

Q: Who participates in the strategic planning process?

A: The strategic planning process involves a diverse group of stakeholders, including teachers, administrators, staff, families, students, and community members.

Q: Why is it important for stakeholders to participate in the community-driven strategic planning process?

A: Stakeholders should participate in the strategic planning process to ensure that the resulting plan reflects the needs and priorities of the community. By involving stakeholders, the plan is more likely to be effective and successful.





KEY ITEMS TO KNOW

Q: What are the benefits of having a community-driven strategic planning process?

A: The benefits of a community-driven strategic planning process include improved student outcomes, accountability, community engagement, resource allocation, and long-term planning.

Q: What are some common components of a strategic plan?

A: Some common components of a strategic plan include a mission statement, goals and objectives, action steps, timelines, and measures of success.

Q: How is progress monitored and evaluated in the strategic plan?

A: Progress is monitored and evaluated through regular reporting and review of key performance indicators, such as student growth and achievement, graduation rates, and attendance rates.



FOCUSED CONVERSATION

- What is resonating with you about the process we just discussed?
- What challenges or barriers might we face during the strategic planning refresh process?
- What does “success” look like for this strategic planning process—both in the process itself and the resulting plan?
- Once the strategic plan is adopted, what will Steamboat need in order for it to actually live in the organization?
- Name one thing to prioritize as the District moves forward with a refresh of its strategic plan.





Questions?



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Quarterly Board Self-Assessment

The Steamboat Springs Board of Education is responsible for its own Governance Excellence. The point of this assessment is for the board to reflect on how it is governing in relationship to the Board's *Governance Process Policies* and *Board Superintendent Relations Policies*.

Rate the Board's performance over the past quarter on a scale of 1 to 5.

1 = Never/Strongly Disagree

2= Rarely/Somewhat Disagree

3 = Sometimes/Neutral

4= Evidence of/Somewhat Agree

5 = Always/Strongly Agree

dginesta@ssk12.org [Switch account](#)



Not shared

* Indicates required question

[B/SR-2 Unity of Control](#)

Collective Authority: As a Board, do we consistently ensure that only official decisions made by the Board *acting as a whole entity* are communicated as binding directives to the District Superintendent?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree



Always/Strongly Agree



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Individual Restraint: Have individual Board members, officers, and committees refrained from giving independent instructions or mandates to the Superintendent (outside of rare, explicitly authorized, or emergency situations)? *

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Respecting Boundaries on Staff Resources: When individual members or committees request information or assistance, do we respect and support the Superintendent's right to refuse requests that require a material amount of staff time, resources, or create operational disruptions? *

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

B/SR-2 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-2 Governing Style

Assessment Tip for the Board

This policy explicitly states that the Board—*not the Superintendent*—is responsible for governance excellence. If the Board finds itself unprepared or distracted by administrative details, it cannot blame staff workload or a packed agenda. Use this assessment to identify where the Board needs to practice greater collective self-discipline.

 [Request edit access](#)



*

Strategic Leadership: Does the Board focus its time and energy on long-term vision and strategic leadership rather than getting entangled in administrative details or operational means?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Student Outcomes ("Ends"): Are our policy discussions and decisions primarily focused on the long-term benefits for students rather than *how* the staff executes those goals?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Diversity of Viewpoints: Do we actively encourage and respect diverse viewpoints during discussions before arriving at a decision?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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*

Mission over Interpersonal Issues: Do we maintain a governance style that prioritizes organizational vision over any interpersonal conflicts or politics among Board members?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Governance Ownership: Does the Board take full, independent responsibility for its own excellence in governance, rather than relying on the District Superintendent or staff to manage or police us?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Individual Discipline: Do individual members demonstrate the self-discipline required for effective governance (e.g., regular attendance, thorough meeting preparation, and respect for defined roles)?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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GP-2 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-5 President's Role

Assessment Tip for the Full Board

Evaluating the President can feel awkward for some boards. To ensure total candor, remember that this is an assessment of the *role*, not a personal critique. The President welcomes this feedback to ensure they are serving as the protector of the Board's process—not its dictator.

Meeting Environment: Did the President chair meetings using Robert's Rules of Order and legal frameworks in a way that ensured debates were fair, open, thorough, efficient, and orderly? *

Rate the Board President's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Administrative Execution: Did the President efficiently fulfill their administrative obligations, including acting as the agenda liaison with the Superintendent, signing authorized contracts, maintaining monitoring data, and compiling the Superintendent's annual evaluation? *

Rate the Board President's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

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GP-5 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

GP-10 Board Member Covenants

Assessment Tip for the Board

Covenants are easily broken when under pressure. When reviewing this section, pay special attention to areas where the board might score themselves highly during "peace time" but struggle during high-stakes, controversial debates. True adherence to these covenants is measured by how the board treats one another during a crisis.

Constructive Dialogue: Do we consistently focus on issues rather than personalities, demonstrate respect for each other's opinions, and assume a posture of trust?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

Processing Information: Do we practice "seeking first to understand rather than be understood," and do we withhold judgment on complex issues until we are fully informed?

*

Rate the Board's performance over the past quarter

1 2 3 4 5

Never/Strongly Disagree ☐ ☐ ☐ ☐ ☐ Always/Strongly Agree

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*

Proactive Transparency: Do we share information and knowledge openly, voice our personal concerns and agendas clearly, and communicate in a timely manner to avoid catching other members or staff by surprise?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Critique and Praise: Do we actively practice the covenant to criticize one another privately and praise one another publicly?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Safeguarding Boundaries: Do we strictly maintain confidentiality, use executive sessions appropriately and judiciously, and rigorously follow the established chain of command?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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*

Defensive Postures: Do we approach disagreements with a non-defensive posture, taking the initiative to ask questions for clarification rather than making negative assumptions?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Public Support of Board Decisions: Once the Board has taken final action on a matter, do all members publicly support the collective decision, regardless of their personal vote or minority opinion during debate?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Protecting District Integrity: Do we make every reasonable effort in our public and private lives to protect the integrity and promote the positive image of the district, staff, and one another?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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GP-10 Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

[GP10-E Handling Concerns Raised by Parents, Community Members and Staff](#)

Assessment Tip for the Board

The hardest part of this policy is resisting the urge to do independent research. When a constituent hands you a compelling problem, it is human nature to want to investigate. Remind the Board during this assessment that independent research undermines the Superintendent and breaches this policy. Success means being a compassionate listener who fiercely protects the chain of command.

Protecting the Chain of Command: When approached by an individual with an operational complaint, do we consistently ask if they have spoken to the person closest to the problem and help direct them to the appropriate staff member?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

 [Request edit access](#)



*

Educating the Public on our Role: Do we use stakeholder complaints as an opportunity to explain that the Board's job is long-term vision and policy, not resolving operational day-to-day issues?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Refraining from "Playing Detective": Do individual Board members strictly refrain from undertaking their own independent investigations, research, or formal fact-finding when a constituent complains?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Respectful Escalation: If a Board member is unsatisfied with how the Superintendent resolved a constituent's concern, do they have a private, 1-on-1 conversation with the Superintendent *before* bringing it to the rest of the Board?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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*

Discerning Policy vs. Operations: When an individual's concern genuinely relates to a systemic Board policy issue, do we properly elevate it to the full Board for discussion rather than attempting to handle it individually?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Group Boundary Setting: When approached by a group (two or more people), do we explicitly inform them that we do not represent the full Board and have no individual authority to make decisions or direct action?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree

*

Prompt Board/Superintendent Notification: Following a group meeting or a high-level concern, do we promptly communicate the full context (issues discussed and persons involved) to both the Superintendent and the full Board?

Rate the Board's performance over the past quarter

	1	2	3	4	5	
Never/Strongly Disagree	☐	☐	☐	☐	☐	Always/Strongly Agree



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GP-10 E Comments (optional)

Feel free to use this space if you would like to add comments pertaining to one or more answers above.

Your answer

Submit

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Google Forms



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Board Chats scheduled for 26-27

- October 5 at 3:15 at Soda Creek Elementary - Jane Toothaker and Kim Lemmer
- November 4 at 3:15 pm at Strawberry Park Elementary - Jane Toothaker
- December 9 at 11:30 am at Off the Beaten Path Bookstore - Jane Toothaker
- February 3 at 3:15 pm at Sleeping Giant School - Kevin Callahan
- March 3 at 11:30 am at Off the Beaten Path Bookstore
- April 7 at 3:15 pm at Steamboat Springs Middle School - Leah Helme
- May 5 at 3:15 pm at Steamboat Springs High School - Lara Craig
- May 5 at 3:15 pm at Yampa Valley High School - Leah Helme

Meeting Dates (Agendas hyperlinked to date)	Monitor ENDS (Staff)	Monitor ELs (Staff)	Monitor GPs (BOE)	Monitor BSRs (BOE-Superintendent)	Superintendent Reports	Board Development	Other Business	Executive Session	Linkage Schedule outside of BOE Meetings	Advocacy	Spotlight (Staff/Buildings/Programs/Partners)	Statute Requirements	Cyclical /Other Considerations	Questions/Parking Lot
Aug 5 2026 Board Retreat						Randy Zila lead Board/Super Delopement			8/7- New Teacher Orientation SPE					
Aug 10 2026 Business Meeting					Vaping & Substance Abuse Presentation — Mental and Behavioral Health and Restorative Practices Manager Shelby DeWolfe and SSHS Counselor Angie Teters K-5 Technology Update - Director of Teaching & Learning Dr. Tim Ridder and Director of Technology Tim Miles		-CMC Financial Provisions for Cooperative Agreement Concurrent Enrollment Program -CMC Mentor MOU		8/13- 2:2:1 Board/KD Check-ins 8/14- ALL staff Assembly SSHS	School District Staff & Student Appreciation Master Calendar				
Aug 11 2026 Board ENDS Work Session						Evaluated and reviewed Ends 1 & 2 Proposing 5 New Ends Policies			All Schools- Back to School Events added to Board Memebr Calendars Goal: 1-2 Board Members at each Back to school event					
Aug 24 2026 Business Meeting and Work Session			GP-2 GP-10-E GP-18	B/SR-2: Unity of Control B/SR-6: Community Connections	CMAS and PSAT/SAT Growth and Achievement Data Presentation - Director of Teaching & Learning Dr. Tim Ridder and School Improvement and Gifted Education Coordinator Maggie Bruski	Reviewed CASB Legislative Priorities and Platform	Reviewed and discussed newly proposed Ends Policies		CASB Regional Meeting 9/1 4:30pm Sleeping Giant School Rep. Meghan Lukens 9/9 11:30am Board Chats Off the Beaten Path 9/10- 2:2:1 Board/KD Check-ins	CASB Fall Meeting and Delgate Assembly 9/11 & 9/12 in Breckenridge: CASB Rep				
Sept 14 2026 Business Meeting					District News - Superintendent Kristin Drury Housing Update- Superintendent Kristin Drury District Performance Frameworks Results - Director of Teaching & Learning Dr. Tim Ridder	Board Resolution in Support of Ammendment 87 The Income Tax Fairness Act	First Reading of: Ends 1- Global Ends Statement Ends 2- Academic Excellence Ends 3- NEW-Mindful Technology Ends 4- NEW-Thriving Educator Community Ends 5- NEW-Community Feedback and Continuous Improvement			9/16- Colorado School Finance Project Annual Conference- Leah and Jane			Quarterly Financials	
Sept 28 2026 Work Session		EL-1 EL-2 EL-3 EL-4 EL-6 EL-7	GP-2 GP-10 GP-10-E			-Strategic Plan -Board Self Assessment -Board Chats -Board FY27 Calendar Events			10-7-26 Board Chat at SCE - Jane & Kim 10-8-26 Board/KD 2:2:1 check-ins					
Oct 12 2026					District News	Second Reading - Ends Policies					Soda Creek			
Oct 26 2026 Work Session		EL-5 EL-9 EL-13 EL-14	GP-2 GP-10-E		Data Report - Dr. Ridder				11-4-26 Board Chat at SPE - Jane					
Nov 9 2026			GP-2 GP-10-E GP-15-R		District News				12-9-26 Board Chat at OBPB - Jane 11-12-26 Board/KD 2:2:1 check-ins 12-10-26 Board/KD 2:2:1 check-ins		Strawberry Park			
Dec 14 2026			GP-2 GP-3 GP-5 GP-10-E		District News Audit Report		Mill Levy Certification				Sleeping Giant			

Meeting Dates (Agendas hyperlinked to date)	Monitor ENDS (Staff)	Monitor ELs (Staff)	Monitor GP s (BOE)	Monitor BSRs (BOE-Superintendent)	Superintendent Reports	Board Development	Other Business	Executive Session	Linkage Schedule outside of BOE Meetings	Advocacy	Spotlight (Staff/Buildings/Programs/Partners)	Statute Requirements	Cyclical /Other Considerations	Questions/Parking Lot
Dec 3-5 2026 CASB									CASB Annual Convention, Dec 3-5					
Jan 11 2027					District News				1-14-27 Board/KD 2:2:1 check-ins		Steamboat Springs High School			
Jan 25 2027 Work Session			GP-2 GP-10-E	B/SR-4			FY27 Amended Budget Approval		2-3-27 Board Chat at SGS - Kevin					
Feb 8 2027			GP-1 GP-2 GP-4 GP-9 GP-10-E	B/SR-1 B/SR-3 B/SR-5	District News				2-11-27 Board/KD 2:2:1 check-ins		Steamboat Springs Middle School			
March 1 2027					District News				3-3-27 Board Chat at OBPB		Yampa Valley High School			
March 15 2027 Work Session			GP-2 GP-10-E						3-11-27 Board/KD 2:2:1 check-ins					
April 5 2027			GP-2 GP-7 GP-10-E		District News				4-7-27 Board Chat at SSMS - Leah 4-8-27 Board/KD 2:2:1 check-ins					
May 3 2027					District News				5-5-27 Board Chat at SSHS - Lara 5-5-27 Board Chat at YVHS - Leah 5-13-27 Board/KD 2:2:1 check-ins					
May 14 2027 Work Session		EL-12	GP-2 GP-10-E GP-11 GP-12 GP-13 GP-14		FY28 Proposed Budget Review						SSHS Class of 2027 - May 22; YVHS Class of 2027 - May 21			
June 7 2027					District News FY28 Budget - Public Hearing				6-10-27 Board/KD 2:2:1 check-ins					
6/21/2027 - needs to be a business meeting for budget adoption		EL-17	GP-2 GP-5 GP-10-E				FY28 Budget Adoption							