

Board of Education Regular Meeting

Monday, June 2, 2025 6:00 PM

Room 810, Elm Creek High School
230 Calkins Avenue
Elm Creek, NE 68836

1. **OPEN THE MEETING**

1.1. **Call to Order**

- 1.1.1. **Publication of Meeting**
- 1.1.2. **Nebraska Open Meetings Law**
- 1.1.3. **Pledge of Allegiance**
- 1.1.4. **District Mission Statement**

1.2. **Board Member Roll Call**

2. **PUBLIC COMMENT (agenda item specific)**

3. **INFORMATION ITEMS**

3.1. **Administrator Reports**

- 3.1.1. **Superintendent Report - Mrs. Beran**
 - 3.1.1.1. Board Leadership Workshop July 29th in Kearney
 - 3.1.1.2. July will be a higher expenditure month
 - 3.1.1.3. Partnership with Children's, base cost of \$3000
 - 3.1.1.4. Option Enrollment Report
- 3.1.2. **Principal/AD Report - Mr. Marquez**
 - 3.1.2.1. Extra Duty Assignments
 - 3.1.2.2. FAFSA Status Report
- 3.1.3. **Principal Report - Mrs. Williams**
 - 3.1.3.1. HAL Program Overview
 - 3.1.3.2. Multicultural Report (policy 6020)
 - 3.1.3.3. Overview of LIEP/ESL Program
- 3.1.4. **Strategic Plan Update/District Goals Update**
 - 3.1.4.1. Administration Currently Completing a Progress Analysis Survey
 - 3.1.4.2. Review 2023-2024 Annual Report

3.2. **Review & Discuss Behavioral Intervention Policy 6045 (New - Required)**

4. **CONSENT AGENDA**

4.1. **Prior Meeting Minutes**

4.2. **Policy Final Reading and Adoption Including all New Policy Updates**

- 4.2.1. **Review & Reaffirm Behavioral & Mental Health Training Policy 4059**
- 4.2.2. **Review & Reaffirm Parental Involvement Policy 5018**
- 4.2.3. **Review & Reaffirm Dating Violence Policy 5030**
- 4.2.4. **Review & Reaffirm Student Appearance Policy 5031**
- 4.2.5. **Review & Reaffirm Bullying Policy 5054**
- 4.2.6. **Review & Reaffirm District Title I Parent Policy 5057**
- 4.2.7. **Review & Reaffirm Multicultural Policy 6020**

4.3. **Financial Reports and Claims according to Review of Bills policy 3007**

5. **ACTION ITEMS**
 - 5.1. **Review & Adopt Behavioral Intervention Policy 6045 (New - Required)**
6. **SCHEDULE NEXT REGULAR BOARD MEETING**
7. **ADJOURN**
8. ****CLOSED SESSION: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.**
9. ****SEQUENCE OF AGENDA: The sequence of agenda topics is subject to change at the discretion of the board.**



Virtual School Health



Virtual School Health

- Bridges gaps in care
- Connects students to pediatric healthcare experts
- Access to medical advice, diagnoses, and treatment all ***without leaving school***



Why Virtual School Health?

- **Reduced Absenteeism:**
 - 90% of students stayed in school when a virtual school health program was in place - minimizing missed class time and improving attendance
- **Increase Accessibility:** Virtual health provides students with access to medical care and mental health screenings, especially those in remote or underserved areas
- **Timely Intervention:** Students receive quick care, reducing the risk of delayed treatment.
- **Enhance learning and student development:** Virtual School Health helps schools create an environment where students thrive academically, socially and emotionally.

Why Children's Nebraska?



Largest employer of pediatric healthcare experts



Our School Health program partners with over 150 school districts annually



260 pediatric specialists provide a wide variety of specialties and provide complex care



Children's Nebraska is **the** trusted School Health partner for school districts and ESUs across the state



Last year, we served patients in 91 of Nebraska's 93 counties

Scope of Services

Virtual School Health provides the following services* to support student health:

- Acute care: injuries and illness
- Assist with chronic conditions
- Medication orders and prescriptions
- Parent/Student education regarding health conditions and next steps for care
- Answer medical questions
- Connection to care coordination
- Behavioral health screenings
- Before and after school hours
- Optional Services: Point of care lab tests (flu, strep and COVID-19) and medication distribution



Service Limitations



* Due to the nature of virtual care, not all medical services can be provided via the Virtual School Health program. Virtual School Health is not a medical home, and ***Children's Nebraska encourages families to maintain regular visits with their family's medical provider.*** This service is only intended to augment care and address access to care gaps that impede a student's ability to fully participate in their learning experience.

Visit Example

Step1: Identification & Referral

- Sarah sees the school nurse for pain in her right ear
- The nurse does a brief in-person triage:
 - Right ear pain began last night
 - No visible drainage
 - Reports congestion earlier this week
 - No history of ear trauma
- Based on these findings, the nurse initiates a virtual visit with Children's Nebraska School Health



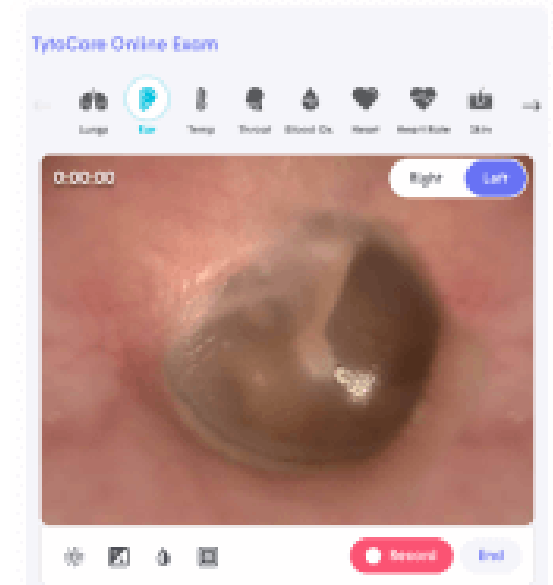
Visit Example

Step 2: Virtual Visit Setup

- Sarah is taken to a private room in the health office or designated space.
- The school nurse connects with the telehealth provider using secure video platform.

Step 3: Virtual Evaluation

- Provider conducts virtual exam with nurse's assistance:
 - Reviews symptoms and history
 - Observes Sarah's general appearance
 - Nurse assists with:
 - Obtaining Temperature with virtual equipment (e.g., 100.1°F)
 - Virtual otoscope to show inner ear — red, bulging tympanic membrane on right



Visit Example

Step 4: Diagnosis & Treatment Plan

- **Providers Diagnosis:** Likely acute otitis media
- **Treatment Plan:**
 - Antibiotic prescription sent electronically to family's preferred pharmacy
 - Pain/fever management: Acetaminophen or ibuprofen
 - Return to class if comfortable
- **Parental Involvement:**
 - Parent notified and given summary via secure portal or printed handout
 - Option for virtual follow-up in 48 hours



Step 5: Documentation & School Follow-Up

- Nurse documents in the school health record
- Classroom accommodations: No headphones, reduced noise exposure
- Nurse checks in later that day and next morning

Outcome:

- Sarah receives timely, evidence-based care while minimizing disruption to learning.
- This collaborative approach allows the nurse to practice at the top of their license while providing the pediatric provider with essential in-person insights—ensuring the child receives timely, coordinated, and high-quality care through a strong team-based model.

TytoCare



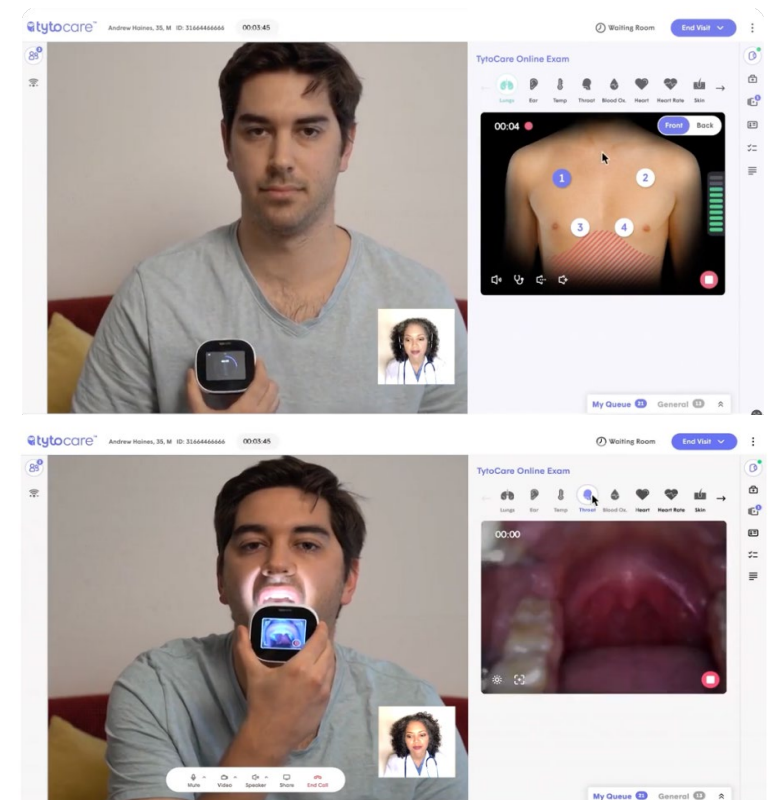
tytocare™

Children's
NEBRASKA

TytoCare Equipment Care:

- TytoCare Device with Exam Camera and Thermometer
- Otoscope adaptor for examining the ears
- Stethoscope adaptor for heart and lung sounds
- Tongue depressor adaptor for the throat

With TytoCare equipment, the APP can assess a student's **ears, lungs, heart, throat, heart rate, temperature, skin and abdomen.**



Defining Collaboration

- Strong collaboration between Children's Nebraska, the Virtual School Health team and partner schools is vital
- Throughout the planning process, we will work to integrate the Virtual School Health program into the school building
- We will collaborate with school administrators, school nurses and health aides, and assist with outreach to parents and local health care providers.



Roles & Responsibilities

Children's Nebraska:

- Program staffing
- Coordinate outreach
- Medical equipment
- Training program and school staff
- Billing
- Supporting continuity of care

Partnering Schools/Districts:

- Provide a private space
- House and secure the telehealth equipment
- Providing broadband internet connection
- Assist with Virtual School Health enrollment and information sharing
- Provide opportunities to share program offerings to families (school events, in newsletters, staff meetings, district/school website, etc.)

Pricing: District Tier Structure

Tier	Student Population	Number of Schools
Tier 1	Up to 500	1–3 buildings
Tier 2	Up to 2,500	4–7 buildings
Tier 3	Up to 10,000	8+ buildings

Contracted Service Plan

- Base annual fee covers a set number of visits for all students.
- Insurance status does not affect access.
- Additional visits beyond included visits: \$60 per visit.
- Simplifies access for families.

Contracted Service Plan

Tier	Annual Base Fee	Included Visits (Any Student)
Tier 1	\$3,000	25
Tier 2	\$6,000	50
Tier 3	\$9,000	75

A healthcare worker in a white lab coat and purple face mask is sitting on the floor, interacting with a young child in a blue and purple vest. They are in a brightly lit room with wooden chairs and tables.

What's Included in Both Plans

- Virtual health platform access
- Program setup and management
- One TytoCare kit (iPad + medical devices)
- Staff training and on-going support from Children's Nebraska
- Promotional materials
- Coordination with Children's School Health Team and access to other programs such as Project ADAM (CPR training), School Health Mentoring, School Health Learning Collaborative and School Nurse resources.



Want to Learn More?



Contact:

Katie Thompson, RN, BSN
Manager of School Health
Community Health & Advocacy
kathompson@childrensnebraska.org

Submit a “Let’s Explore” request:



Option Enrollment Report for 2025-2026 School Year

- 61 Opt-In Students
 - 7 of the 61 approved in 2025
 - 3 Kindergarten
 - 1 Third
 - 1 Sixth
 - 1 Seventh
 - 1 Sophomore
- 23 Opt-Out Students
 - 5 of the 23 approved in 2025
 - 2 Kindergarten
 - 1 Third
 - 1 Freshman
 - 1 Junior

**Elm Creek Public Schools
2025-2065 School Year
High Ability Learner District Plan**

Mission Statement:

Elm Creek Public Schools will nurture in students a sense of self-esteem and will foster the responsibility to develop the problem-solving skills that will lead to growth and success in an increasingly complex society

Elm Creek Schools High Ability Learners Philosophy:

A Commitment exists in the Elm Creek Schools that recognizes the individual characteristics of the students and strives to advance to the fullest all aspects of the student's development. The district has taken steps to develop regulations and procedures to ensure that appropriate measures are provided for those students identified as High Ability Learners (HAL). These students should be exposed to varied processes of learning strategies for the purpose of acquiring methods and sources of learning rather than concentrating only on current, existing content.

High Ability Learners Defined:

High Ability Learners in the Elm Creek School District are those who exhibit high levels of academic ability, demonstrate high performance capability, have commitment to initiate tasks, and possess problem-solving skills. These traits must be exhibited to such a degree that they can be identified through STAR/MAP assessments.

Elm Creek Public Schools High Ability Learners Goals and Objectives:

- **To provide opportunities for identified High Ability Learners that are an integral part of the district's curriculum**
 - The H.A.L. committee will provide updated information including but not limited to: technology, research, projects, and contests.
- **To incorporate curriculum adaptations, teaching methods, activities, and instructional materials designed to meet the needs of high ability learners.**
 - The classroom teacher will use a variety of instructional strategies to support high ability learners.
- **To provide guidance and counseling to meet the needs of high ability learners**
 - A counselor will be available to enable HAL students to reach career goals.
 - The counselor will use a variety of opportunities to help students reach their full potential.
- **To communicate the various aspects of the high ability learners opportunities to students and parents.**
 - Information forms and required materials for HAL students will be disseminated in a timely manner.
- **Provide staff development on characteristics of high ability learners and methods used to challenge these students within the curriculum.**
 - Members of the HAL committee will attend training and then facilitate professional development with the rest of the staff.

HAL Classification:

To assist students throughout grades K-12 Elm Creek Public Schools will group students into three classifications. Grades K– 3 will be grouped as the primary HAL students. Students in Grade 4-6 will be grouped as the upper-elementary HAL students. Grades 7-12 will be grouped as the secondary HAL students. Students must be re-identified, using identification criteria procedures, as they move from one classification to another.

HAL Identification Procedure:

In **Grades K-3**, teachers will observe behaviors and create a pool of possible HAL students. Teachers may, during this time, request a nomination form for inclusion into the HAL program. Students, who score above the 85th percentile on the STAR assessment, will be considered for the program. Performance portfolios may also be used to demonstrate high ability learning.

In Grades 4-12, teacher recommendations, STAR/MAP results above the 85th percentile, and/or NSCAS test results being marked exceeding by the state assessment.

4-6 HAL Requirements

#	Item Needed	Description
#1	Academics	-The student must be in the 85th percentile or above on one or more NSCAS Growth tests.
#2	Academics	-The student must be above the 85th percentile on one or more on STAR/MAP .
#3	Teacher Recommendation	-The student must be completing coursework in the classroom. -The student must be following all school rules.
#4	Parent Recommendation	-This decision must be supported and agreed upon by the parent or guardian of said student.

Continuum of Programming Services, Options and Strategies:

The Elm Creek School District will serve high ability learners through opportunities in a variety of techniques including but not limited to the following: differentiated curriculum, curriculum enrichment, compacted curriculum, accelerated curriculum, student grouping and specialized counseling.

Evaluation and Future Planning:

The Elm Creek H.A.L. program evaluation process will consist of informal surveys (of students, parents and teachers) conducted throughout the year by the H.A.L. committee and/or administrators, to ascertain program strengths and weaknesses.

At year's end, the H.A.L. committee will review surveys to reevaluate the program and suggest corrections or introduce new procedures to better meet student and staff needs.

Staff Development:

Elm Creek Public Schools will provide in-service to administrative and teaching staff members to help them develop an understanding of the characteristics of learners with high abilities.

The professional staff of Elm Creek Public Schools will have an understanding of the high ability learners needs in the classroom, and have the ability to design and implement classroom experiences which utilize the techniques of the high ability learners' services.

The H.A.L. committee at Elm Creek Public Schools has provided evidence of involvement in professional growth in the field of Gifted Education.

High Ability Learners Services Funding:

Services for high ability learners will be funded through state based grants and local funds. The H.A.L. committee will provide all data and reporting to the stakeholders. District administration will provide an accounting of funds and their distribution.

Personnel roles:

H.A.L. Committee – Implement and follow through with the HAL plan, complete reports for state and local assessments, identify students using the determined criteria, and communicate information to students, parents, and teachers.

Counselor/School Psychologist – Create strategies to aid HAL students in self-awareness and interaction in the classroom, supervise standardized and individual testing, provide interpretive information about testing results, and act as a resource for career information for HAL students.

Teachers – Help identify students with high abilities, foster a love of continual growth in students, and prepare lessons to meet each learner at their current performance level.

Administration – Provide legal direction for the program, act as the district's representative in the grievance procedure, and update the school board on current HAL projects.

Parental Appeal Process:

Parents and guardians shall have the right to appeal the placement, non-placement, or removal of their child from the HAL program. The appeal process begins with an informal meeting with the HAL committee and the Principal to discuss the grievance in detail. Following the presentation of the grievance, a written record of the meeting shall be filed with the Principal. A copy of the report shall be sent to the Parents by mail or email. The student/parent will have ten school days from the date of the mailing to appeal the decision provided to the Superintendent. The Superintendent will schedule a meeting to discuss the matter. If the decision is still being appealed, a meeting with the School Board will be arranged.

LIEP (Language Instruction Education Program)

The Language Instruction Educational Program (LIEP) is a federally required program under Title III of the Elementary and Secondary Education Act (ESEA) designed to ensure that English Learners (ELs) receive effective language development services. The goal of LIEP is to help English Learners attain English language proficiency while meeting challenging state academic content and achievement standards. The program and the students who receive these services have had many titles over the years, from ESL (English as a Second Language) to ELL (English Language Learners) to EL (English Learners) to its current iteration of ML (Multilingual Learners). Ultimately, LIEP works to ensure that English Learners are equipped for full participation in both academic and social aspects of school life.

Students whose parents indicate that a language other than English is spoken in their home take a language screener that assesses reading, writing, listening, and speaking skills and can earn scores ranging from 1 to 5. Any student whose scores fall below 4 in any area are placed in the program. Paperwork is sent home in both English and the family's primary language informing parents of enrollment in the program, and all of this is completed on a strict timeline upon the student's enrollment in school.

At Elm Creek Public Schools, the program is designed to give each student what they need in order to be successful in school while learning English skills. Some students meet with a para or teacher daily to improve these skills, and for other students, classroom and content teachers are provided with language strategies and accommodations..

Each year in February, ML students take the ELPA21 summative assessment. If they receive scores of 4 or 5 in all areas, they are exited from the program and are monitored for 4 school years to ensure continued academic and social success.

Two students will be exited from Elm Creek's program in July, and one student remains in the ML program. In the fall of 2025, three students will be in the monitoring phase.



Elm Creek Public Schools
Annual Report
2023-2024



Love BLUE, Live GOLD

Elm Creek Public School's Mission



ECPS continues a deep tradition of strong core values, preparing students for successful futures through academics, citizenship, and opportunity in collaboration with our community.

Elm Creek Public School's Vision



At Elm Creek we will provide:

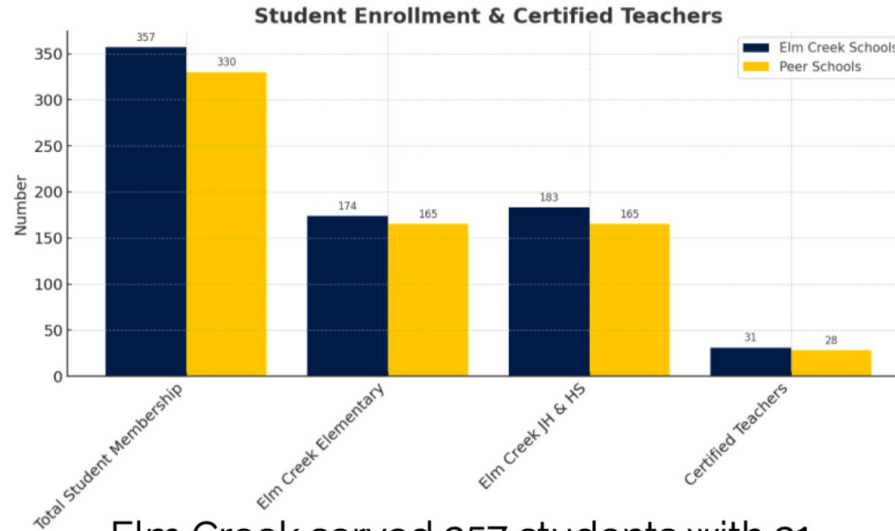
- High-Quality Learning Opportunities
- Positive and Growing Climate and Culture
 - Quality District Resources

School Improvement Goal

Priority Goal: Improve students' performance in reading proficiency, through MTSS process, grades K-12, from 57% meeting expectations to 65% meeting expectations as measured by the district assessments.

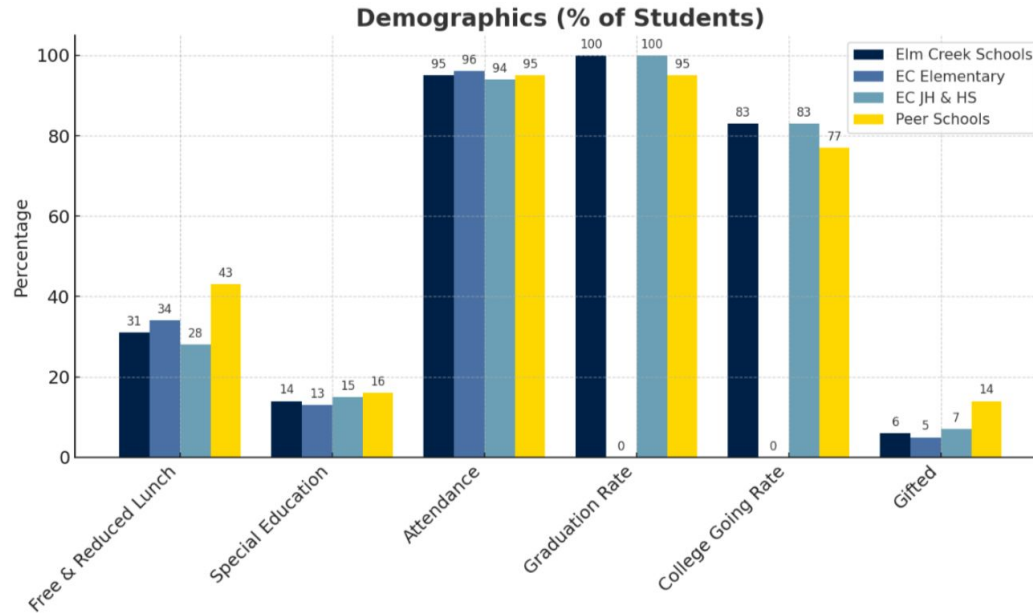


DEMOGRAPHICS



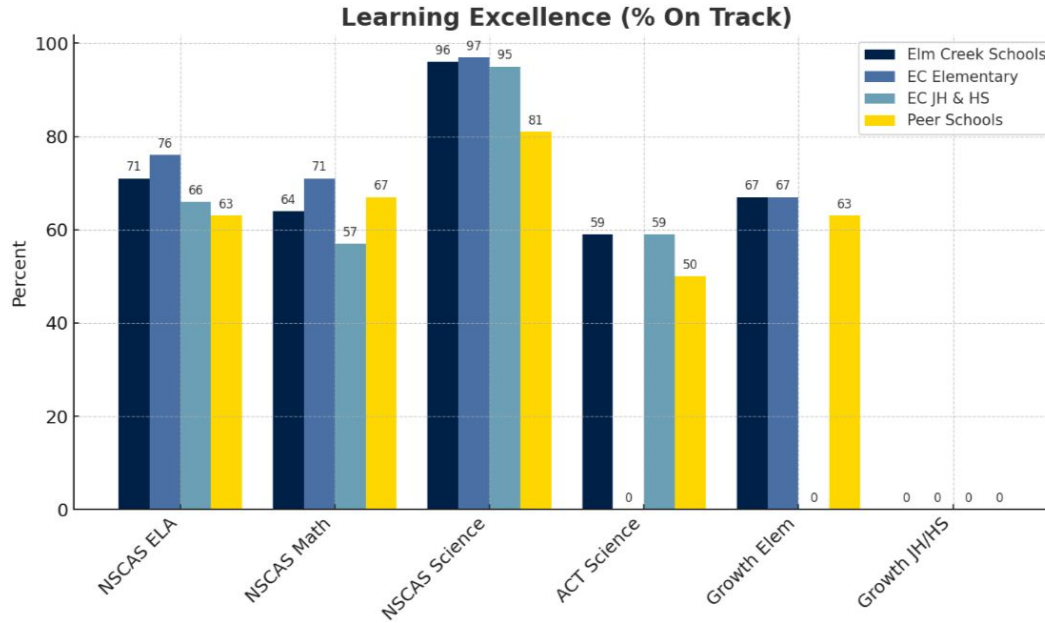
Elm Creek served 357 students with 31 certified teachers, maintaining a favorable student-to-teacher ratio that supports individualized attention, though continued enrollment growth may challenge this balance.

DEMOGRAPHICS



Elm Creek maintained high attendance and graduation rates. Efforts continue to address diverse student needs, with a continued focus on maintaining and improving attendance and graduation rates.

LEARNING EXCELLENCE



Students at Elm Creek outperformed peer averages in multiple state and local assessments, demonstrating positive growth and achievement.

LEARNING EXCELLENCE

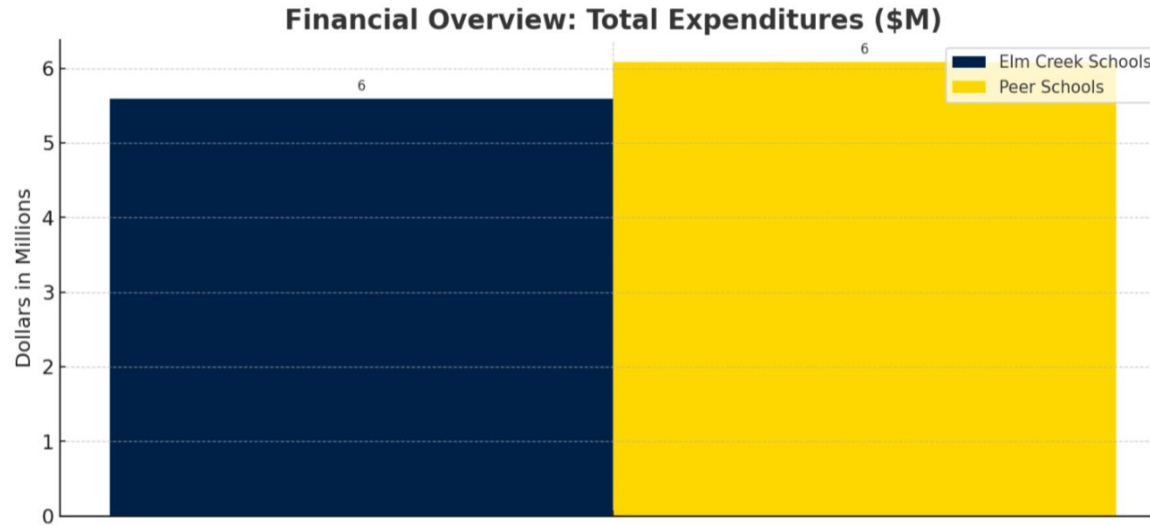
AQuESTT Classification Ratings	
Entity	AQuESTT Rating
EC District	Great
EC Elementary	Great
EC Middle School	Excellent
EC High School	Good

Elm Creek Public Schools is proud to share our 2023-2024 AQuESTT ratings. The district and elementary school received a "Great" rating, reflecting strong leadership, a positive culture, and a focus on student success.

The junior high earned an "Excellent" rating, highlighting effective instruction, strong leadership, and a positive culture. The high school received a "Good" rating, showing a solid performance of continued growth and progress.

These results reflect the dedication of our staff, students, and families and our shared commitment to continuous improvement and success for all learners.

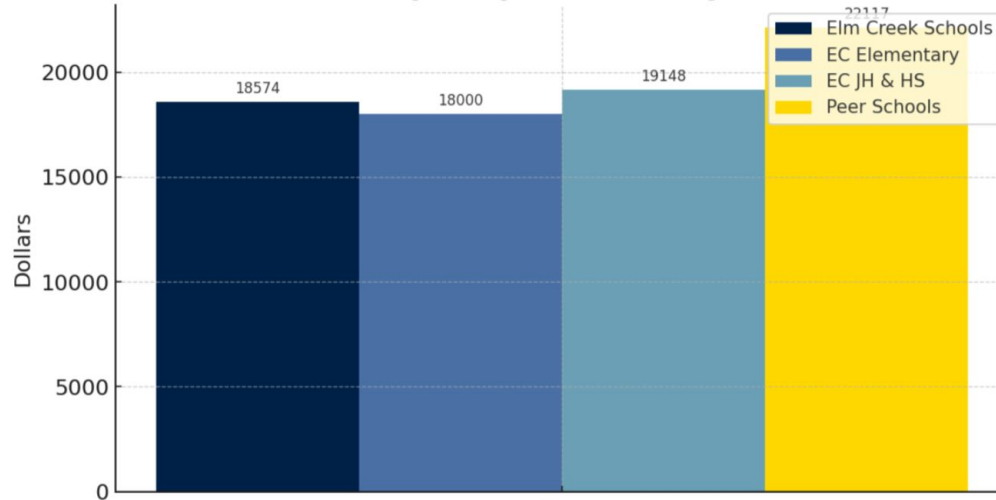
FINANCIAL



Overall expenditures remained efficient and focused on student learning and school improvement.

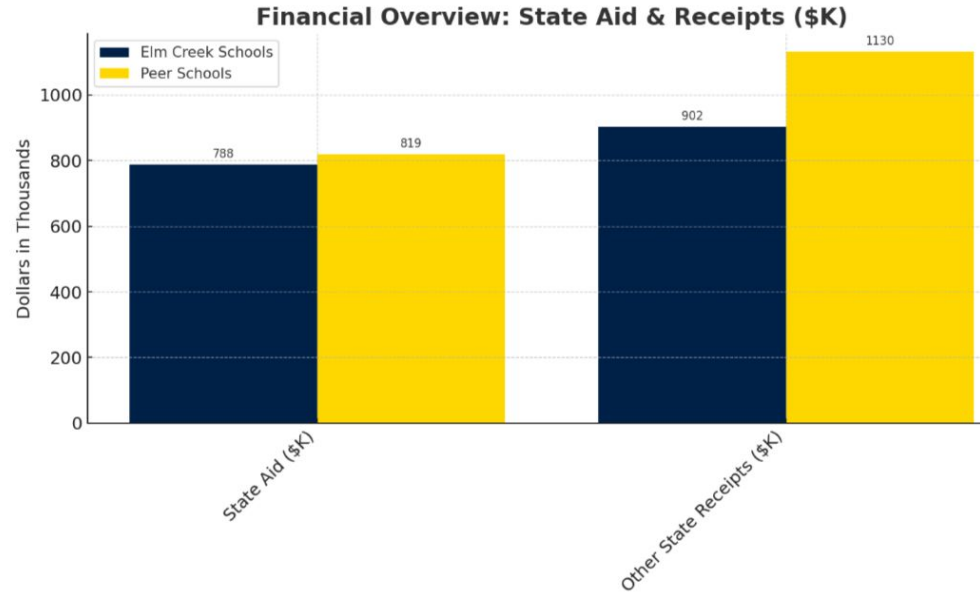
FINANCIAL

Per Pupil Expenditures by Level



Elm Creek allocated resources strategically across all educational programs to support academic success.

FINANCIAL



While costly repairs and needed facility replacements continue to place pressure on the budget, we remain committed to making fiscally responsible decisions that prioritize learning and well-being of all stakeholders.



School Board

2023-2024

Alicia Beavers - President

JC Ourada - Vice President

Morgan Fouts - Treasurer

Cole Brodine - Secretary

Lynette Mitchell - Member

Hannah Hild - Member

(2024-2025 incoming - Jacob Kringle & Ryan Martin)

(2024-2025 outgoing - JC Ourada & Morgan Fouts)

Administrators

Terah Williams

Elementary Principal

terah.williams@elmcreekschools.org

Brandon Marquez

JH/HS Principal & AD

brandon.marquez@elmcreekschools.org

Kim Beran (2024-2025)

Superintendent

kim.beran@elmcreekschools.org

(Tom Moore - 2023-2024)

6045

Behavioral Intervention

General Approach. The district utilizes a tiered system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

Interaction with Student Discipline Policy. This policy does not replace the Student Discipline policy or limit the District's authority under the Student Discipline Act when behaviors warrant action under that policy or Act.

Classroom Removal. Students may be removed from the classroom if the student poses a threat to their own safety, the safety of others, or the environment or if the student's behavior is disruptive to the learning environment. When appropriate, prior to removal staff should consider the use of de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 or comparable interventions.

When classroom removal is appropriate, the District will consider whether the student requires additional support to transition back to the classroom and continue to monitor the student's behavior to adjust interventions and supports as needed.

Required Training. The School District, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district. The length of such training will be at least X hours.

Behavioral Awareness Point of Contact (BAPC). Each school building must designate one or more school employees as a BAPC. Each BAPC must have knowledge of community services providers and other resources available for students and families. Each BAPC must coordinate access to support services for students.

The BAPC will be identified on the district website and in the school directory.

Adopted on: June 2, 2025

Revised on: _____

Reviewed on: _____

Board of Education Regular Meeting

Monday, April 14, 2025 6:00 PM

1. OPEN THE MEETING

The meeting was called to order by board President Lynette Mitchell at 6:00 pm.

1.1. Call to Order

1.1.1. Publication of Meeting

1.1.2. Nebraska Open Meetings Law

1.1.3. Pledge of Allegiance

1.1.4. District Mission Statement

1.2. Board Member Roll Call

All members present.

2. CELEBRATION OF EXCELLENCE (staff & student presentations, etc.)

Students Case, Ethan and Maddie presented their projects from Science Fair and Science Olympiad. The administration also shared that Mrs. Keep plans to launch a new program this fall in partnership with FirstTier Bank. This initiative will be available to students in third grade and up, teaching them how to understand the basics of the banking system. Other highlights, Mrs. Long introduced a new book program through Teammates, where students can earn books.

3. PUBLIC COMMENT (agenda item specific)

Seven members of the public were present. Mrs. Katie Brodine shared with the board on behalf of the Elm Creek Child Care Initiative.

4. INFORMATION ITEMS

Mrs. Beran reminded the board of her evaluation coming up, updated the board on grants and open discussion on the upcoming graduation ceremony, the termination of telemedicine with Avel eCare, contract with Childrens Hospital for telemedicine services, and the repairs on the bleacher seats in the main gym.

4.1. Administrator Reports

4.1.1. Superintendent Report - Mrs. Beran

4.1.1.1. *Reminder to Complete My Evaluation*

4.1.1.2. *List of Grants*

4.1.1.3. *Discussion on Graduation Ceremony (handing out diplomas) - May 10th @ 11:00 am*

4.1.1.4. *Discussion on Termination of Telemedicine Services with Avel eCare*

4.1.1.5. *Discussion on Contract with Children's Hospital for Telemedicine Services*

4.1.1.6. *Discussion on Bleacher Seat Repairs for Main Gym*

4.1.2. Principal/AD Report - Mr. Marquez

Mr. Marquez updated the board on the recent NSCAS and ACT testing that is wrapping up.

Updated the board that the students are on track for graduation. Shared that both principals will be taking on extra work by helping our school counselor as she is overwhelmed.

AD REPORTS: Post season awards are coming in, several of our athletes are being honored. The district will no longer host a track meet until the track is updated.

4.1.2.1. Students on Track for Graduation 2025

4.1.3. Principal Report - Mrs. Williams

Mrs. Williams updated the board on the Safety Team plans. Shared the recent developments and ongoing safety initiatives.

4.1.3.1. Safety Report Update

- *Including recent developments and ongoing safety initiatives*

4.2. Board Committee Reports

Mrs. Beran shared that the Building and Grounds Committee discussed the light poles that will be going up on the south side of the playground area. Shared the map of the flume and the plans to help water run off the playground. She also updated the board on Policy and Negotiations on the discussion of classified staff raises, NSEE Mrs. Cindy Stone updated the board on transportation notes.

4.2.1. Building, Grounds, and Transportation

Light poles will be going up on the south side of the playground area. Shared the map of the flume and the plans to help water run off the playground. Transportation was able to get all of the students through a buss evacuation drill last week and plans to continue with maintenance updates.

4.2.2. Finance and Personnel

Mrs. Beran updated the board with the committees reviewed and discussions of area substitute pay, next years Blue Cross Blue Shield policy changes, terms for Classified Staff Policy 4040, discussion on negotiated agreement of 2026-2027, the bus driver shortage, and the NASB's Policy schedule and the possibility of hiring a custodian. Discussion of the band program and the partnerships with CCC, UNK for elective classes and other schools.

4.2.3. Policy and Negotiations

Mrs. Beran updated the board on the discussions of Policy and Negotiations.

4.2.4. Americanism, Curriculum, and Technology

5. CONSENT AGENDA

Motion was made to approve the consent agenda, amended to remove check 20634 for \$40,000 to the activity fund and will approve that as an action item. This motion, made by Lynette Mitchell and seconded by Alicia Beavers, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

5.1. Prior Meeting Minutes

5.2. Policy Final Reading and Adoption Including all New Policy Updates

5.2.1. Review and Approve Meetings Policy 2008 Required Changes

5.2.2. Review and Approve Fiscal Management Policy 3004.1 Required Changes

5.2.3. Review and Approve Teacher Evaluation Tool & Policy

5.2.4. Review and Approve Principal Evaluation Tool & Policy

5.2.5. Review and Superintendent Evaluation Tool & Policy

5.3. Consideration and possible approval of Keeping Substitute Pay the Same: \$150 full day; \$75 half day; \$165 long-term

5.4. Consideration and Possible Approval of Computer Purchase using mostly REAP Funds

5.5. Consideration and Act Upon the Resignation of Renee Bauer at the end of the 2024-2025 Contract Year

5.6. Offer Employment Contract to Faith Becker to Serve as a Teacher (4th-6th) for the 2025-2026 School Year

5.7. Approve Class of 2025 Student Graduation List (on track)/Met the Graduation Requirements of Elm Creek Public Schools and NDE

5.8. Consideration and Possible Approval of Classified Staff Pay Increase 2.5% to 5%

5.9. Consideration and Possible Approval of a \$1.00 per hour Increase for Bus Driver Pay

5.10. Financial Reports and Claims according to Review of Bills policy 3007

6. ACTION ITEMS

Motion was made to transfer \$45,000 from general fund to activity fund. This motion, made by Lynette Mitchell and seconded by Alicia Beavers, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

6.1. Discuss and Consider Transferring \$40,000 from GF to AF

6.2. Discuss and Consider Possible Action on Terminating Telehealth Services Agreement with Avel Health Care

Motion was made to terminate telehealth services agreement with Avel Health Care. This motion, made by Alicia Beavers and seconded by Jacob Kringle, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

6.3. Discuss and Consider Possible Contract with Children's Hospital for Telehealth Services Agreement

Motion was made to consider a contract for Children's Hospital for Telehealth Services. This motion, made by Alicia Beavers and seconded by Lynette Mitchell, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

6.4. Discuss, Consider, and Take any Necessary Action on Bleacher Seat Repairs for Main Gym

Motion was made to take action on bleacher seat repairs for the main gym. This motion, made by Cole Brodine and seconded by Ryan Martin, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

7. SCHEDULE NEXT REGULAR BOARD MEETING

Next board meeting will be May 12th at 6 pm.

8. ADJOURN

Meeting was adjourned at 6:51pm. This motion, made by Lynette Mitchell and seconded by Alicia Beavers, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

9. **CLOSED SESSION: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.

10. **SEQUENCE OF AGENDA: The sequence of agenda topics is subject to change at the discretion of the board.

Board of Education Regular Meeting

Monday, May 12, 2025 6:00 PM

1. OPEN THE MEETING

1.1. Call to Order

Meeting was called to order by President Lynette Mitchell at 6 pm.

1.1.1. Publication of Meeting

1.1.2. Nebraska Open Meetings Law

1.1.3. Pledge of Allegiance

1.1.4. District Mission Statement

1.2. Board Member Roll Call

2. PUBLIC COMMENT (agenda item specific)

Six community members were in attendance; Scott Meier and Lacey Williams addressed the board. Mr. Meier spoke regarding Policy 6040, requesting the board to consider revising the policy to allow five year old students the option of attending an additional year of preschool. Ms. Williams provided an update on the progress of the Elm Creek daycare facility and expressed appreciation to the administration for their support and advocacy on behalf of the community and school district.

3. INFORMATION ITEMS

3.1. Administrator Reports

3.1.1. Superintendent Report - Mrs. Beran

Mrs. Beran informed the board about the upcoming School Law Seminar scheduled for June. She also presented a summary of the district budget and reported that the pre-K advisory committee has been working diligently on reviewing Policy 6040.

3.1.1.1. Discussion on PK Program Policy 6040

3.1.2. Principal/AD Report - Mr. Marquez

Mr. Marquez reported that he has been advocating for a girls' golf cooperative with Lexington Public Schools. He also shared that he will be evaluating the potential for two students to graduate mid term. Additionally, he noted that preparations are underway to conclude the current school year.

3.1.3. Principal Report - Mrs. Williams

Mrs. Williams shared that the elementary team has been actively engaged in end-of-year activities. She noted that a PBIS celebration is planned, and the elementary track and field day is scheduled.

3.1.4. Strategic Plan Update/District Goals Update

Mrs. Beran provided an update on the district's strategic plan and shared her goal for the 2025-

2026 school year. Her focus will be on aligning resources with best practices and instructional standards, supporting current curriculum and assessment initiatives, and ensuring consistent implementation of the district's instructional framework.

3.2. Board Committee Reports

3.2.1. Building, Grounds, and Transportation

Board member, Cole Brodine reviewed the building and grounds committee meeting with the board, stating that BD discussed the lighting project, and the cost of the flume installation. The committee also discussed upcoming summer maintenance projects, including work on the water heater and repairs on the crows' nest.

3.2.2. Finance and Personnel

Board member, Jacob Kringle shared with the board that the committee reviewed and discussed pre-K tuition for 2025-2026, and they talked about the possible girls golf co-op with Lexington, exterior lighting, and payroll costs.

3.2.3. Policy and Negotiations

Cole Brodine shared with the board that the committee discussed Pre-K program Policy 6040, Firearms and Weapons Policy 3060, leave for certified staff, and the policy review schedule.

3.2.4. Americanism, Curriculum, and Technology

No negotiations at this time.

4. CONSENT AGENDA

Motion was made to approve the consent agenda as presented. This motion, made by Alicia Beavers and seconded by Ryan Martin, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

4.1. Prior Meeting Minutes

4.2. Policy Final Reading and Adoption Including all New Policy Updates

4.2.1. Consider & Approve PK Program Policy 6040

4.2.2. Review & Reaffirm Board Policies in the 1000 – General/Community category

4.3. Consider & Approve PK Tuition Costs for 2025-2026

4.4. Consider & Approve Amendment to the 2025–2026 School Calendar

4.5. Financial Reports and Claims according to Review of Bills policy 3007

4.6. Accept Superintendent Beran's Evaluation Summary

4.7. Consider & Approve Bond Payment in the Amount of \$108,666.25

5. ACTION ITEMS

5.1. Consider and Approve Cooperative Agreement with Lexington Public Schools for Girls Golf Participation

Motion was made to consider and approve cooperative agreement with Lexington Public Schools for Girls Golf participation. This motion, made by Lynette Mitchell and seconded by Cole Brodine, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

5.2. **Consider & Approve Early Graduation Requests for the 2025–2026 School Year**

The board will revisit this item later.

6. SCHEDULE NEXT REGULAR BOARD MEETING

June 2nd at 6:00 pm

7. ADJOURN

Motion was made to adjourn the meeting at 6:26 pm. This motion, made by Lynette Mitchell and seconded by Alicia Beavers, Passed.

Alicia Beavers: Yea, Cole Brodine: Yea, Hannah Hild: Yea, Jacob Kringle: Yea, Ryan Martin: Yea, Lynette Mitchell: Yea

8. **CLOSED SESSION: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.

9. **SEQUENCE OF AGENDA: The sequence of agenda topics is subject to change at the discretion of the board.

4059

Behavioral and Mental Health Training

All public school employees who interact with students and any other appropriate personnel are required to complete behavioral and mental health training with a focus on suicide awareness and prevention training every year. The training may include, but need not be limited to, topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.

The superintendent will determine the appropriate personnel required to receive the training. The training materials for this training must be included in the Nebraska Department of Education's list of approved training materials. The length of the training shall be a reasonable amount as determined by the school board.

These employees must complete the training designated by the school district or superintendent no later than the Wednesday before Thanksgiving of each school year or within 30 days of their initial employment, whichever is later. Failure to complete this training may subject the employee to employment-related discipline.

Adopted on: December 14, 2020

Revised on: September 11, 2023, June 2, 2025

Reviewed on: March 11, 2024

Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
 - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
 - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
 - c. A parental request to review specific standardized and criterion- referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
 - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically

disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

- b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
 - a. Building principals may excuse a student from any single school experience at the parent's written request.
 - b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
 - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
 - b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests are contrary to the mandatory testing laws, so

the District cannot “approve” the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
 - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
 - b. Students’ participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: December 14, 2020

Revised on: _____

Reviewed on: February 10th, 2025, June 2, 2025

5030

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

A copy of this policy shall be included in the student handbook.

Adopted on: December 14, 2020 _____

Revised on: _____

Reviewed on: February 10th, 2025, June 2, 2025

5031 Student Appearance

General Regulations. The District prohibits student attire or appearance that:

- Causes or is likely to cause a material and substantial disruption to the District's programs and activities.
- Promotes, depicts, or refers to violence, drugs, alcohol, vulgarity, obscenity, illegal activity, hate speech, bullying speech, or harassing speech.
- Includes words, gestures, or images that contain or imply sexual content or innuendo.
- Otherwise undermines the District's mission to inculcate the habits, manners, and values fundamental to civility, community, and the educational environment.

The District reserves the right to request immediate attire changes from students. The District will require students to adhere to uniform standards and/or wear district approved or issued uniforms in order to participate in activities.

Altering a student's appearance or removing or altering a student's attire without consent from their parent/guardian/caregiver is not allowed. Additionally, students' hair should not be permanently or temporarily altered by school personnel.

Cultural and Religious Attire. Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Any person who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location where the person is otherwise authorized to be on school grounds or at any school function.

Health and Safety Considerations. Students may be required to wear protective clothing or equipment or otherwise modify their attire or secure their hair to ensure the safety of themselves and others. In such cases, a good faith effort to reasonably accommodate students will be made to ensure safety without compromising religious beliefs,

grooming practices, or requiring students to permanently alter their appearance. The least restrictive means appropriate to address the identified health or safety concern shall be used.

Health and Safety Accommodation Process. If a health and safety standard accommodation is necessary, the District will:

1. Engage in a good-faith effort to reasonably accommodate the student and
2. Notify the student's parent or guardian of such an attempt to accommodate the student's appearance or any attire, tribal regalia, hairstyles, adornment, or other characteristic associated with race, national origin, or religion
3. Attempt to obtain consent from a student's parent or guardian prior to altering a student's appearance or removing or altering a student's attire, tribal regalia, hairstyle, adornment, or other characteristic associated with race, national origin, or religion.

Recordkeeping. The District will record efforts made to accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, religion, sex, disability, or national origin. Each record must include: the student's name; federally identified demographic characteristics; date of the occurrence; the health and safety standard relating to the accommodation; the nature of the accommodation requested; staff involved; communication with parents/guardians/caregivers, and; the outcome of the effort.

Enforcement. Violations of this policy shall be addressed in a manner consistent with the board's policies regarding student discipline.

Adopted on: December 14, 2020

Revised on: June 2, 2025

Reviewed on: February 10th, 2025

5054
Student Bullying

Definition of Bullying. Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The school district’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator.

. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts

the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's anti discrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: December 14, 2020

Revised on: _____

Reviewed on: March 10, 2025, June 2, 2025

District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children and

improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: December 14, 2020

Revised on:

Reviewed on: June 14, 2021, June 6, 2022, June 14, 2023, July 10, 2023, June 17, 2024, July 8, 2024, March 10, 2025, June 2, 2025

Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The district's multicultural education curriculum will be consistent with the district's responsibility under state law to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens. The district's civics curriculum and multicultural curriculum will work together to make students fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles through whose efforts these benefits were gained.

Philosophy, Mission, and Program Goals. The school district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The school district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate school district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the school district's multicultural education program.

Providing Staff Development. Appropriate school district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural education program by reviewing the criteria in this policy to assess whether the school district is adequately and appropriately incorporating multicultural education in all

curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a report on the status of the school district's multicultural education program annually.

Adopted on: December 14, 2020

Revised on: November 21, 2022

Reviewed on: April 15, 2024, September 9,
2024, June 2, 2025

Checking Account ID: GENERAL

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
20738	06/02/2025				AGLAND	AGLAND AUTO REPAIR	174.04
20739	06/02/2025				BEACONO	BEACON OBSERVER	242.61
20740	06/02/2025				BERANK	KIMBERLY BERAN	3,145.60
20741	06/02/2025				BLACKHILLS	BLACK HILLS ENERGY	1,300.22
20742	06/02/2025				EASYST	KAREN CHANDLER	2,220.00
20743	06/02/2025				USBANK	CORPORATE PAYMENT SYSTEMS	4,730.78
20744	06/02/2025				EAKESOFF	EAKES OFFICE PRODUCTS	1,238.36
20745	06/02/2025				ECOLAB	ECOLAB PEST ELIMINATION	82.06
20746	06/02/2025				ESI	ELECTRONIC SYSTEMS, INC	193.00
20747	06/02/2025				EMERGE	EMERGENT 3	250.00
20748	06/02/2025				FOSTERC	CURT FOSTER	200.00
20749	06/02/2025				FOSTFAM	FOSTER'S FAMILY FOODS	173.74
20750	06/02/2025				FRONTLINE	FRONTLINE	4,475.52
20751	06/02/2025				GRACZYKL	GRACZYK LAWN & LANDSCAPE	1,406.00
20752	06/02/2025				GRACZYKS	GRACZYK SPRINKLER & HANDYMAN	398.40
20753	06/02/2025				GREATM	GREAT MINDS	6,847.53
20754	06/02/2025				HOMETOWN	HOMETOWN LEASING	1,320.00
20755	06/02/2025				PAYFLEX	INSPIRA FINANCIAL	150.00
20756	06/02/2025				INSTRUMENT	INSTRUMENTALIST AWARDS LLC	156.00
20757	06/02/2025				KEARNWINN	KEARNEY WINNELSON CO.	22.50
20758	06/02/2025				LONGK	KATHY LONG	435.00
20759	06/02/2025				MENARD430	MENARDS - KEARNEY	816.00
20760	06/02/2025				NPPD	NEBRASKA PUBLIC POWER DISTRICT	5,454.03
20761	06/02/2025				NE SAFETY	NEBRASKA SAFETY CENTER	125.00
20762	06/02/2025				OTIS	OTIS ELEVATOR COMPANY	125.00
20763	06/02/2025				PYRAMID	PYRAMID SCHOOL PRODUCTS	134.95
20764	06/02/2025				SCHOOL670	SCHOOL SPECIALTY	30.21
20765	06/02/2025				STAPLES	STAPLES ADVANTAGE	3,137.95
20766	06/02/2025				STATENE	STATE OF NEBRASKA	361.28
20767	06/02/2025				STONEC73	CINDY STONE	19.88
20768	06/02/2025				VILLAGEE	VILLAGE OF ELM CREEK	1,183.50
20769	06/02/2025				VILLAGEU	VILLAGE UNIFORM	316.50
20770	06/02/2025				WOODWARDS	WOODWARDS DISPOSAL SERVICE	32.50
20771	06/02/2025				ZOOM	ZOOM VIDEO COMMUNICATIONS INC.	7,831.26
20772	06/02/2025				WEXBANK	WEX BANK	1,586.54
20773	06/02/2025				ANDERSONB	ANDERSON BROS.	37,874.88
Check Type Total:		Check			Void Total:	0.00	Total without Voids: 88,190.84
Checking Account Total:		GENERAL			Void Total:	0.00	Total without Voids: 88,190.84
Grand Total:					Void Total:	0.00	Total without Voids: 88,190.84

Cash Flow Report

School District #9
5/30/2025

Processing Month

05/2025 (to 5-29-25)

Page: 1
User ID: LKJ

FUND NI Account		BEGINNING CASH 09/01/2024	REVENUES	EXPENSES	ENDING CASH
01	GENERAL FUND	961,204.15	5,825,114.14	(4,252,780.32)	2,533,537.97
02	DEPRECIATION	379,511.89	278.84	(363,863.36)	15,927.37
02	DEPRECIATION CD	530,756.06	21,420.25	-	552,176.31
03	EMPLOYEE BENEFIT	12,035.14	485.71	-	12,520.85
05	ACTIVITY FUND	107,875.89	354,001.55	(424,790.85)	37,086.59
06	NUTRITION FUND	97,070.02	144,649.84	(230,544.36)	11,175.50
07	BOND FUND	565,867.11	820,062.99	(902,448.58)	483,481.52
08	BUILDING FUND	256,579.80	413,171.82	(17,936.90)	651,814.72
08	EL BLDG FUND-NLAF	1,231.97	35.82	-	1,267.79
08	EL BLDG FUND-FIRSTIER	1,000,021.32	8,917.97	(886,143.82)	122,795.47
08	EL SWEEP ACCT (INTEREST)	198,991.60	10,947.87	(100,000.00)	109,939.47
08	EL SWEEP ACCT CD	-	101,156.69	-	101,156.69
		4,111,144.95	7,700,243.49	(7,178,508.19)	4,632,880.25

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS

FOR JUNE 2, 2025

MAY 1 TO MAY 29, 2025 FINANCIALS

GENERAL FUND - ACCT NO. 137766

BALANCE MAY 1, 2025		\$	1,395,890.88
RECEIPTS			
	BUFFALO COUNTY	\$	1,203,279.83
	CASEY'S - CASH FOR CLASSROOMS PROGRAM	\$	4.80
	DAWSON COUNTY	\$	59,930.54
	FIRSTIER - INTEREST (END OF MO)	\$	-
	NCSA - REFUND DUES	\$	109.00
	PHELPS COUNTY	\$	355,298.23
	PRESCHOOL	\$	620.00
	SPED SCHOOL AGE FFR	\$	-
	STATE OF NEBRASKA - MAC/MIPS	\$	-
	STATE OF NEBRASKA - SPED TRANSPORTATION	\$	17,747.00
	STATE OF NEBRASKA - STATE AID (END OF MO)	\$	-
	NRCSA (REFUND CONF FEE - WEATHER)	\$	120.00
	NASB - INSURANCE (WINDSHIELD)	\$	520.00
	VILLAGE OF EC (LICENSE FEES)	\$	400.00
	TOTAL RECEIPTS	\$	<u>1,638,029.40</u>
AVAILABLE BALANCE		\$	3,033,920.28
DISBURSEMENTS:			
	BILLS PAID JUNE 2, 2025	\$	110,588.89
	EFUNDS FEES	\$	-
	VOID GREAT MINDS (INCORRECT AMOUNT)	\$	(22,275.59)
	GREAT MINDS	\$	30,652.89
	PAYROLL	\$	381,416.12
	TOTAL DISBURSEMENTS	\$	<u>500,382.31</u>
	BALANCE MAY 29, 2025	\$	2,533,537.97

DEPRECIATION FUND

ACCT 4152 (FROM 4832)	BALANCE MAY 1, 2025	\$	15,927.37
	EXPENSES	\$	-
	INTEREST	\$	-
	BALANCE MAY 29, 2025	\$	<u>15,927.37</u>
ACCOUNT 0119 (FROM 7651)	BALANCE MAY 1, 2025	\$	545,798.25
	EXPENSES	\$	-
	INTEREST	\$	6,378.06
	TRANSFER FROM GENERAL FUNDS	\$	-
	BALANCE MAY 29, 2025	\$	<u>552,176.31</u>
	DEPRECIATION BALANCE MAY 29, 2025	\$	568,103.68

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
FOR JUNE 2, 2025
MAY 1 TO MAY 29, 2025 FINANCIALS

<u>BENEFIT FUND (UNEMPL CD)</u> ACCOUNT 0125	BALANCE MAY 1, 2025	\$ 12,376.22
	INTEREST	\$ 144.63
	BALANCE MAY 29, 2025	\$ 12,520.85
<u>BUILDING FUND</u>	BALANCE MAY 1, 2025	\$ 559,880.67
	BUFFALO COUNTY	\$ 68,155.88
	DAWSON COUNTY	\$ 3,417.16
	PHELPS COUNTY	\$ 20,361.01
	INTEREST	\$ -
	BALANCE MAY 29, 2025	\$ 651,814.72
BOND FUND OPENED 01/01/2023	BALANCE MAY 1, 2025	\$ 297,019.06
	BUFFALO COUNTY	\$ 223,650.72
	DAWSON COUNTY	\$ 11,257.03
	PHELPS COUNTY	\$ 60,220.96
	BOK FIN - BOND INTEREST PAYMENT	\$ (108,666.25)
	BALANCE MAY 29, 2025	\$ 483,481.52
ELEM CONSTRUCTION (NLAF)	BALANCE MAY 1, 2025	\$ 1,267.79
	DIV REINVESTMENT	\$ -
	BALANCE MAY 29, 2025	\$ 1,267.79
ELEM CONSTRUCTION (FIRSTIER) (ACCOUNT 7078)	BALANCE MAY 1, 2025	\$ 139,133.53
	INTEREST EARNED	\$ -
	INTEREST TO SWEEP ACCOUNT	\$ (393.10)
	MIDLANDS CONTRACTING	\$ (2,500.00)
	BD CONSTRUCTION	\$ (13,444.96)
	BALANCE MAY 29, 2025	\$ 122,795.47
SWEEP SAVINGS ACCOUNT	BALANCE MAY 1, 2025	\$ 109,546.37
	INTEREST EARNED	\$ -
	INTEREST TRANSFER FROM CONSTRUCTION ACCT	\$ 393.10
	BALANCE MAY 29, 2025	\$ 109,939.47
CONSTRUCTION FUND CD	BALANCE MAY 1, 2025	\$ 100,000.00
	INTEREST EARNED	\$ 1,156.69
	BALANCE MAY 29, 2025	\$ 101,156.69

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS
 FOR JUNE 2, 2025
 MAY 1 TO MAY 29, 2025 FINANCIALS

LUNCH FUND

<u>BALANCE MAY 1, 2025</u>		\$		21,389.18
<u>RECEIPTS</u>				
	LUNCH SALES	\$		3,917.01
	EFUND PAYMENTS	\$		2,320.76
	FEDERAL REIMBURSEMENT BREAKFAST	\$		1,978.08
	FEDERAL REIMBURSEMENT LUNCH	\$		7,779.22
	STATE - LOCAL FOOD GRANT	\$		-
	STATE REIMBURSEMENT LUNCH	\$		-
	STATE REIMBURSEMENT BREAKFAST	\$		-
	 TOTAL RECEIPTS	 \$		 15,995.07
	 AVAILABLE BALANCE	 \$		 37,384.25
<u>DISBURSEMENTS</u>				
	FOOD/GROCERIES/MILK ETC.	\$		16,917.51
	SUPPLIES	\$		871.06
	MISCELLANEOUS (REIMBURSEMENTS, BANK FEES)	\$		605.56
	PAYROLL	\$		7,814.62
	REPAIRS/MAINTENANCE	\$		-
	 TOTAL DISBURSEMENTS	 \$		 26,208.75
	 BALANCE MAY 29, 2025	 \$		 11,175.50

APRIL BILLS AS OF 5/29/2025

	BERNARD FOODS	\$		-
	CASHWA	\$		5,200.00
	DOLLAR GENERAL	\$		-
	FOSTERS FAMILY FOODS	\$		100.00
	HILAND (MILK)	\$		200.00
	JUNE PAYROLL (ESTIMATE)	\$		1,000.00
	US FOODS	\$		-
	VILLAGE UNIFORM (TOWELS ETC)	\$		150.00
		\$		6,650.00

ELM CREEK SCHOOL BOARD TREASURER'S REPORTS

FOR JUNE 2, 2025

MAY 1 TO MAY 29, 2025 FINANCIALS

ACTIVITY FUND (CURRENT CASH BALANCE SUMMARY)

	BALANCE MAY 1, 2025		\$	37,973.76
RECEIPTS	ATHLETICS & ACTIVITIES	\$	9,464.73	
	CLUB & CLASS ACCOUNTS	\$	2,697.50	
	DISTRICT ACTIVITIES	\$	11,631.60	
	TRANSFER FROM GENERAL	\$	-	
	TOTAL RECEIPTS		\$	23,793.83
EXPENSES	ATHLETICS & ACTIVITIES	\$	15,204.53	
	DISTRICT ACTIVITY EXPENSES	\$	-	
	STATE ACTIVITY EXPENSES	\$	-	
	CLUB & CLASS ACCOUNTS	\$	5,145.00	
	DISTRICT ACTIVITIES	\$	4,331.47	
	TOTAL EXPENSES		\$	24,681.00
	BALANCE MAY 29, 2025		\$	37,086.59

Checking Account ID: STACTIVITY

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
18009	05/02/2025				HILINE	HI-LINE GOLF COURSE	90.00
18010	05/05/2025				WILLIAMSL	LACEY WILLIAMS	750.00
18011	05/08/2025				CASHWAACT	CASH-WA DISTRIBUTING	3,330.86
18012	05/08/2025				CHESTERMAN	CHESTERMAN CO.	200.00
18013	05/08/2025				USBANK	CORPORATE PAYMENT SYSTEMS	2,268.99
18014	05/08/2025				COZADSCH	COZAD CITY SCHOOLS	1,500.00
18015	05/08/2025				FOSTFAMA	FOSTER'S FAMILY FOODS	227.49
18016	05/08/2025				FRANKLINSCH	FRANKLIN HIGH SCHOOL	50.00
18017	05/08/2025				LAKESIDE	LAKESIDE COUNTRY CLUB	140.00
18018	05/08/2025				OVERTONSCH	OVERTON PUBLIC SCHOOL	1,353.00
18019	05/08/2025				PLATINUMA	PLATINUM AWARDS & GIFTS	24.00
18020	05/08/2025				FIRSTIER	FIRSTIER BANK	2,220.00
18021	05/14/2025				BERTRANDSC	BERTRAND HIGH SCHOOL	70.00
18022	05/14/2025				BROKENBOWS	BROKEN BOW SCHOOLS	745.10
18023	05/14/2025				BURWELLSCH	BURWELL HIGH SCHOOL	100.00
18024	05/14/2025		X	05/27/2025	COZADSCH	COZAD CITY SCHOOLS	1,500.00
18025	05/14/2025				GOTHENBURG	GOTHENBURG SCHOOLS	48.00
18026	05/14/2025				ELWOOD	HI-LINE BULLS	40.00
18027	05/14/2025				MISKO	MISKO SPORTS, LLC	1,399.00
18028	05/14/2025				NAEADIST6	NAEA DISTRICT 6 AGRICULTURE EDUCATION	180.00
18029	05/14/2025				NEFFAASSN	NEBRASKA FFA ASSN	736.00
18030	05/15/2025				GOTHENBURG	GOTHENBURG SCHOOLS	8.00
18031	05/23/2025				BLUECROS	BLUE CROSS BLUE SHIELD OF NE	4,173.47
18032	05/23/2025				BSNSPO	BSN SPORTS	577.79
18033	05/23/2025				CASHWAACT	CASH-WA DISTRIBUTING	62.30
18034	05/23/2025				CCCHAST	CENTRAL COMMUNITY COLLEGE	304.00
18035	05/23/2025		X	05/27/2025	FOSTFAMA	FOSTER'S FAMILY FOODS	227.49
18036	05/23/2025				KCHSCH	KEARNEY CATHOLIC HIGH SCHOOL	900.00
18037	05/23/2025				LOOMISSCH	LOOMIS PUBLIC SCHOOLS	300.00
18038	05/23/2025				MARTINEZT	TINO MARTINEZ	275.00
18039	05/23/2025				NORRISHS	NORRIS HIGH SCHOOL	100.00
18040	05/23/2025				PLATINUMA	PLATINUM AWARDS & GIFTS	158.00
18041	05/28/2025				EPIC	EPIC FOOTBALL CAMP	1,400.00
18042	05/28/2025				LAWNEL	LAWRENCE-NELSON HIGH SCHOOL	625.00
18043	05/28/2025				WILHILSCH	WILCOX-HILDRETH SCHOOLS	325.00
Check Type Total:			Check		Void Total:	1,727.49	Total without Voids: 24,681.00
Checking Account Total:			STACTIVITY		Void Total:	1,727.49	Total without Voids: 24,681.00
Grand Total:					Void Total:	1,727.49	Total without Voids: 24,681.00

2024-2025	General Fund Expenditures:					GF Exp. Prior Years		
	Month	Expenditures	Payroll	Monthly Total	YTD Expend.	% Spent	23-24 Year	22-23 Year
Sept.	\$71,734.04	\$401,328.40	\$473,062.44	\$473,062.44	6.87%	\$442,474.11	\$460,444.94	\$393,834.85
Oct.	\$143,301.85	\$389,988.59	\$533,290.44	\$1,006,352.88	14.17%	\$407,233.05	\$404,233.94	\$410,708.16
Nov.	\$85,836.51	\$381,306.35	\$467,142.86	\$1,473,495.74	21.40%	\$513,853.24	\$439,448.67	\$384,403.40
Dec.	\$98,024.05	\$373,071.62	\$471,095.67	\$1,944,591.41	28.24%	\$422,378.32	\$403,410.06	\$380,767.22
Jan.	\$75,162.01	\$364,555.75	\$439,717.76	\$2,384,309.17	34.62%	\$369,091.31	\$359,536.46	\$353,204.85
Feb.	\$61,266.69	\$382,442.40	\$443,709.09	\$2,828,018.26	41.07%	\$421,966.12	\$403,816.38	\$403,186.53
March	\$45,262.48	\$367,040.13	\$412,302.61	\$3,240,320.87	47.05%	\$389,448.48	\$377,540.40	\$365,457.90
April	\$132,379.85	\$379,697.29	\$512,077.14	\$3,752,398.01	54.49%	\$421,565.11	\$455,019.95	\$410,870.82
May	\$118,966.19	\$381,416.12	\$500,382.31	\$4,252,780.32	61.76%	\$458,119.41	\$439,964.13	\$364,910.92
June					0.00%	\$442,341.57	\$428,110.34	\$348,723.76
July					0.00%	\$368,970.53	\$380,040.82	\$390,971.36
Aug					0.00%	\$934,327.30	\$745,559.39	\$841,974.85
EOY Total					0.00%	\$5,591,768.55	\$5,297,125.48	\$5,049,014.62
General Fund Budget		\$6,886,291.00	(spending authority)					
Average Monthly Bills =					\$472,531.15			
(including payroll)								
Necessary Cash Reserve =					\$1,653,859.01			
(including payroll)								

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Behavioral Intervention

General Approach. The district utilizes a tiered system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

Interaction with Student Discipline Policy. This policy does not replace the Student Discipline policy or limit the District's authority under the Student Discipline Act when behaviors warrant action under that policy or Act.

Classroom Removal. Students may be removed from the classroom if the student poses a threat to their own safety, the safety of others, or the environment or if the student's behavior is disruptive to the learning environment. When appropriate, prior to removal staff should consider the use of de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 or comparable interventions.

When classroom removal is appropriate, the District will consider whether the student requires additional support to transition back to the classroom and continue to monitor the student's behavior to adjust interventions and supports as needed.

Required Training. The School District, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district. The length of such training will be at least X hours.

Behavioral Awareness Point of Contact (BAPC). Each school building must designate one or more school employees as a BAPC. Each BAPC must have knowledge of community services providers and other resources available for students and families. Each BAPC must coordinate access to support services for students.

The BAPC will be identified on the district website and in the school directory.

Adopted on: June 2, 2025

Revised on: _____

Reviewed on: _____