

Monthly Board Meeting

Monday, January 12, 2026 6:00 PM

Board of Education Office, 1619 S. Old Hwy 75, Sabetha, KS 66534

Attendance Taken at 6:00 PM. Phillip Buessing: Present, Todd Grimes: Present, Stan Keim: Present, Kathy Lippert: Present, Doug Renyer: Present, Jim Scoby: Present, Leslie Scoby: Present. Present: 7. Attendance Update Taken at 6:00 PM. Tim Aberle: Present, Kathy Lippert: Absent, Ann Shaughnessy: Present. Present: 6, Absent: 1.

Also in attendance were Superintendent Rob McKim, Board Clerk Deb Damman, Kaitlin Shafer, and others on the attached sign-in sheet.

1. Call Meeting To Order

Discussion: President Leslie Scoby called the meeting to order at 6:00 p.m. She led the meeting with the Pledge of Allegiance.

2. Recognition of new members

Discussion: President Scoby recognized two new board members, Tim Aberle and Ann Shaughnessy. She also recognized Kaitlin Shafer as the new Board Clerk in training.

3. Approve Agenda As Presented Or Amended

Action(s):

I make a motion to approve the agenda as presented. This motion, made by Stan Keim and seconded by Tim Aberle, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

4. Public comment

Description:

READ BY BOE PRESIDENT:

The board appreciates patrons taking time to talk to us about our policies and procedures. We are setting aside this time to hear from the public. Your comments should be directed towards board policies or the procedures our administrators establish to carry out those policies.

This is not an appropriate time or place for patrons to make comments of a personal nature about any district employee or student. Persons making comments which violate the privacy rights of district employees and students will be asked to stop speaking or cease their remarks. If a patron or parent has a concern with one or more employees, the board will refer that person to the appropriate administrator, and the board will follow up at a future meeting.

- USD #113
- Approve payment of December bills for the amount of \$2,476,999.23.
- Approve December payroll for the amount of \$478,798.04.
- Approve the following donations:
 - GMCF (Science and Business Programs Fund) - \$3591.00, Generation Genius Math & Science
 - Axtell Booster Club
 - \$1800 - Health room construction work
 - \$799.36 - Student Book Fair Purchase
 - Axtell anonymous - \$800 - Student lunch accounts
 - Axtell anonymous - \$404.62 - Teacher book fair wish list purchase
 - SES - Lenis Tucker in memory of James VanPeyma - \$30 - Books for the library
 - SES - Box Top\$ for Education - \$173
- Resignations: Joe Claycamp - SHS Custodian;
- Contracts: Becky Rokey - Food Service
- LWOP Request
- Personal Leave Requests: Trevin Edelman; Malerie Manche; Trenton Cox; Marcia Bauerle; Linda Orton Hopp
- Facility Use form approval - Sabetha/Fidelity Knights of Columbus

Action(s):

I make a motion to approve the consent agenda as presented. This motion, made by Todd Grimes and seconded by Ann Shaughnessy, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

7. School Board Appreciation presentation

Discussion: Mr. Lillie and USD 113 students shared their thanks to the school board members. They also presented a banner signed by all the students in the district.

Students Present:

SES- Kellen Heiman & Lanae Metzger

SMS- Kenzie Dempewolf & Evva Deters

SHS- Will Voose & Abigail Whittaker

APS- Regan Hasenkamp & Ava Broxterman

Voting Summary: Yea: 6, Nay: 0, Absent: 1

13. Superintendent report

14. Board Business

14.A. Response to public comment

Discussion: President Scoby

14.B. Recognition

14.C. Spelling Bee winners

Discussion: President Scoby recognized the qualifiers for the Spelling Bee. Thanked Mr. Lillie for the Board Appreciation.

15. Executive Session

15.A. Actions adversely or favorably affecting a student

Action(s):

I make a motion to go into executive session using the exception relating to actions adversely or favorably affecting a student under KOMA for ten minutes and to include Mr. McKim. This motion, made by Jim Scoby and seconded by Todd Grimes, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

I move to return to regular session. This motion, made by Jim Scoby and seconded by Ann Shaughnessy, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

15.B. Non-elected personnel

Action(s):

I make a motion to go into executive session using the non-elected personnel exception under KOMA for 10 minutes and to include the superintendent. This motion, made by Todd Grimes and seconded by Ann Shaughnessy, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

I move to return to regular session. This motion, made by Todd Grimes and seconded by Tim Aberle, Carried.

Voting Summary: Yea: 6, Nay: 0, Absent: 1

16. Action from Executive Session

Discussion: There was not action taken after the executive action.

17. Adjourn

Discussion: Meeting adjourned at 7:49 p.m.

USD #113 Prairie Hills
1619 Old US Hwy. 75
Sabetha, KS 66534
Location: BOE Office
Date: January 12, 2026
Board Meeting Time: 6:00 p.m.

[illegible]



USD 113 Audit Memo

To: Governing Body
From: Varney & Associates, CPAs, LLC
Re: FY25 Audit
Date: January 4, 2026

We completed the FY25 audit for USD 113 and have issued our report dated December 12, 2025. The audit went smoothly and there were no audit adjustments proposed. The District was not required to have a federal Single Audit this, as they have had in the past couple of years. Administration and staff were very responsive to our requests and the audit progressed efficiently. We appreciate the opportunity to work with your District and look forward to the FY26 audit. Please let us know if you have questions.

A handwritten signature in black ink, appearing to read 'April G. Swartz'.

April G. Swartz, CPA, Owner
Varney & Associates, CPAs, LLC

FY2025 Audit Changes					
	FY2025 Ending Balances	Audited Ending Balances	Variance	Changes Made	
06- GENERAL FUND	-	-	-		
07- FEDERAL FUNDS	1,677	-	1,677	Transfer of expenses from Fund 13 At Risk (ESSER III)	
08- SUPPLEMENTAL GENERAL	33,322	74,736	(41,414)	Reduced the SPED transfer to meet budget limit requirements	
11- PRESCHOOL AGED AT RISK	70,312	70,312	0		
13- AT RISK (K-12)	251,062	252,739	(1,677)	Transferred expenses to Fund 07 Fed Funds (ESSER Summer School)	
14- BILINGUAL EDUCATION	957	957	-		
15- VIRTUAL EDUCATION	-	-	-		
16- CAPITAL OUTLAY	1,933,632	1,933,632	(0)		
18- DRIVER TRAINING	61,961	61,961	(0)		
24- FOOD SERVICE	300,649	300,649	0		
26- PROFESSIONAL DEVELOPMENT	83,315	83,315	(0)		
30- SPECIAL EDUCATION	502,537	461,123	41,414	Reduced the transfer from Fund 08 to meet budget requirements	
34- CAREER & POST SECONDARY EDUCATION	221,208	221,208	0		
35- GIFTS & GRANTS	52,170	52,170	(0)		
51- KPRS SPECIAL RETIREMENT CONTRIBUTION	-	-	-		
53- CONTINGENCY RESERVE	672,050	672,050	0		
55- TEXTBOOK & STUDENT MATERIAL REVOLVING	179,496	179,496	0		
62- BOND & INTEREST #441	751,463	751,463	0		
63- BOND & INTEREST #488	-	-	-		
	5,115,812	5,115,811	1		

Human Sexuality Education

IKCA

Opt-Out Procedure and Form

Parents or guardians (or a student over eighteen years of age) who do not want the student involved in all or some portion of the district's Human Sexuality education class shall be provided a written copy of the goals and objectives for the student's appropriate Human Sexuality class. Following review of the curriculum goals on file at the board of education office, the parent or guardian must complete the district opt-out form and state the portion(s) of the curriculum in which the student is not to be involved.

Opt-Out Form

Parents or guardians (or students eighteen years of age or older) may obtain the opt-out request form from the {clerk of the board/principal}, completing and signing the form and returning the form to the {superintendent/principal}. The signed form will be kept on file in the {clerk of the board's/principal's} office.

The building principal shall receive a copy of the signed form so the named student shall be excused from all or a portion of the Human Sexuality class. Arrangements shall also be made for class reassignment of the student during the opt-out period.

Annual Request Required

Opt-out requests shall be required annually and are valid only for the school year in which they are submitted.

Approved:

KASB Recommendation – 6/04; 6/06; 4/07; 12/25

IDBA HUMAN SEXUALITY

In recognition of the fact that 1)sexuality is fundamental to all life, and 2)is of primary importance in nature, in society, and in the life of every individual, and in recognition of the fact that the essence of education is the acquisition of knowledge related to those areas that are important in society and in the lives of individuals, the board accepts the responsibility to provide information concerning sexuality as a part of the educational opportunities available to students.

Although the public schools have a responsibility to provide information concerning sexuality, it is the family and church that provide the specific value system through which students translate knowledge into decisions and actions.

The goals of instruction related to sexuality are as follows:

- insure accurate knowledge about human reproduction, including conception, birth, prenatal care, with specific emphasis on the family unit and the responsibilities and consequences relating to sexual activity;
- adapt this information to the age and grade level of students;
- promote, encourage, and increase communication between parents and children;
- increase decision-making skills;
- provide information relating to sexually transmitted diseases;
- encourage abstinence from sexual intercourse;
- enhance and develop the student's self-esteem.

Within the focus of these goals, and at appropriate age and grade levels, the information presented regarding human sexuality will include the following:

- anatomy, physiology, and psychology of adolescence and sexual growth;
- marriage and responsibilities of family life;
- responsibilities of parents and child care;
- dating and dating situations;
- pregnancy, childbirth and birth control;
- legal aspects of sexual conduct;
- self-respect, self-control, and individual differences among people;
- community resources;
- awareness of abortion, rape, child abuse, incest, sexually transmitted disease, homosexuality and masturbation

4. Improve the quality of life for all students. The ultimate goal of human sexuality education is to better enable people to live meaningful and satisfying lives. Knowledgeable individuals who are comfortable with themselves and their own sexuality are persons who will not feel the need to exploit others. Self-accepting persons capable of responsible decision making will be more likely to exhibit behavior that is consistent with society's morals.

Elementary Standards for Human Sexuality and HIV/AIDS Education

KINDERGARTEN OBJECTIVES

1. To be able to name some helpful members in the community. This objective is addressed through visits from the fire department (fire safety week) and the police department (identi-kid program)

2. To know that human beings grow at different rates.

(Elementary Physical Education Curriculum)

3. To know that they should not touch other children's blood

(Nurse Curriculum)

4. To wash hands after using the restroom and before eating

(Nurse Curriculum)

FIRST GRADE OBJECTIVES

1. The student will be able to differentiate between people who are potentially dangerous and those they can trust.

(Elementary Counseling Curriculum)

2. The student will begin to understand the variation of growth and development of human beings.

(Elementary Physical Education Curriculum)

3. The student will be able to talk about their actions and feelings.

(Elementary Counseling Curriculum)

4. The student will begin to understand and respect the attitudes and feeling of others.

(Elementary Counseling Curriculum)

5. To know that they should not touch other children's blood

4. To know that they should not touch other children's blood and the possible dangers.

Nurse Curriculum

5. To wash hands after using the restroom and before eating

(Nurse Curriculum)

FOURTH GRADE OBJECTIVES

1. To learn to differentiate between potentially harmful persons and those that can help (doctors, policemen, etc.)

(Elementary Counseling Curriculum)

2. The student will begin to understand the growth and development of human beings.

(Elementary Physical Education Curriculum)

3. To know that they should not touch other children's blood and the possible dangers.

(Nurse Curriculum)

4. To wash hands after using the restroom and before eating

(Nurse Curriculum)

FIFTH GRADE OBJECTIVES

1. To understand the differences and sameness of boys and girls, men and women.

(Elementary Physical Education Curriculum/Nurse Curriculum)

2. To gain an understanding of the reproductive and growth process in animals and humans.

(Elementary Physical Education Curriculum/Nurse Curriculum/Science Curriculum)

3. To begin to understand individual differences; as to heredity, puberty, menstruation.

(Elementary Physical Education Curriculum/Nurse Curriculum)

4. The students will define sexually transmitted diseases.

(Elementary Physical Education Curriculum/Nurse Curriculum)

5. The student will define AIDS and explain the prevention.

(Elementary Physical Education Curriculum/Nurse Curriculum)

(Science (Star) Curriculum)

8. Realize that true sexual freedom includes the freedom to say “no” to sex outside marriage.

(Middle School Physical Education Curriculum)

9. Identify various influences on sexual decision making.

(Middle School Physical Education Curriculum)

10. Describe various ways for teens to say “no” to sex.

(Middle School Physical Education Curriculum)

11. To help students learn and use a systematic decision-making process to make important decisions about social and sexual behavior.

(Middle School Physical Education Curriculum)

NINTH-TWELFTH GRADE OBJECTIVES

*These indicators are found in the 9th grade Physical Education Standards for Health

1. Realize that true sexual freedom includes the freedom to say “no” to sex outside of marriage.

2. Define human sexuality.

3. Identify various influences on sexual decision making.

4. Explain the physical, emotional, and psychological risks associated with premarital sexual activity.

5. Examine the physical, emotional, and psychological benefits to a teen lifestyle free from genitally arousing activity.

6. Describe various ways for teen to say “no” to sex.

7. List some of the responsibilities of parenthood.

8. Explain why adoption is a healthy alternative to abortion.

9. To help students develop a broad definition for sexuality.

10. To help students learn and use a systematic decision-making process to make important decisions about social and sexual behavior.

IDBA-R

HUMAN SEXUALITY EDUCATION PROGRAM

STUDENT EXCUSAL FORM

Notice to the Parents

Human Sexuality Education Program

Unified School District #113

Date _____

During the school year, the Physical Education instructor(s), Teacher's Names, will be implementing several units of Human Sexual Education into the regular Physical Education program. They normally schedule 4 weeks to cover some selected units from our selected curriculum "Sex Respect" or adopted textbooks. These units are in compliance with the district curriculum.

The overall goal of these units is to assist students to progressively develop responsible behavior, positive self esteem, and respect for others as he/she makes responsible decisions involving the possible use of his/her sexual freedom which includes the freedom to say "no" to sex outside of marriage.

If you have any questions about the content of this curriculum please feel free to visit the school and review the curriculum materials or call and talk to your child's Physical Education teacher. You do have the right to opt your son or daughter from this instruction if you choose. We do need you to check one of the boxes below to express your wishes as it pertains to your son or daughter.

Student Name _____ Grade _____

- ☐ Yes, I give my child permission to participate in the Human Sexuality Education Program.
- ☐ No, I would rather have my child do an alternative activity during the Human Sexuality Education Program.

Parent's signature _____ Date _____

IKB CONTROVERSIAL ISSUES (Current policy)

If education is to remain a viable force, controversial issues cannot be ignored. Good teaching techniques provide, however, that adequate preparation on the part of student and teacher take place before controversial issues are explored. Every such question has two or more sides. It is therefore incumbent that teachers take pains to see that all issues, facets, and questions of any controversial subject are thoroughly studied.

Approved:

IKB - Controversial Issues

(See GAHB, GBU, IA, IFBH, IKD, AND IKDA)

When a controversial subject arises in the classroom, teachers may use the opportunity to teach about the controversy but shall take care to ensure that curricular content delivery remains the focus of the conversation.

Teachers shall ensure that various positions concerning any controversial subject are presented and that students have the opportunity to freely discuss the topic. Teachers are discouraged from expressing personal viewpoints during these discussions which would violate any board policy or Kansas law, such as engaging in prohibited political acts using district time or property.

Current Policy

IKD SCHOOL CEREMONIES AND OBSERVANCES (See IKC)

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and to be tolerant of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The board recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization. Rules found in IKD-R will be followed by district employees.

Recommended Policy

IKD - Religion in Curricular or School Sponsored Activities

(See AEA, IF, IKDA and KN)

No religious belief or non-belief shall be promoted or disparaged by the district or its employees. Students and staff should be tolerant of each other's religious views. Students and staff members may be excused from participating in practices contrary to their religious beliefs, and staff members are responsible for ensuring proper notice and opportunity for opt-out is given in accordance with board policy IKDA, as applicable.

Teaching About Religion

Teachers may teach about religion, religious literature and history but are prohibited from promoting, expounding upon, criticizing or ridiculing a religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to promote a particular religious doctrine.

Religion in the Curriculum and School Activities

In compliance with this policy, religious themes may be presented in the curriculum and as part of school activities. Music, art, literature and drama having a religious theme or basis are permitted as part of the curriculum or as part of a school activity if they are presented in a balanced and objective

PRAIRIE HILLS UNIFIED DISTRICT NO. 113
SUPPLEMENTAL ASSIGNMENTS FOR
2025/26

Updated 11/11/25

Unless otherwise noted, or if there are extraneous circumstances, the BOE will use the rule of 12 (players/coach – student managers are not counted for this purpose) before the consideration of adding any coaches. The red # in parentheses, indicates automatic # of coaches, unless adjusted by the BOE.

Administration will consider the possibility of hiring additional supervision hourly on a case by case basis.
Coaches may “Co-Coach or Co-Asst. Coach upon approval of the BOE.

of coaches/sponsors is 1 unless otherwise noted.

SABETHA HIGH SCHOOL

FOOTBALL (5) -

CROSS COUNTRY (1) If #s on boys or girls team (individually, not combined) exceed 12 an additional coach is a possibility -

VOLLEYBALL (3)

BOY’S BASKETBALL (3) -

GIRL’S BASKETBALL (3)-

BOY’S WRESTLING (2) -

GIRL’S WRESTLING (2) -

GOLF (1) (20 kids are the # for an additional coach) -

TENNIS (2) -

TRACK & FIELD (3) -

BASEBALL (4) -

SOFTBALL (4) -

SUMMER WEIGHTS (4) -

ACTIVITIES DIRECTOR -

PLAY DIRECTOR -

MUSICAL (2) -

CHEERLEADERS -

FORENSICS -

JUNIOR CLASS (2) -

INST. MUSIC -

VOCAL MUSIC -

CONCESSIONS -

STU-CO -

NHS -

KAY SPONSOR -

FCCLA -

FFA -

STEERING PLC LEADERS (3) -

BUILDING CHAIR -

SIT TEAM (not limited due to pay structure)-

SCHOLARS BOWL -

PDC (2) -

AXTELL JUNIOR HIGH

FOOTBALL	-
VOLLEYBALL	-
GIRL'S BASKETBALL	-
BOY'S BASKETBALL	-
SCHOLAR BOWL	-
TRACK & FIELD (2)	-

AXTELL GRADE SCHOOL

PDC	-
SIT TEAM (not limited due to pay structure)-	

District PDC chair –

*-Volunteer positions

Axel

	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
School Enrollment	42	49	47	44	43	40	42	41	49	54
Football	17	23	22	18	14	15	14	17	19	
Cross Country	10	13	18	14	17	12	15	8	6	6
Volleyball	12	16	14	16	13	14	13	12	16	19
Basketball (B)	14	19	18	16	13	9	13	12	14	13
Basketball (G)	9	11	10	11	14	11	13	10	13	16
Track & Field	30*	28	30	32	30	24	30	23	26	23
Cheerleaders	8	9	10	8	9	6	6	8	6	6
Inst. Music/Vocal	12	13	8	0	2	12	21	11	24	34
Forensics	4*	8	4	5	0	0	9	4	3	13
Student Council	8	8	8	8	8	8	8	8	8	8
NHS	13	21	21	20	15	12	13	13	15	
KAYS	40	47	46	42	35	26	28	24	25	29
FFA	13	14	10	14	12	12	12	13	23	26
Scholars Bowl	6	8	11	17	23	16	15	15	14	17
Summer Weights										
Football	15	16	11	12	13					
Volleyball	15	14	18	10	12					
Basketball (B)	18	19	12	16	18					
Basketball (G)	14	11	11	9	12					
Schoalrs Bowl										
Track & Field	32*	33	37	28	33					

*anticipated

	Football					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	17	24	18	19	20	21
8th	20	22	22	15	19	19
Total	37	46	40	34	39	40

5ms

	Volleyball					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	14	13	25	22	18	26
8th	12	16	14	22	22	17
Total	26	29	39	44	40	43

	Girls Basketball					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	16	10	22	12	15	15
8th	11	13	10	16	16	12
Total	27	23	32	28	31	27

	Boys Basketball					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	12	17	13	18	18	
8th	15	15	18	15	16	
Total	27	32	31	33	34	0

	Girls Wrestling					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th		1		7	6	
8th	2			5	8	
Total	2	1	0	12	14	0

	Boys Wrestling					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	9	15	3	17	14	10
8th	7	7	6	3	15	6
Total	16	22	9	20	29	16

	Scholars Bowl					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	18	27	19	18	13	
8th	23	23	17	17	13	
Total	41	50	36	35	26	0

	Track					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7th	33	37	34	39	36	
8th	31	34	33	29	36	
Total	64	71	67	68	72	0

Mental Health Intervention Team (MHIT)

<https://www.kdads.ks.gov/services-programs/behavioral-health/mental-health-intervention-team>

The goal is to provide greater access to behavioral health services for K-12 students with an emphasis on those in custody or receiving services from the Department of Children and Families (DCF) and to establish a coherent structure between school districts and mental health providers (MHP) to optimize scarce behavioral health resources and the workforce. Kansas has a limited number of behavioral health professionals and is experiencing an increase in mental health concerns and suicide at all age levels. This project focuses on K-12 students and their families by identifying students, communicating with families, and connecting them to existing behavioral health providers and resources (25-26 MHIT Program Guide).

School Based Liaison for Sabetha Schools: Megan Becker, LMSW

Mental Health Provider for Sabetha: Kanza Mental Health and Guidance Center, Hiawatha

School Based Liaison for Axtell: Tammy Porting, RN

Mental Health Provider for Axtell: Pawnee Mental Health, Marysville

Date of Report 7/1/2025-12/15/2025		
Number of Students Served	28	
Number of Students with Intake Completed but Services not Started	0	
Number of Students with Intake Planned but not Completed	0	
Number of Students with Improved Attendance	2	66.67%
Number of Students with Improved Externalizing Behavior	10	43.48%
Number of Students with Improved Academic Performance	3	42.86%
Number of Students with Improved Internalizing Behavior	11	45.83%
Number of Students Dropping Out of School	0	0.00%
Number of Students Moving Out of the School District	1	3.57%
Number of Foster Students Served	10	35.71%
Number of Non-Foster Students Served	18	64.29%
Number of Students Referred for Services	4	

The number of students served are either receiving therapy, case management or both within the school buildings or via telehealth from within the school building. These numbers do not include students receiving private therapy via telehealth within the buildings or obtaining therapeutic services outside of the MHIT program.

The Bluejay Nest at Sabetha Elementary School

Megan Becker, Student and Family Liaison
Kourtney Goodman, Nest Support Staff

At Sabetha Elementary School, we have a student support and regulation room that the students have come to know as “The Nest.” A nest is a safe home for blue jays, and we want our Nest to be that safe space for our students.

Our goals for this classroom are listed below...

- Ensure that basic physical needs of all students are met – sleep, food, clothing, hygiene
- Provide an alternate location for students to complete work
- Help students struggling in class to refocus
- Help students to understand and regulate emotions
- Provide a space for sensory play and regulation
- Allow students to earn rewards with good/improved behavior

Spaces & Uses for The Nest

- Sensory Regulation Equipment- swing, rebounder, squeeze machine, sensory table.
- Reward- board games, sensory table, scooters, free play.
- Calm Corner- crash pad, fidgets, breathing techniques.
- Scheduled Breaks- for reward or regulation need.
- Alternate workspace- quiet workspace away from class or used for in-school suspension.
- Basic needs- clothing, snacks, rest, hygiene.
 - Clothes and hygiene products provided by The Kids Kloset.
 - Snacks provided by the Food Pantry and PTO.
- Check In/Check Out- soft starts, late breakfast, transition periods.
- Social Emotional- meet with a counselor or nest staff.

- Occupational Therapy, Physical Therapy- available for specific therapy services as well.
- Telehealth, Therapy, and Case management- our space is utilized by our mental health professionals throughout the week.

Each time a student enters the room; their name, grade, referral source, reasoning for visit, and time of visit are logged. This allows us to see trends, track specific student usage/behavior, and modify our space based on the needs each year.

Behavior Social Emotional Learning Multitiered System of Support (BSEL MTSS) at Sabetha Elementary School

Megan Becker- Student and Family Liaison

Dana Michael- School Counselor

Inclusive MTSS Implementation Scale (IMIS) Building Goal: By 2026, the overall behavior/social-emotional percentage on the Inclusive MTSS Implementation Scale (IMIS) will increase from 71% to 85%.

MTSS Process	<ul style="list-style-type: none">● Students and Teachers are participating in social emotional fastbridge screeners twice a year (October & February) to determine at risk students.<ul style="list-style-type: none">○ Teachers fill out the SAEBRS screener○ Students fill out the MYSAEBRS screener○ October PLC is used to fill in other areas of BSEL data such as Office Disciplinary Reports (ODR), failing grades, and attendance concerns.○ Students are then tiered based on these results.○ Megan Becker & Dana Michael review these results and create small groups based on tier and at-risk area.
Curriculum	<ul style="list-style-type: none">○ Tier 1- All students participate in whole class second step lessons weekly, classroom guidance monthly, and whole school positive behavioral interventions and supports (bluejay way tickets).○ Tier 2- Students continue to participate in tier one with additional or extended second step lessons taught in small groups. Teachers may add in additional strategies in the classroom.○ Tier 3- Students continue to receive the above two interventions as well as some one on one time with counselors and/or individualized plans of support.
Progress Monitoring	<ul style="list-style-type: none">○ Megan and Dana track lessons and progress weekly using second step tracking sheets○ Megan, Dana, and Jennifer Herrmann meet monthly to discuss the BSEL MTSS processes, curriculum, and make changes as needed.