

**BOARD OF EDUCATION
YUTAN PUBLIC SCHOOLS**

**High School Media Center
April 14, 2025**

AGENDA

{{Name: Agenda Item Name}}

1. **Call to Order**
2. **Open Meetings Act**

This meeting will be conducted in accordance with the Nebraska Open Meetings Act. The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting at a location accessible to members of the public.
3. **Pledge of Allegiance**
4. **Roll Call**
5. **Excuse Absences of Board Members**
6. **Public Notice**

Per board policy 2008-Meetings, advance notice of all board meetings, other than emergency meetings, shall be publicized 48 hours or more in advance of the meeting in a newspaper of general circulation in the district. Meeting notices may also be posted on the school district website and posted in three prominent places in the school district.

 - **Publication:** Meeting notice was published in the Wahoo Newspaper on Friday, April 4, 2025.
 - **Postings:** Meeting notice was posted at the entrance of Yutan High School, Yutan Elementary School, Yutan Post Office, First State Bank-Yutan, and on the Yutan Public Schools web page on Wednesday, April 9, 2025.
 - **Agenda:** The agenda is kept current and available for public inspection at the Superintendent's office during normal business hours, and is posted on the school website in advance of the scheduled meeting. The agenda may not be altered later than 24 hours prior to the beginning of the meeting. The order of the items on the agenda may be changed by the board at or during the meeting.
7. **Approval of the Agenda**
8. **Public Comments**

Instructions for those who wish to speak during Public Comment:
The Board of Education recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted effectively and in an organized manner, a Public Comment period will be scheduled at some meetings. A Public Comment sign-in sheet is located on the table near the entrance and your name and topic must be entered on the sheet prior to the start of the meeting. If you are planning to speak about a personnel or a student matter involving an

individual, please understand that the district has complaint procedures to address such complaints and concerns. The Board requests that you follow the policy and procedures before commenting on these matters to the Board. Board members will not respond to any questions you ask or comments about individual staff members or students, but may direct your concerns to the appropriate administrator for further review. Each speaker shall be allowed a maximum of five minutes, and not more than twenty minutes will be allowed for a specific topic. Policy 2009-Procedure for Addressing the Board is made available in the meeting room.

Comments:

- Foundation Information:
- Booster Club Information:
- General Public Comments:

9. Administrative Reports

Written reports have been submitted from the elementary principal, high school principal, activities director, student services director, and superintendent. Each administrator will make comments on their respective report:

- Elementary Principal
- High School Principal
- Activities Director
- Student Services Director
- Superintendent

10. Consent Agenda

The Consent Agenda is used to help the efficiency of the meeting by allowing the Board to approve items such as prior meeting minutes, general business of noncontroversial nature, or routine communication. The Consent Agenda for this meeting includes:

- Minutes from the March 2025 Board Meeting
- Treasurer's Report and Claims

11. Committee Reports

Reports from the following committee(s):

- Buildings, Grounds, and Transportation Committee - met on Thursday, April 10, 2025.
- Finance Committee - met on Friday, April 11, 2025.

12. Business Items

12.1. Certified Staff Resignations

The board will consider, discuss, and take all necessary action to approve the resignation(s) of the following certified staff effective upon the conclusion of the 2024-25 school year:

- Mrs. Kathy Lewis, High School Special Education Teacher

12.2. Certified Staff Contracts

The board will consider, discuss, and take all necessary action to approve contracts for the following new certified staff members for the 2025-26 school year:

- Mrs. Donnette Kremke-Bastian, Elementary School Counselor
- Ms. Harleigh Claussen, High School FCS Teacher

- Sarah Wibben, K-12 Vocal Music Teacher

12.3. Teacher Evaluation - Revisions

The teachers and administration have been developing a new teacher evaluation document that aligns with our Yutan Instructional Model. Mr. Hoegh will present information regarding the rationale, process, and revised document. The board will consider, discuss, and take all necessary action to approve the revised teacher evaluation document.

12.4. Summer Maintenance/Custodial Help

In past summers, the school district has hired part-time summer help to perform tasks related to general grounds work, moving furniture/equipment, bus barn/storage building cleaning and organizing, cleaning classrooms, painting, bus and van cleaning/washing, and other general maintenance, custodial, or cleaning duties. The administration is requesting approval from the Board to allocate a maximum number of summer hours for all part-time summer help. The superintendent will be responsible for filling the positions. The Maintenance Director will be responsible for assigning job responsibilities, establishing work schedules, and supervising the employees. The board will consider, discuss, and take all necessary action to approve a maximum number of work hours for part-time summer help.

12.5. Administrator Salaries for 2025-26

The board will consider, discuss, and take all necessary action to approve administrator salaries for the 2025-26 school year.

12.6. Review and/or Revise Policies

The following policies are subject to approval and/or revision as part of the monthly policy review process. The policies presented have been reviewed by the Superintendent and are current by state statute, legal specifications, or NDE requirements; or have been revised or new policies presented to be in alignment with state statute, legal recommendation, or state and federal requirements. The board will consider, discuss, and take necessary action to affirm existing policies or approve revised or new policies as presented.

- 3046-Animals at Schools
- 3047-Data Breach Response
- 3048-Communicable Disease
- 3049-Drone and Unmanned Aircraft
- 3050-Technology in the Classroom
- 3051-Opioid Overdose Prevention and Response
- 3052-Leasing Personal Property
- 3053-Nondiscrimination
- 3054-Law Enforcement Unit
- 3056-Guest Speakers
- 3055-School Resource Officers
- 3057-Title IX
- 3060-Firearms and Weapons for Non-Students

13. Discussion and Informational Items

Items for discussion, information, or consideration - no action to be taken:

- Summer School - High School Credit Recovery

- Junior High Girls Wrestling Proposal
- Makovicka Trainer Contract for 2025-26
- Rule 10 Audit and District Visit
- Planning for End of the Year Lunch for all staff on Tuesday, May 20, 2025
- Policies for review at the May board meeting:
 - NONE... will be taking a short break from regular monthly review to focus on handbooks revisions and policy revisions from the legislative session.

14. Next Board Meeting

The next regular meeting of the Board is scheduled for May 12, 2025 at 6:00pm in the high school media center.

15. Adjournment

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body; applicability of section.

(1) Until January 1, 2025:

(a) Except as provided in subsection (10) of this section, each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee or the governing body of a rural or suburban fire protection district, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the public body shall (A) post such notice on its website, if available, and (B) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) Beginning January 1, 2025:

(a) Except as provided in subsection (10) of this section, each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (2)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by

a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (2)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(3)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (3)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsections (1) and (2) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision, subsection (1) of section 70-1014, subsection (2) of section 70-1014.02, or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (A) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (B) an organization created under the Municipal Cooperative Financing Act, (C) a

governing body of a risk management pool and any advisory committee of such governing body, or (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(4) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(5) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(6) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (5) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(7) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(8)(a) Notwithstanding subsections (3) and (6) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsections (1) and (2) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and

record the meeting. Subsection (5) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413.

(9) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (3)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (3)(b)(i) and (ii) of this section.

(10) This section does not apply to a meeting of the Nebraska Power Review Board or a public power district, a public power and irrigation district, an electric membership association, an electric cooperative company, a municipality having a generation and distribution system, or a registered group of municipalities if such meeting is subject to section 70-1034.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5; Laws 2020, LB148, § 3; Laws 2021, LB83, § 12; Laws 2022, LB742, § 1; Laws 2022, LB908, § 1; Laws 2022, LB922, § 13; Laws 2024, LB287, § 74; Laws 2024, LB399, § 4; Laws 2024, LB1370, § 8.

Note: The Revisor of Statutes has pursuant to section 49-769 correlated LB287, section 74, with LB399, section 4, and LB1370, section 8, to reflect all amendments.

Note: Changes made by LB287 became operative April 17, 2024. Changes made by LB399 became effective July 19, 2024. Changes made by LB1370 became operative July 19, 2024.

Cross References

Emergency Management Act, see section 81-829.36.

Intergovernmental Risk Management Act, see section 44-4301.

Interlocal Cooperation Act, see section 13-801.

Joint Public Agency Act, see section 13-2501.

Municipal Cooperative Financing Act, see section 18-2401.

Opioid Prevention and Treatment Act, see section 71-2485.

Annotations

Under subsection (1) of this section, the Legislature has imposed only two conditions on the public body's notification method of a public meeting: (1) It must give reasonable advance publicized notice of the time and place of each meeting and (2) it must be recorded in the public body's minutes. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).

An emergency is "(a)ny event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition." *Steenblock v. Elkhorn Township Bd.*, 245 Neb. 722, 515 N.W.2d 128 (1994).

An agenda which gives reasonable notice of the matters to be considered at a meeting of a city council complies with the requirements of this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).

When notice is required, a notice of a special meeting of a city council posted in three public places at 10:00 p.m. on the day preceding the meeting is not reasonable advance publicized notice of a meeting as is required by this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).

Teacher waived right to object to lack of public notice in board of education employment hearing by voluntary participation in the hearing without objection. *Alexander v. School Dist. No. 17*, 197 Neb. 251, 248 N.W.2d 335 (1976).

A county board of commissioners and a county board of equalization are not required to give separate notices when the notice states only the time and place that the boards meet and directs a citizen to where the agendas for each board can be found. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

A county board of equalization is a public body which is required to give advanced publicized notice of its meetings. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

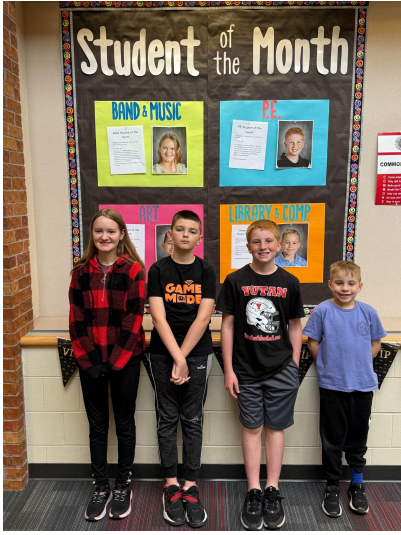
Notice of recessed and reconvened meetings must be given in the same fashion as the original meeting. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

True notice of a meeting is not given by burying such in the minutes of a prior board proceeding. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

An agenda notice which merely stated "work order reports" was an inadequate notice under this section because it did not give interested persons knowledge that plans for a 345 kv transmission line through the district was going to be discussed and voted upon at the meeting. Inadequate agenda notice under this section meant there was a substantial violation of the public meeting laws; however, later actions by the board of directors cured the defects in notice, and such actions were in substantial compliance with the statute. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).



Students of the month:



Band Student of the month

Congratulations Caydence Geertgens, our April band student of the month. Mr. Capron says: We are proud to recognize Caydence for her outstanding dedication and leadership in the band! Always on task, focused, and leading by example, Caydence consistently demonstrates hard work and commitment to excellence. Her positive attitude and strong work ethic inspire those around her, making her a valuable part of our band family! Keep up the amazing work, Caydence! We appreciate all that you do!

PE Student of the month

Congratulations to Micah DeMelle, our April PE student of the month. Mr. Thayer says: It's always nice to have students in class that are fired up and ready to work hard when they come into the classroom. Micah is one of those students. He always does his best and has fun doing it. He's also a good sport and shows respect to his classmates. Keep up the good work!

Art Student of the month

Congratulations Silas Wooten, our April Art student of the month. Mr. Portis says: Silas Wooten is an awesome art student! Thanks for all you do!

Skillful

Intellectual

Learner

Accountable

Sweet

Computer/Library Student of the month

Congratulations Booker Timm, our April Computer/Library student of the month. Mrs. Coleman says: Booker is creative, a great helper to his classmates, participates in class, and a good listener. I love his excitement for library and computers! Congratulations to Booker!

Above and Beyond Award

Sarah Osbourne nominated Judy Barjenbruch for April's above and beyond staff member! Sarah says: Judy is a great teacher and wonderful to work with. She always has such a cheerful attitude and is positive in the conversations she has. I've heard many compliments from parents praising her as the preschool teacher. The students and staff here at Yutan Elementary are lucky to have Judy!

Preschool round up

On Tuesday, March 4th, we hosted our Preschool round up. New current Preschool students went into the classroom to do activities and have a snack. Parents gathered in the library where we collected birth certificates, shot records, and enrollment paperwork. We have around 16 students right now ready and enrolled for Preschool next year. We have several that want mornings. I will be working with Judy and the parents to try and get others to attend the PM class. This is getting harder and harder every year with no day care in town.

NSCAS Testing

Students in grades 3-6 are prepping for the NSCAS Growth tests coming up. Students in 3rd, 4th, 5th, and 6th will take Math and ELA, while 5th will also take the Science test. The window for students to test is March 24- May 2. Many of our teachers plan to take these tests at the end of April to get in as much instructional time as possible before they take the tests.



Ms. Novotny Jr. / Sr. High School Board Report



April 2025

Student & Staff Highlights

- Thank you to all of our students, staff, parents, and community members who have supported our students throughout the month with all of our events and activities. It means a lot to our students who are participating in the support that you provide for them.
- Ms.Chvatal held an informational meeting where she presented information about dual-credit classes to sophomores, juniors, and their parents. A representative from Southeast Community College came to talk about our SENCAP class offerings and other post-secondary plans to help prepare for the future.
- 8th-grade students in Mr.Krajicek's class created a mission or frontier fort like you would see on the Oregon Trail or on a Spanish mission. They had to use correct materials, be historically accurate, build it to scale, and be creative. They did an amazing job!
- The Yutan Speech Team ended their season yesterday at the District Meet at Raymond Central. Congratulations to all of our students on a great season!
 - Driving Instructor Duet- **Lexi Bisailon and Maddie Fenn**
 - Serious Prose- **Kaydi Ward**
 - Informative- **Millie Dieckman, Liam Maloy**
 - Persuasive- **Kinsley Smith, Maddie Fenn**
 - Extemporaneous- **Maddox Wentworth**
 - **Clark Cogdill**- 4th in Humorous Prose
 - Home Alone OID- **Allison Kirchmann, Emmy Tederman, Gabi Tederman, Mylee Tichota, and Britney Zeleny**
 - Dodgeball OID- **AJ Arensberg, Clark Cogdill, Tannen Honke, Carson Jurey, and Drew Krajicek**
- Yutan hosted the NCC Quiz Bowl organized by Ms. Freeman. It was a well-run event, and the team competed well. Quiz Bowl members included **AJ Arensberg, Tannen Honke, Nolan Gayer, Gage Kolc, and Lincoln Hoffart**
- Congratulations to **Ksenia Bradford** and **Jaxsyn Dahlhauser**, who participated in the Class C All-State Band in Kearney! Way to go!
- Congratulations to **Loganne Barta, Ansley DeGroff, Holden DeGroff**, and **Tucker Barta** as they competed at the State FFA Convention April 2nd - 4th.
- Yutan qualified 43 total event participants for the State Journalism Contest on Monday, April 28th.

- Congratulations to the following junior high choir and band members who competed at the Bishop Neumann Music Contest:
 - **Macy Dunn** - Clarinet Solo 1
 - **Alec Wacker, Jackson Benjamin, Nolan Pehrson, Colton Sake** - Low Brass Percussion Quarter 1
 - **Clara Tasich** - Vocal Solo 1
 - **Daisy Freeman** - Vocal Solo 1
 - **Charizma Hancock** - Vocal Solo 2+
- Thank you to the junior class and Mrs. Eikmeier for transforming the gym in a phenomenal 2025 Prom - A Night in Bloom! Thank you to the parents and community members who put on the post prom event for our students! They had a blast!
- Congratulations to **Loganne Barta**, who earned her FFA State Degree!

Teaching & Learning

- Secondary WILN meeting with area ESU2 principals. Topics discussed included FAFSA's, 8-period day scheduling for junior high, online credit/home school graduation, attendance issues and solutions, credit recovery summer school, open positions, and hiring practices.
- We had our teacher in-service for March, and our teachers spent time getting to share and learn from one another about different goals that they have been working on this year and the activities that they have been doing. We heard lots of great feedback from teachers, and they were thankful for the opportunity to learn from one another. The high school staff also talked about different types of learners and looked at some different scaffolding ideas that they could utilize in the classroom.
- ELA curriculum meeting to select curriculum resources and materials for the 2025-26 school year. Our teachers have selected Into Literature, which is the secondary version of the Into Reading curriculum that the elementary school uses. We are working on getting a bid proposal for curriculum materials.
- NCC Principal Meeting in Syracuse where we talked about issues or topics which included: cell phone policy, MTSS, interventions to support students struggling

Teammates

- We started off the school year with 2 matches and have reached 20 matches this school year! We are so thankful for our mentors and the difference they make in the lives of our students. We will be doing some fundraising events this upcoming summer and hope to continue to build up our chapter and our Teammates program.



Yutan TeamMates Chapter Has Reached **20** matches!!

THANK YOU to our mentor volunteers:

Jayne Wentworth	Tara Mumm	Judy Daniell	Brianne Simon	Alyssa Hansen
Kassie Trevarrow	Stefanie Novotny	Andrea Havranek	Rena Thompson	Jodi Benjamin
Sarah Portis	Joel Carrillo	Ginger Eickmeier	Adam Vogt	Tahler Novotny
Dan Krajicek	Alyssa Wilberger	Lisa Karloff	Brian Daniell	Jenny Shearer

Interested in becoming a mentor for the 2025/26 school year? Contact Program Coordinator Jill Hoellen (402-206-5996) to learn more.

Staff Member Above & Beyond Winner - Brian Fitzgerald

- Mr. Fitzgerald has been an awesome addition to our school. He spent numerous hours of his own time revamping the shop so he can provide valuable real-world knowledge, hands-on experience, and in-demand skills to prepare students for career opportunities. Mr. Fitzgerald builds relationships with students and is friendly to everyone. He takes time to step into the lives of our students, makes school enjoyable for them, and is always good for a story or two.



Activities Department Board Report- April 2025
Josh Lynch- Activities Director

- **NSAA Winter Academic All-State**
 - Boys Basketball: AJ Arensberg, Drew Krajicek
 - Girls Basketball: Amelia Dieckman, Mylee Tichota
 - Boys Wrestling: Otto Henkel, Charlie Tasich
 - Girls Wrestling: Alexis Pehrson, Aubrie Pehrson
 - Speech: Maddie Fenn, Gabi Tederman
- **NCC All-Conference**
 - Boys Basketball: Ryan Maguire- 1st Team, Carson Jurey- 2nd Team, AJ Arensberg- Honorable Mention
 - Girls Basketball: Mylee Tichota- 1st Team, Amelia Dieckman- 1st Team, Jenna Trent- Honorable Mention
- **State Journalism**
 - Qualified in 43 events; finals take place on April 28th in Norfolk
- **Yutan is hosting the NCC Golf tournament on May 8th at Country Drive**
- **NCC Track is May 3rd at Conestoga**
- **District Baseball starts May 8th**



*Director of Student Services
Board Report
April 2025
Tahler Novotny*



Inservice Training:

All special education staff were trained on the new expectations from the state regarding compliance of IEP's and transitions for students. The high school special education staff was trained on transitional assessments and services.

Paraprofessional Training:

Strengths, Strategies for classroom management, and strategies for relationship building for staff and students.

Living Skills Field Trips:

This month, the living skills class went to Bakers Candies and the Brunch Box. Bakers Candies showed the students how the candy is made and packaged. The field trip to the Brunch Box was teaching the students how to use public transportation and then they got to take orders and make their food at the restaurant. Great experience and learning opportunities for their futures.

THANK YOU: Thank you for the pay raises for our paraprofessionals. Our paraprofessionals are essential to the success of our students! We could not do our jobs without their support and love for what they do!

Superintendent Report

Board of Education Meeting

April 14, 2025

Enrollment

- Monthly enrollment numbers are attached.

Option Enrollment

- The 2024-25 option enrollment summary is attached. As of the board meeting date, we have received 21 new option enrollment applications for 2025-26.

Superintendent Transition

- Mr. Schwartz has been in Yutan on the afternoons of April 3 and April 10, with additional days scheduled for April 24 and May 1. We will also be working on dates in June as he establishes his transition timeline out of Blair. Per past discussions with the board, I will be establishing a proposal for transitional consulting in collaboration with Mr. Schwartz. My goal is to provide that document and information to President Wacker prior to the May board meeting for board consideration in May or June.

English Language Arts Curriculum for 2025-26

- The high school has been investigating new curriculum materials that align with state standards for ELA classes. They are focusing on materials connected to the K-6 materials that advance those learning strands through the high school curriculum with an additional emphasis on writing, as well as general ELA competencies. Ms. Novotny is working with high school teachers and a curriculum representative to develop cost estimates for a potential summer purchase. As more information is available, we will share with the board.

End of 2023-24 (May)	2024-25 Enrollment as of: 4/14/2025			2024-25 Monthly Summary										
	Grad Year	Grade	Enrollment	Change from Prior Month	8-12-2024	9-9-2024	10-14-2024	11-11-2024	12-9-2024	1-13-2025	2-10-2025	3-10-2025	4-14-2025	5-12-2025
26		PreK	14	0	14	14	14	14	14	14	14	14	14	
41	Class of 2037	K	37	0	39	37	37	37	37	37	37	37	37	
33	Class of 2036	1	38	0	38	38	38	38	38	38	38	38	38	
30	Class of 2035	2	34	0	33	33	33	33	33	33	34	34	34	
34	Class of 2034	3	33	1	31	31	32	32	32	32	32	32	33	
39	Class of 2033	4	33	0	34	34	34	34	34	34	33	33	33	
39	Class of 2032	5	41	0	42	42	41	41	41	41	41	41	41	
40	Class of 2031	6	36	1	37	38	37	36	36	36	35	35	36	
32	Class of 2030	7	41	0	41	42	42	41	41	41	41	41	41	
47	Class of 2029	8	30	1	30	30	29	30	30	30	30	29	30	
27	Class of 2028	9	51	0	50	51	51	53	53	51	50	51	51	
38	Class of 2027	10	32	0	31	31	32	32	32	32	32	32	32	
31	Class of 2026	11	34	0	36	36	35	34	35	33	34	34	34	
38	Class of 2025	12	31	0	31	31	31	31	31	31	31	31	31	
26	Total PK:		14	0	14	14	14	14	14	14	14	14	14	
256	Total K-6:		252	2	254	253	252	251	251	251	250	250	252	0
213	Total 7-12:		219	1	219	221	220	221	222	218	218	218	219	0
469	Total K-12:		471	3	473	474	472	472	473	469	468	468	471	0
495	Total PK-12:		485	3	487	488	486	486	487	483	482	482	485	0

Average Class Size K-6:	36.00
Average Class Size 7-12:	36.50

Option Enrollment Summary for 2024-25

2024-25 Enrollment as of: 4/14/2025				
Grad Year	Grade	Enrollment	Resident Students	Option Students
Class of 2037	K	37	33	4
Class of 2036	1	38	36	2
Class of 2035	2	34	27	7
Class of 2034	3	33	28	5
Class of 2033	4	33	29	4
Class of 2032	5	41	39	2
Class of 2031	6	36	27	9
Class of 2030	7	41	38	3
Class of 2029	8	30	25	5
Class of 2028	9	51	47	4
Class of 2027	10	32	23	9
Class of 2026	11	34	24	10
Class of 2025	12	31	27	4
Total K-6:		252	219	33
Total 7-12:		219	184	35
Total K-12:		471	403	68

Option In From:																
Grade	Fremont	Omaha	Elkhorn	DC West	Millard	Gretna	Ashland	Wahoo	Mead	Cedar Bluffs						
K						1		2	1							
1					1	1										
2			1		1	2		3								
3		1	1	2	1											
4		2	1		1											
5		1		1												
6				2	1	1		2	3							
7			1	1				1								
8					1	1		2	1							
9	1		1					1	1							
10	1	1		1		2		3	1							
11			3		1	3	1		1	1						
12		2	1			1										
							2	7	9	7	7	12	1	14	8	1
										Total Optioning In From:		68				

**BOARD OF EDUCATION
YUTAN PUBLIC SCHOOLS**

**BOARD MEETING
High School Media Center
March 10, 2025**

AGENDA

1. Call to Order

The meeting was called to order at 6:00pm by President Wacker.

2. Open Meetings Act

This meeting will be conducted in accordance with the Nebraska Open Meetings Act. The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting at a location accessible to members of the public.

3. Pledge of Allegiance

4. Roll Call

Attendance Taken at 6:00pm

Judy Daniell: Present
Bill Hancock: Present
Gary Hollst: Present
Dan Ridder: Present
Adam Wacker: Present
Eric Wilke: Present

5. Excuse Absences of Board Members

No motion needed – all members present.

6. Public Notice

Per board policy 2008-Meetings, advance notice of all board meetings, other than emergency meetings, shall be publicized 48 hours or more in advance of the meeting in a newspaper of general circulation in the district. Meeting notices may also be posted on the school district website and posted in three prominent places in the school district.

- **Publication:** The meeting notice was published in the Wahoo Newspaper on Friday, February 28, 2025.
- **Postings:** The meeting notice was posted at the entrance of Yutan High School, Yutan Elementary School, Yutan Post Office, First State Bank-Yutan, and on the Yutan Public Schools web page on Wednesday, March 5, 2025.
- **Agenda:** The agenda is kept current and available for public inspection at the Superintendent's office during normal business hours, and is posted on the school website in advance of the scheduled meeting. The agenda may not be altered later than 24

hours prior to the beginning of the meeting. The order of the items on the agenda may be changed by the board at or during the meeting.

7. Approval of the Agenda

Moved by Gary Hollst, seconded by Judy Daniell to approve the agenda. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

8. Public Comments

Instructions for those who wish to speak during Public Comment:

The Board of Education recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted effectively and in an organized manner, a Public Comment period will be scheduled at some meetings. A Public Comment sign-in sheet is located on the table near the entrance and your name and topic must be entered on the sheet prior to the start of the meeting. If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has complaint procedures to address such complaints and concerns. The Board requests that you follow the policy and procedures before commenting on these matters to the Board. Board members will not respond to any questions you ask or comments about individual staff members or students, but may direct your concerns to the appropriate administrator for further review. Each speaker shall be allowed a maximum of five minutes, and not more than twenty minutes will be allowed for a specific topic. Policy 2009-Procedure for Addressing the Board is made available in the meeting room.

Comments:

- Foundation Information: None
- Booster Club Information: None
- General Public Comments: None

9. Administrative Reports

Written reports have been submitted from the elementary principal, high school principal, activities director, student services director, and superintendent. Each administrator will make comments on their respective report:

- Elementary Principal
- High School Principal
- Activities Director
- Student Services Director
- Superintendent

10. Consent Agenda

The Consent Agenda is used to help the efficiency of the meeting by allowing the Board to approve items such as prior meeting minutes, general business of noncontroversial nature, or routine communication. The Consent Agenda for this meeting includes:

1. Minutes from the February 10, 2025 Board Meeting

2. Treasurer's Report and Claims

Moved by Eric Wilke, seconded by Judy Daniell to approve the consent agenda. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

11. Committee Reports

Reports from the following committee(s):

- Buildings, Grounds, and Transportation Committee - met on March 4, 2025
- Finance Committee - met on March 7, 2025

12. Business Items

12.1. Certified Staff Resignations

The board will consider, discuss, and take all necessary action to approve the resignation(s) of the following certified staff effective upon the conclusion of the 2024-25 school year:

- Mrs. Angie Jennings, Elementary Counselor
- Mr. Matt Gunter, K-12 Vocal Music Teacher

Moved by Judy Daniell, seconded by Gary Hollst to approve the resignations of Mrs. Angie Jennings and Mr. Matt Gunter effective upon the conclusion of the 2024-25 school year. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

12.2. Certified Staff Contracts

The board will consider, discuss, and take all necessary action to approve contracts for the following new certified staff members for the 2025-26 school year:

- Ms. Abby Craven, 1st Grade Teacher
- Ms. Harleigh Claussen, Family and Consumer Science Teacher

Moved by Gary Hollst, seconded by Eric Wilke to approve the contracts of Ms. Abby Craven and Ms. Harleigh Claussen for the 2025-26 school year. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

12.3. Closing of Accounts

Per internal discussions leading up to and after the 2023-24 financial audit, the administration is requesting permission to close the following accounts:

- Unemployment Fund
 - Transfer to General Fund (\$16,359.95)
- Student Fee Fund
 - Transfer to Activity Fund (\$9,335.81)

- Employee Benefit Fund
 - Transfer to General Fund (\$38,803.40)

The purpose of closing the accounts is to provide more efficiency in budgeting and monthly accounting, and to align our fund structure to current NDE guidelines and audit standards. The money transferred will be accounted for monthly through internal journal entries and NDE accounting codes. The board will consider, discuss, and take all necessary action to close the accounts.

Moved by Judy Daniell, seconded by Dan Ridder to close the Unemployment Fund and transfer the fund balance of \$16,359.95 to the General Fund. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes Yes: 6, No: 0 Motion Carried

Moved by Bill Hancock, seconded by Eric Wilke to close the Student Fee Fund and transfer the fund balance of \$9,335.81 to the Activity Fund. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes Yes: 6, No: 0 Motion Carried

Moved by Dan Ridder, seconded by Gary Hollst to close the Employee Benefit Fund and transfer the fund balance of \$38,803.40 to the General Fund. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes Yes: 6, No: 0 Motion Carried

12.4. Purchase of Mower

The administration is requesting to purchase a new mower from the Depreciation Fund due to frequent and costly repairs to the current unit. The board will consider, discuss, and take all necessary action to approve the purchase of a new mower.

Moved by Eric Wilke, seconded by Judy Daniell to approve the bid of \$11,999 from Sholz Small Engine Sales and Service for a Toro 72" Z-Master 4000 HDX mower. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

12.5. Review and/or Revise Policies

The following policies are subject to approval and/or revision as part of the monthly policy review process. The policies presented have been reviewed by the Superintendent and are current by state statute, legal specifications, or NDE requirements; or have been revised or new policies presented to be in alignment with state statute, legal recommendation, or state and federal requirements. The board will consider, discuss, and take necessary action to affirm existing policies or approve revised or new policies as presented.

- 3032-Fees for School District Records
- 3033-Terminated by state statute effective 7-1-2024. Will now be listed as "Intentionally Left Blank" in the table of contents.
- 3035-Chain of Command - District Administration
- 3036-Purchasing (Credit) Card Program
- 3037-Petty Cash

- 3039-Threat Assessment and Response
- 3040-School Safety and Security
- 3041-Crisis Team Duties
- 3042-Construction Management At Risk Contracts
- 3043-Design-Build Contracts
- 3044-Incidental or De Minimus Use of Public Resources
- 3045-Use of Sniffer Dogs

Moved by Gary Hollst, seconded by Judy Daniell to approve the policies as presented. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

13. Discussion and Informational Items

Items for discussion, information, or consideration - no action to be taken:

- Teacher Evaluation Tool/Documents for 2025-26
- Rule 10 Audit and District Visit
- Instructional Time Update
- Superintendent Transition
- Trane vs. Facility Advocates
- Planning for End of the Year Lunch for all staff on Tuesday, May 20, 2025
- Policies for review at the April board meeting:
 - 3046-Animals at Schools
 - 3047-Data Breach Response
 - 3048-Communicable Disease
 - 3049-Drone and Unmanned Aircraft
 - 3050-Technology in the Classroom
 - 3051-Opioid Overdose Prevention and Response
 - 3052-Leasing Personal Property
 - 3053-Nondiscrimination
 - 3054-Law Enforcement Unit
 - 3056-Guest Speakers
 - 3055-School Resource Officers
 - 3057-Title IX
 - 3060-Firearms and Weapons for Non-Students

14. Next Board Meeting

The next regular meeting of the Board is scheduled for April 14, 2025 at 6:00pm in the high school media center.

15. Closed Session

The Board of Education is authorized by state statute to hold closed sessions. Closed sessions may be held when clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual.

The Board will enter into Closed Session for the protection of the public interest to discuss collective bargaining negotiations between the Board of Education and the Yutan Education Association.

Moved by Gary Hollst, seconded by Judy Daniell to enter Closed Session for the protection of the public interest to discuss collective bargaining negotiations. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

The Board entered Closed Session at 7:47pm and exited Closed Session at 8:29pm.

16. Action From Closed Session

The board will take the necessary action on the following items from Closed Session:

- Negotiated Agreement between the Yutan Public Schools Board of Education and the Yutan Education Association.
- Classified Staff wages and salaries for the 2025-26 school year.

Moved by Gary Hollst, seconded by Judy Daniell to ratify the negotiated agreement between the Board of Education and the Yutan Education Association for the 2025-26 contract year. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

Moved by Bill Hancock, seconded by Gary Hollst to approve revisions to classified staff starting wages for the 2025-26 school year. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

Moved by Gary Hollst, seconded by Eric Wilke to approve a lump sum increase to all classified staff wages and salaries for the 2025-26 school year based on an increase to starting wages, with an additional percentage increase to general wages and salaries as determined by the superintendent not to exceed a total of \$108,000. Roll Call Vote: Daniell: Yes, Hancock: Yes, Hollst: Yes, Ridder: Yes, Wacker: Yes, Wilke: Yes. Yes: 6, No: 0 Motion Carried

17. Adjournment

Meeting was adjourned at 8:32pm.

YUTAN PUBLIC SCHOOLS									
FUND STATEMENT AND ACCOUNT BALANCES									
3/31/2025									
ACCOUNT	ACCOUNT #	BOOK BEG BALANCE	RECEIPTS	INTEREST	EXPENSES	TRANSFERS	BOOK END BALANCE	OUTSTANDING CHECKS	BANK STATEMENT BALANCE
GENERAL FUND									
CHECKING	467216	\$ 2,537,582.78	\$ 680,264.92	\$ 9,496.16	\$ 607,236.85		\$ 2,620,107.01	\$ 458.58	\$ 2,620,565.59
							\$ 2,620,107.01		\$ 2,620,565.59
							\$ 2,028,662.08	3/31/2024	
DEPRECIATION FUND									
CHECKING	467533	\$ 255,461.89		\$ 939.47			\$ 256,401.36		\$ 256,401.36
NLAF	9300749	\$ 1,105,060.95		\$ 3,804.82			\$ 1,108,865.77		\$ 1,108,865.77
							\$ 1,365,267.13		\$ 1,365,267.13
							\$ 1,749,211.98	3/31/2024	
BOND FUND									
CHECKING	910148304	\$ 891,842.07	\$ 7,559.46	\$ 3,287.17			\$ 902,688.70		\$ 902,688.70
							\$ 902,688.70		\$ 902,688.70
							\$ 876,847.76	3/31/2024	
QCPUF FUND									
CHECKING	910148293	\$ 688.57		\$ 2.53			\$ 691.10		\$ 691.10
							\$ 691.10		\$ 691.10
							\$ 659.46	3/31/2024	
BUILDING FUND									
CHECKING	689612	\$ 259,444.62	\$ 5,801.43	\$ 949.72	\$ 5,508.00		\$ 260,687.77		\$ 260,687.77
NLAF	9300012	\$ 518,976.81		\$ 1,786.88			\$ 520,763.69		\$ 520,763.69
							\$ 781,451.46		\$ 781,451.46
							\$ 852,688.75	3/31/2024	
UNEMPLOYMENT FUND									
SAVINGS	46945020	\$ 16,359.95	\$ 8.00	\$ 6.05			\$ 16,374.00		\$ 16,374.00
							\$ 16,374.00		\$ 16,374.00
							\$ 16,349.33	3/31/2024	
ACTIVITY FUND									
CHECKING	686097	\$ 86,672.57	\$ 17,081.14	\$ 313.25	\$ 23,768.78		\$ 80,298.18	\$ 10,036.88	\$ 90,335.06
							\$ 80,298.18		\$ 90,335.06
							\$ 65,709.56	3/31/2024	
STUDENT FEE									
SAVINGS	46855520	\$ 9,339.34		\$ 3.45			\$ 9,342.79		\$ 9,342.79
							\$ 9,342.79		\$ 9,342.79
							\$ 9,328.71	3/31/2024	
EMPLOYEE BENEFIT FUND									
CHECKING	467614	\$ 4,356.89					\$ 4,356.89		\$ 4,356.89
PAYFLEX	500301928	\$ 34,446.51	\$ 2,276.98		\$ 1,269.80		\$ 35,453.69		\$ 35,453.69
							\$ 39,810.58		\$ 39,810.58
							\$ 34,515.17	3/31/2024	
LUNCH FUND									
CHECKING	687371	\$ 223,212.52	\$ 21,894.82	\$ 761.10	\$ 32,723.97		\$ 213,144.47	\$ 8.20	\$ 213,152.67
							\$ 213,144.47		\$ 213,152.67
							\$ 225,871.76	3/31/2024	
TOTAL ALL FUNDS									
							\$ 6,029,175.42		\$ 6,039,679.08
							\$ 5,859,844.56	3/31/2024	
TOTALS		\$ 5,943,445.47	\$ 734,886.75	\$ 21,350.60	\$ 670,507.40	\$ -	\$ 6,029,175.42	\$ 10,503.66	\$ 6,039,679.08

YUTAN PUBLIC SCHOOLS
CONSENT ITEMS FOR PAYMENT
3/31/2025

<u>FUND</u>	<u>DATE</u>	<u>CHECKS</u>	<u>VENDOR</u>	<u>AMOUNT</u>
<u>SPECIAL BUILDING</u>				
			Total Special Building	\$ -
<u>DEPRECIATION</u>				
ESCO Contract Mobilization-Scheduled Progress Billing 3 of 6	4/14/2025	#474		\$ 126,400.00
New Mower	4/14/2025	#475		\$ 11,999.00
			Total Depreciation	\$ 138,399.00
<u>QCPUF</u>				
			Total QCPUF	\$ -
<u>BOND</u>				
			Total Bond	\$ -
<u>TRANSFERS</u>				
			Total Transfers	\$ -
<u>LUNCH</u>				
Lunch Fund Bills	4/14/2025	#6906-6911		\$ 14,410.24
Direct Deposit	4/14/2025	#6912-6918		\$ 10,053.88
Third Party Checks (Benefits)	4/14/2025			\$ 221.07
Third Party Electronic Payment (HSA)	4/14/2025			\$ -
Tax Liabilities	4/14/2025			\$ 2,400.32
Nebraska Public Employees Retirement Systems	4/14/2025			\$ 1,690.44
Payflex	4/14/2025			\$ -
			Total Lunch Fund	\$ 28,775.95
<u>GENERAL</u>				
General Fund Bills	4/14/2025	#23917-23969		\$ 79,250.81
Direct Deposit	4/14/2025	#23970-23979		\$ 260,299.22
Third Party Checks (Benefits)	4/14/2025			\$ 82,307.61
Third Party Electronic Payment (HSA)	4/14/2025			\$ 7,935.77
Tax Liabilities	4/14/2025			\$ 92,479.09
Nebraska Public Employees Retirement Systems	4/14/2025			\$ 68,168.73
Payflex	4/14/2025			\$ 2,276.98
			Total General Fund	\$ 592,718.21
			TOTAL PAYMENTS	\$ 759,893.16

Yutan Public Schools
March 2025 Revenue Report

% of "Real" Revenue Budget	Estimated "Real" Revenue Budget	Account	March Actuals	Adopted NDE Budget	Actuals (YTD)	Available	% of Budget
2.19%	\$3,964,322.00	01100 - Taxes Levied/Assessed by the School District	(\$86,638.38)	(\$4,045,227.00)	(\$1,537,434.75)	(\$2,507,792.25)	38.01%
0.00%	\$4,860.00	01115 - Carline Taxes	\$0.00	(\$4,860.00)	(\$518.15)	(\$4,341.85)	10.66%
0.00%	\$34,200.00	01120 - Public Power District Sales Taxes	\$0.00	(\$34,200.00)	(\$143.17)	(\$34,056.83)	0.42%
8.09%	\$362,100.00	01125 - Motor Vehicle Taxes	(\$29,286.26)	(\$362,100.00)	(\$233,482.84)	(\$128,617.16)	64.48%
2.94%	\$14,300.00	01370 - Preschool Tuition & Fees	(\$420.00)	(\$14,300.00)	(\$10,670.00)	(\$3,630.00)	74.62%
10.53%	\$90,174.00	01510 - Interest on Investments	(\$9,496.16)	(\$90,174.00)	(\$58,793.22)	(\$31,380.78)	65.20%
0.00%	\$0.00	01951 - Miscellaneous Revenue From Other School Districts Within the State	\$0.00		(\$581.29)	\$581.29	0.00%
9.50%	\$24,560.00	02110 - County Fines & License Fees	(\$2,333.53)	(\$24,560.00)	(\$15,052.64)	(\$9,507.36)	61.29%
0.00%	\$0.00	02130 - Other County Receipts	\$0.00		(\$1,681.41)	\$1,681.41	0.00%
20.00%	\$2,244,232.00	03110 - State Aid	(\$448,846.00)	(\$2,244,232.00)	(\$1,576,478.00)	(\$667,754.00)	70.25%
15.56%	\$608,420.00	03120 - SPED (School Age)	(\$94,687.00)	(\$608,420.00)	(\$372,036.00)	(\$236,384.00)	61.15%
0.00%	\$22,780.00	03125 - Revenue from State Sources - Sped Transportation (School Age)	\$0.00	(\$22,780.00)	\$0.00	(\$22,780.00)	0.00%
0.00%		03130 - Revenue from State Sources - Homestead Exemption	(\$16,643.42)		(\$33,286.84)	\$33,286.84	0.00%
0.00%		03131 - Property Tax Credit	\$0.00		(\$708,936.00)	\$708,936.00	0.00%
0.00%	\$280,000.00	03133 - Nameplate Capacity Tax	\$0.00	(\$280,000.00)	\$0.00	(\$280,000.00)	0.00%
0.00%	\$8,260.00	03180 - Pro-Rate Motor Vehicle	\$0.00	(\$8,260.00)	(\$3,078.82)	(\$5,181.18)	37.27%
0.00%	\$78,460.00	03400 - State Apportionment	\$0.00	(\$78,460.00)	(\$180,626.04)	\$102,166.04	230.21%
0.00%	\$5,500.00	03535 - Payment for High Ability Learners	\$0.00	(\$5,500.00)	(\$5,772.00)	\$272.00	104.95%
0.00%	\$7,500.00	03551 - Career Education	\$0.00	(\$7,500.00)	\$0.00	(\$7,500.00)	0.00%
0.00%	\$20,160.00	04310 - REAP	\$0.00	(\$20,160.00)	\$0.00	(\$20,160.00)	0.00%
0.00%	\$21,588.00	04505 - Title I, Part A ESSA Imporving Basic Programs Operated by Local Educational Agencies	\$0.00	(\$21,588.00)	(\$34,039.00)	\$12,451.00	157.68%
0.00%	\$0.00	04509 - Title II, Part A ESSA: Supporting Effective Education	\$0.00		(\$7,329.00)	\$7,329.00	0.00%
0.00%	\$113,400.00	04516 - IDEA Preschool (619) Base/IDEA Enrollment Poverty Allocation	\$0.00	(\$1,640.00)	(\$2,242.00)	\$602.00	136.71%
0.00%	\$0.00	04518 - IDEA Part B (611) Base & Enrollment Poverty Allocation	\$0.00	(\$104,890.00)	(\$108,420.00)	\$3,530.00	103.37%
0.00%	\$0.00	04521 - IDEA Part B Proportionate Share	\$0.00	(\$6,870.00)	(\$4,360.00)	(\$2,510.00)	63.46%
0.00%	\$7,500.00	04525 - Federal Vocational & Applied Technology Education (Carl Perkins)	\$0.00	(\$7,500.00)	\$0.00	(\$7,500.00)	0.00%
0.00%	\$250.00	04708 - Medicaid in Public Schools	\$0.00	(\$250.00)	(\$49.73)	(\$200.27)	19.89%
0.00%	\$1,500.00	04709 - Medicaid Administrative Activities (MAAPS)	\$0.00	(\$1,500.00)	(\$895.30)	(\$604.70)	59.69%
40.30%	\$3,500.00	05690 - Other Non-Revenue Receipts	(\$1,410.33)	(\$3,500.00)	(\$8,796.43)	\$5,296.43	251.33%
8.71%	\$7,917,566.00	Totals	(\$689,761.08)	\$ (7,998,471.00)	\$ (4,904,702.63)	(\$3,093,768.37)	61.32%

Yutan Public Schools

April 2025 Expense Report

% of "Real" Expenditure Budget	Estimated "Real" Expenditure Budget	Account	April Actuals	Adopted NDE Budget	Actuals (YTD)	Available	% of Budget
65.99%	\$3,326,433.00	01100 - Regular Instructions Programs	\$263,523.90	\$3,718,682.00	\$2,195,093.34	\$1,522,038.66	59.03%
66.68%	\$110,241.00	01160 - Poverty Programs	\$9,188.47	\$110,241.00	\$73,507.27	\$36,733.73	66.68%
69.61%	\$84,219.00	01190 - Early Childhood Educational Programs	\$7,440.15	\$88,719.00	\$58,628.21	\$30,090.79	66.08%
62.55%	\$923,161.00	01200 - Special Education Instructional Programs - School Age	\$76,979.95	\$1,256,953.00	\$577,392.39	\$679,431.61	45.94%
0.00%	\$0.00	01291 - Special Education Instructional Programs - Ages 3-5	\$0.00	\$8,500.00	\$0.00	\$8,500.00	0.00%
0.00%	\$0.00	01292 - Special Education Instructional Programs - Ages 0-2	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
69.38%	\$230,989.00	02120 - Guidance Services	\$19,701.86	\$247,989.00	\$160,264.76	\$87,724.24	64.63%
69.96%	\$48,569.00	02130 - Health Services	\$4,136.94	\$60,069.00	\$33,979.42	\$26,089.58	56.57%
0.00%	\$0.00	02131 - Health Services - SPED - School Age	\$0.00	\$35,000.00	\$0.00	\$35,000.00	0.00%
93.85%	\$56,000.00	02141 - Psychological Services - SPED - School Age	\$0.00	\$64,000.00	\$52,555.12	\$11,444.88	82.12%
96.92%	\$92,243.00	02151 - Speech Pathology and Audiology Services - SPED - School Age	\$11,131.90	\$99,243.00	\$89,398.95	\$9,844.05	90.08%
72.48%	\$1,000.00	02153 - Speech Pathology and Audiology Services - SPED - Ages 0-2	\$0.00	\$5,500.00	\$724.80	\$4,775.20	13.18%
54.63%	\$44,000.00	02161 - Occupational Therapy-Related Services - SPED - School Age	\$0.00	\$50,000.00	\$24,038.25	\$25,961.75	48.08%
0.00%	\$0.00	02162 - Occupational Therapy-Related Services - SPED - Ages 3-5	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
0.00%	\$0.00	02163 - Occupational Therapy-Related Services - SPED - Ages 0-2	\$0.00	\$10,000.00	\$469.21	\$9,530.79	4.69%
88.33%	\$3,300.00	02171 - Physical Therapy-Related Services - SPED - School Age	\$505.05	\$5,000.00	\$2,914.97	\$2,085.03	58.30%
0.00%	\$0.00	02172 - Physical Therapy-Related Services - SPED - Ages 3-5	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
38.91%	\$2,400.00	02173 - Physical Therapy-Related Services - SPED - Ages 0-2	\$166.95	\$3,500.00	\$933.77	\$2,566.23	26.68%
0.00%	\$750.00	02181 - Visually Impaired-Related Services - SPED - School Age	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
75.21%	\$244,379.00	02190 - Support Services - Student - Other	\$24,762.72	\$244,379.00	\$183,790.01	\$60,588.99	75.21%
0.00%	\$0.00	02211 - School Improvement	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
0.00%	\$3,500.00	02213 - Instructional Staff Training	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00%
62.23%	\$155,387.00	02220 - Library or Media Services	\$11,044.64	\$164,387.00	\$96,698.17	\$67,688.83	58.82%
41.00%	\$5,000.00	02230 - Instruction-Related Technology	\$0.00	\$15,000.00	\$2,050.00	\$12,950.00	13.67%
75.23%	\$42,800.00	02310 - Board of Education	\$3,298.56	\$53,500.00	\$32,197.74	\$21,302.26	60.18%
66.54%	\$290,543.00	02320 - Executive Administration	\$24,138.96	\$295,643.00	\$193,334.10	\$102,308.90	65.39%
94.69%	\$12,000.00	02330 - District Legal Services	\$67.00	\$50,000.00	\$11,362.49	\$38,637.51	22.72%
67.90%	\$497,051.00	02410 - Office of the Principal	\$41,138.31	\$514,850.00	\$337,498.80	\$177,351.20	65.55%
72.08%	\$197,150.00	02510 - Fiscal Services	\$11,375.36	\$233,350.00	\$142,104.55	\$91,245.45	60.90%
53.33%	\$525,598.00	02610 - Operation of Buildings	\$27,764.28	\$770,450.00	\$280,325.72	\$490,124.28	36.38%
61.67%	\$284,896.00	02620 - Maintenance of Buildings	\$22,704.06	\$373,895.00	\$175,699.54	\$198,195.46	46.99%
53.50%	\$9,700.00	02630 - Care & Upkeep of Grounds	\$155.70	\$30,000.00	\$5,189.02	\$24,810.98	17.30%
0.00%	\$0.00	02660 - Security	\$690.00	\$0.00	\$2,041.66	(\$2,041.66)	0.00%
78.86%	\$157,851.00	02710 - Vehicle Operation & Purchasing- Regular Education	\$16,516.47	\$389,160.00	\$124,484.33	\$264,675.67	31.99%
60.76%	\$45,234.00	02712 - Vehicle Operation & Purchasing - School Age SPED	\$4,707.74	\$181,934.00	\$27,482.58	\$154,451.42	15.11%
0.00%	\$500.00	02713 - Vehicle Operation & Purchasing - Ages 3-5 SPED	\$0.00	\$2,500.00	\$0.00	\$2,500.00	0.00%
0.00%	\$1,500.00	02715 - Vehicle Operation & Purchasing - Ages 0-2 SPED	\$0.00	\$2,500.00	\$0.00	\$2,500.00	0.00%
0.00%	\$0.00	03300 - Community Services Operations	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
66.15%	\$10,733.00	03535 - High Ability Learners	\$834.22	\$10,733.00	\$7,100.34	\$3,632.66	66.15%
147.36%	\$42,982.00	06200 - Federal Services - Title I, Part A ESSA Improving Basic Programs Operated by Local Educational Agencies	\$7,904.81	\$43,982.00	\$63,337.48	(\$19,355.48)	144.01%
0.00%	\$0.00	06406 - Federal Services - IDEA Preschool (619) Base Allocation	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00%
61.26%	\$82,535.00	06408 - Federal Services - IDEA Part B (611) Base & Enrollment Poverty Allocation - Birth Through Age 21	\$2,840.21	\$123,935.00	\$50,559.76	\$73,375.24	40.80%
0.00%	\$0.00	06412 - Federal Services - IDEA Part B Proportionate Share	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00%
0.00%	\$0.00	06423 - Federal Services - IDEA Part B ARP Proportionate Share	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00%
83.16%	\$7,500.00	06700 - Federal Services - Federal Vocational & Applied Technology Education (Carl Perkins)	\$0.00	\$7,500.00	\$6,236.75	\$1,263.25	83.16%
0.00%	\$57,287.00	06992 - REAP	\$0.00	\$57,289.00	\$0.00	\$57,289.00	0.00%
0.00%	\$250,000.00	08000 - Transfers (Outgoing)	\$0.00	\$250,000.00	\$0.00	\$250,000.00	0.00%
63.86%	\$7,847,431.00	Totals	\$592,718.21	\$9,663,383.00	\$5,011,393.50	\$4,650,310.50	51.86%

Yutan Public Schools

Check Report

April 2025

Payee	Check Date	Check Number	Description	Type	Amount
Accurate Locksmiths, Inc	04/14/2025	23917	Duplicate Keys	Accounts Payable	\$44.60
Amazon Capital Services, Inc.	04/14/2025	23918	Classroom Supplies-ELEM	Accounts Payable	\$184.30
Amazon Capital Services, Inc.	04/14/2025	23918	Custodial Supplies	Accounts Payable	\$86.24
Amazon Capital Services, Inc.	04/14/2025	23918	General Supplies	Accounts Payable	\$469.90
Amazon Capital Services, Inc.	04/14/2025	23918	Graduation Supplies	Accounts Payable	\$79.86
Amazon Capital Services, Inc.	04/14/2025	23918	Tech Supplies	Accounts Payable	\$105.14
Boys Town	04/14/2025	23919	Instruction EG--FEB2025	Accounts Payable	\$5,400.00
Brain Fire Therapy	04/14/2025	23920	Speech Language Services	Accounts Payable	\$3,281.25
Brase Electrical Contracting Corp	04/14/2025	23921	Light Repair-ELEM	Accounts Payable	\$852.44
Capron, Nathan R	04/14/2025	23922	Reimburse for Fuel	Accounts Payable	\$27.00
City Of Yutan	04/14/2025	23923	Water Bills	Accounts Payable	\$438.00
Column Software PBC	04/14/2025	23924	Notice ID IshrG0UdYKh0oc03XVBbWahoo Paper	Accounts Payable	\$20.19
Column Software PBC	04/14/2025	23924	Notice ID QXVnMUUnFKHEtpK5prHuHWahoo Paper	Accounts Payable	\$24.57
Column Software PBC	04/14/2025	23924	Notice ID PIB36FijdAiFGZprMgA7Wahoo Paper	Accounts Payable	\$291.14
Cubbys, Inc.	04/14/2025	23925	Fuel	Accounts Payable	\$1,892.13
Diode Technologies	04/14/2025	23926	Box of Key Fobs	Accounts Payable	\$690.00
Diode Technologies	04/14/2025	23926	Service Call	Accounts Payable	\$336.20
Diversified Drug Testing	04/14/2025	23927	Federal Clearinghouse Renewal 2025	Accounts Payable	\$200.00
Eakes	04/14/2025	23928	Copier Contract	Accounts Payable	\$6.84
Eakes	04/14/2025	23928	EGoldFax	Accounts Payable	\$40.49
Egan Supply Co, Inc.	04/14/2025	23929	Custodial Supplies	Accounts Payable	\$803.00
Engineered Controls	04/14/2025	23930	Call on HVAC system	Accounts Payable	\$350.00
First National Bank	04/14/2025	23931	Visa Charges	Accounts Payable	\$942.42
Frontier Cooperative	04/14/2025	23932	Fuel	Accounts Payable	\$1,898.24
Griffith, Michelle	04/14/2025	23933	Mileage	Accounts Payable	\$672.00
Hands of Heartland	04/14/2025	23934	Transition Program-HS	Accounts Payable	\$6,457.15
Helm Service Inc	04/14/2025	23935	Semi Annual Billing	Accounts Payable	\$11,148.50
Helm Service Inc	04/14/2025	23935	Service Call-HS	Accounts Payable	\$1,213.34
Henkel, Kimberly A	04/14/2025	23936	Mileage	Accounts Payable	\$30.80
Hoegh, Trevor L	04/14/2025	23937	Mileage	Accounts Payable	\$253.40
Holiday Inn -Kearney	04/14/2025	23938	Hotel room-LJ	Accounts Payable	\$279.90
Hometown Leasing	04/14/2025	23939	Copier Lease	Accounts Payable	\$1,738.03
Inland Truck Parts & Service	04/14/2025	23940	3rd Quarter Bus/Van InspectionsBus Repairs	Accounts Payable	\$3,212.67
INTERMEDIA.NET INC	04/14/2025	23941	Phone Services	Accounts Payable	\$110.21
Interstate All Battery Center #9249	04/14/2025	23942	Battery for Van# 5	Accounts Payable	\$202.90
Jurey, Lindsey N	04/14/2025	23943	Mileage	Accounts Payable	\$237.44
JW Pepper & Son, Inc.	04/14/2025	23944	Band Music-ELEM	Accounts Payable	\$64.20

Konecky Oil, Inc.	04/14/2025	23945	Vehicle Supplies	Accounts Payable	\$139.86
KSB School Law	04/14/2025	23946	District Legal Services	Accounts Payable	\$67.00
Learn 2 Move	04/14/2025	23947	PT Services	Accounts Payable	\$672.00
Lincoln Journal Star	04/14/2025	23948	ACCT #118-60104380Employment AD	Accounts Payable	\$614.30
Lynch, Joshua S	04/14/2025	23949	Mileage	Accounts Payable	\$277.20
Martin Bros.	04/14/2025	23950	Lunch Food	Accounts Payable	\$324.50
Matheson Tri-Gas, Inc.	04/14/2025	23951	Shop Supplies	Accounts Payable	\$264.36
Matheson Tri-Gas, Inc.	04/14/2025	23951	Tank Rentals	Accounts Payable	\$338.45
Matheson Tri-Gas, Inc.	04/14/2025	23951	Welding Supplies	Accounts Payable	\$39.00
MCI	04/14/2025	23952	Long Distance Plan	Accounts Payable	\$71.55
Menards	04/14/2025	23953	General Supplies-HS	Accounts Payable	\$38.01
Menards	04/14/2025	23953	HS Supplies	Accounts Payable	\$32.98
Menards	04/14/2025	23953	Shop Class-supplies	Accounts Payable	\$696.03
Metropolitan Utilities District	04/14/2025	23954	Natural Gas bills	Accounts Payable	\$2,211.00
NASB	04/14/2025	23955	2025 Budget & Finance Workshop- JD	Accounts Payable	\$75.00
NASB	04/14/2025	23955	Supt. Search Fee	Accounts Payable	\$2,153.36
Nebraska Rural Community Schools Association	04/14/2025	23956	2025 NRSCA Spring Conference- LJ	Accounts Payable	\$220.00
Nebraska State Fire Marshal	04/14/2025	23957	Boiler Inspections-HS	Accounts Payable	\$366.00
Nebraska Turf Products	04/14/2025	23958	Supplies-Grounds	Accounts Payable	\$155.70
Novotny, Stefanie E	04/14/2025	23959	Mileage	Accounts Payable	\$442.40
Novotny, Tahler M	04/14/2025	23960	Mileage	Accounts Payable	\$249.80
OPPD	04/14/2025	23961	Electric Bills	Accounts Payable	\$11,237.97
Pfeil, Rex W	04/14/2025	23962	Phone Allowance/Mileage	Accounts Payable	\$195.40
pick A time	04/14/2025	23963	P/T Conference Scheduler	Accounts Payable	\$75.00
Power School Group, LLC	04/14/2025	23964	25/26 Powerschool Certificate 25/26 Powerschool SIS Hosting	Accounts Payable	\$3,673.90
TNT Cleaning Service	04/14/2025	23965	Cleaning Services	Accounts Payable	\$9,120.00
U.S. Bank	04/14/2025	23966	Visa Charges	Accounts Payable	\$123.64
Waste Connections Of Ne, Inc.	04/14/2025	23967	Trash Services-ELEM	Accounts Payable	\$350.36
Waste Connections Of Ne, Inc.	04/14/2025	23967	Trash Services-HS	Accounts Payable	\$545.00
Windstream	04/14/2025	23968	Phone Services-ELEM	Accounts Payable	\$160.40
Windstream	04/14/2025	23968	Phone Services-HS	Accounts Payable	\$57.20
Yutan Lunch Fund	04/14/2025	23969	PreK Snacks	Accounts Payable	\$178.95
Total Accounts Payable General Fund					\$79,250.81
OneAmerica	04/14/2025	23970	OneAmerica Basic Life and AD&D	Payroll Liability	\$189.98
OneAmerica	04/14/2025	23970	OneAmerica Child Voluntary Life and AD&D	Payroll Liability	\$10.40
OneAmerica	04/14/2025	23970	OneAmerica Employee Voluntary Life and AD&D	Payroll Liability	\$272.24
OneAmerica	04/14/2025	23970	OneAmerica Long-Term Disability	Payroll Liability	\$1,203.55
OneAmerica	04/14/2025	23970	OneAmerica Short-Term Disability	Payroll Liability	\$884.84
OneAmerica	04/14/2025	23970	OneAmerica Spouse Voluntary Life and AD&D	Payroll Liability	\$33.17
Ameritas Life Insurance Corp	04/14/2025	23971	Ameritas Vision - Emp + Children	Payroll Liability	\$75.00
Ameritas Life Insurance Corp	04/14/2025	23971	Ameritas Vision - Emp + Spouse	Payroll Liability	\$74.24

Ameritas Life Insurance Corp	04/14/2025	23971	Ameritas Vision - Family	Payroll Liability	\$299.52
Ameritas Life Insurance Corp	04/14/2025	23971	Ameritas Vision - Single	Payroll Liability	\$77.40
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - EE & Children HSA NB Plan	Payroll Liability	\$1,277.12
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - EE & Children PPO NB Plan	Payroll Liability	\$2,975.86
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - EE & Children PPO PSBC Plan	Payroll Liability	\$1,487.93
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - EE & Spouse HSA PSBC Plan	Payroll Liability	\$1,449.69
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - EE & Spouse PPO NB Plan	Payroll Liability	\$3,377.96
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Family HSA NB Plan	Payroll Liability	\$7,786.20
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Family HSA PSBC Plan	Payroll Liability	\$15,904.58
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Family PPO BH Plan	Payroll Liability	\$2,267.88
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Family PPO NB Plan	Payroll Liability	\$15,875.16
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Family PPO PSBC Plan	Payroll Liability	\$9,071.52
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Single HSA BH Plan	Payroll Liability	\$1,380.62
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Single HSA PSBC Plan	Payroll Liability	\$2,070.93
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Single PPO BH Plan	Payroll Liability	\$804.30
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Single PPO NB Plan	Payroll Liability	\$2,412.90
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Benefit - Single PPO PSBC Plan	Payroll Liability	\$2,412.90
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Dental - EE & Children	Payroll Liability	\$266.61
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Dental - EE & Spouse	Payroll Liability	\$90.39
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Dental - Family	Payroll Liability	\$621.85
Blue Cross / Blue Shield	04/14/2025	23972	BCBS Dental - Single	Payroll Liability	\$512.21
Blue Cross / Blue Shield	04/14/2025	23972	Section 125 Dental	Payroll Liability	\$1,196.68
First State Bank - State Taxes	04/14/2025	23973	State Withholding - NE	Payroll Liability	\$11,475.05
First State Bank - Payroll Taxes	04/14/2025	23974	Federal Withholding	Payroll Liability	\$24,855.60
First State Bank - Payroll Taxes	04/14/2025	23974	FICA	Payroll Liability	\$45,505.90
First State Bank - Payroll Taxes	04/14/2025	23974	Medicare	Payroll Liability	\$10,642.54
Retirement Plan Consultants LLC	04/14/2025	23975	403b % (Traditional)	Payroll Liability	\$562.35
Retirement Plan Consultants LLC	04/14/2025	23975	403b (Traditional)	Payroll Liability	\$4,211.69
Retirement Plan Consultants LLC	04/14/2025	23975	403b Roth	Payroll Liability	\$150.00
State Of Nebraska NPERS	04/14/2025	23976	NPERS	Payroll Liability	\$68,168.73
Transamerica Life Insurance Company	04/14/2025	23977	Transamerica Basic Accident Plan Option 2	Payroll Liability	\$164.31
Transamerica Life Insurance Company	04/14/2025	23977	Transamerica Critical Illness	Payroll Liability	\$65.63
Yutan Flex Account	04/14/2025	23978	Dependent Care	Payroll Liability	\$935.33
Yutan Flex Account	04/14/2025	23978	Medical Flex	Payroll Liability	\$1,341.65
Yutan School Lunch	04/14/2025	23979	Lunch Deduction	Payroll Liability	\$790.00
DirectDep- First State Bank	04/14/2025	EFT	Direct Deposit	Payroll Liability	\$260,299.22
HSA Bank	04/14/2025	EFT	HSA Bank Benefit	Payroll Liability	\$7,935.77
Total Payroll General Fund					\$513,467.40
TOTAL GENERAL FUND					\$592,718.21
Ashland Lettuce Company	04/14/2025	6906	Lunch Food	Accounts Payable	\$687.84

Egan Supply Co, Inc.	04/14/2025	6907	Dishwasher Lease-ELEM	Accounts Payable	\$350.00
Egan Supply Co, Inc.	04/14/2025	6907	Dishwasher Lease-HS	Accounts Payable	\$275.19
Egan Supply Co, Inc.	04/14/2025	6907	Kitchen supplies	Accounts Payable	\$194.88
Goodwin Tucker Group	04/14/2025	6908	Service/Repair on convection oven-ELEM	Accounts Payable	\$1,415.00
Hiland Dairy	04/14/2025	6909	Milk-Elem	Accounts Payable	\$1,143.73
Hiland Dairy	04/14/2025	6909	Milk-HS	Accounts Payable	\$460.58
Marking Refrigeration, Inc	04/14/2025	6910	Service Call HS	Accounts Payable	\$348.75
Martin Bros.	04/14/2025	6911	Lunch Food	Accounts Payable	\$9,534.27
Total Accounts Payable Lunch Fund					\$14,410.24
OneAmerica	04/14/2025	6912	OneAmerica Basic Life and AD&D	Payroll Liability	\$10.16
OneAmerica	04/14/2025	6912	OneAmerica Employee Voluntary Life and AD&D	Payroll Liability	\$27.50
OneAmerica	04/14/2025	6912	OneAmerica Long-Term Disability	Payroll Liability	\$28.42
OneAmerica	04/14/2025	6912	OneAmerica Short-Term Disability	Payroll Liability	\$21.27
Ameritas Life Insurance Corp	04/14/2025	6913	Ameritas Vision - Single	Payroll Liability	\$10.32
Blue Cross / Blue Shield	04/14/2025	6914	Section 125 Dental	Payroll Liability	\$72.32
First State Bank - State Taxes	04/14/2025	6915	State Withholding - NE	Payroll Liability	\$203.46
First State Bank - Payroll Taxes	04/14/2025	6916	Federal Withholding	Payroll Liability	\$294.86
First State Bank - Payroll Taxes	04/14/2025	6916	FICA	Payroll Liability	\$1,541.50
First State Bank - Payroll Taxes	04/14/2025	6916	Medicare	Payroll Liability	\$360.50
State Of Nebraska NPERS	04/14/2025	6917	NPERS	Payroll Liability	\$1,690.44
Transamerica Life Insurance Company	04/14/2025	6918	Transamerica Basic Accident Plan Option 2	Payroll Liability	\$51.08
DirectDep- First State Bank	04/14/2025	EFT	Direct Deposit	Payroll Liability	\$10,053.88
Total Payroll Lunch Fund					\$14,365.71
TOTAL LUNCH FUND					\$28,775.95
Facility Advocates, LLC	04/14/2025	474	ESCO ContractMobilization-Scheduled Progress Billing 3 of 6	Accounts Payable	\$126,400.00
Scholz Small Engine	04/14/2025	475	New Mower	Accounts Payable	\$11,999.00
Total Accounts Payable Depreciation Fund					\$138,399.00
TOTAL DEPRECIATION FUND					\$138,399.00

Receipt History

Detail report. Sorted by Site, Receipt Number.
From 03/01/2025 to 03/31/2025.

Receipt Number	Receipt Date	Void Date	Deposit Number	Check Number	Received From	Receipt Description	Amount	Sales Tax	Amount
Activity ID	Activity Name		Fee Name & Student ID				Amount	Tax Amount	Amount
	Tax Name		Tax Activity		Tax Rate %		Tax Amount		
YPS Yutan Public Schools									
001243	03/12/2025		001256		Community Member	Training Center Membership/Key			
930	Training Center						415.00	0.00	415.00
						Total For 001243:			415.00
001244	03/12/2025		001257		YYA Basketball Teams	Youth BB Entry			
900	Activity In and Out						800.00	0.00	800.00
						Total For 001244:			800.00
001245	03/12/2025		001258		Gate Proceeds	GBB District Final Gate-2/28			
980	Seed Money						450.00	0.00	450.00
210	Gate Receipts						1,791.00	0.00	1,791.00
						Total For 001245:			2,241.00
001246	03/12/2025		001259		Gate Proceeds	BBB District Final Gate-3/1			
980	Seed Money						450.00	0.00	450.00
210	Gate Receipts						2,147.00	0.00	2,147.00
						Total For 001246:			2,597.00
001247	03/12/2025		001260		Students	Class of 2026-Prom \$			
700	Class of 2026						292.00	0.00	292.00
						Total For 001247:			292.00
001248	03/12/2025		001261		Gate Proceeds	BBB Sub-Districts Gate-2/27			
980	Seed Money						450.00	0.00	450.00
210	Gate Receipts						1,717.25	0.00	1,717.25
						Total For 001248:			2,167.25
001249	03/12/2025		001262		Wilcox-Hildreth	BWR District Payment			
190	Wrestling						322.31	0.00	322.31
						Total For 001249:			322.31
001250	03/12/2025		001263		GACC	GBB Sub-District Payment			
110	Basketball- Girls						144.46	0.00	144.46
						Total For 001250:			144.46
001251	03/12/2025		001264		Schools	JH WR Tournament Entry-2/3			
195	Wrestling- Fundraising						600.00	0.00	600.00
						Total For 001251:			600.00
001252	03/12/2025		001265		Students	2nd Grade Field Trip \$			
905	Field Trip						304.00	0.00	304.00
						Total For 001252:			304.00
001253	03/18/2025		001266		Custom Sports	Boys State BB Clothing			
125	Basketball-Boys- Fundraising						585.00	0.00	585.00
						Total For 001253:			585.00
001254	03/21/2025		001267		Custom Sports	Girls State BB Clothing			
115	Basketball- Girls Fundraising						426.00	0.00	426.00
						Total For 001254:			426.00
001255	03/12/2025		001268		Chieftain Community Club	SB Uniforms			
160	Softball						1,450.76	0.00	1,450.76

Receipt History

Detail report. Sorted by Site, Receipt Number.
From 03/01/2025 to 03/31/2025.

Receipt Number	Receipt Date	Void Date	Deposit Number	Check Number	Received From	Receipt Description	Amount	Sales Tax	Amount
Activity ID	Activity Name		Fee Name & Student ID				Amount	Tax Amount	Amount
Tax Name			Tax Activity				Tax Rate %	Tax Amount	
						Total For 001255:			1,450.76
001256	03/04/2025		001269		Boosters	Gate for District BBALL			
210	Gate Receipts						670.00	0.00	670.00
						Total For 001256:			670.00
001257	03/31/2025		001270		Community Members	Training Center Membership/Key			
930	Training Center						270.00	0.00	270.00
						Total For 001257:			270.00
001258	03/31/2025		001271		Parents	Wayne State Meals			
850	Music- Vocal						295.75	0.00	295.75
						Total For 001258:			295.75
001259	03/31/2025		001272		Businesses	Yearbook			
390	Yearbook						460.00	0.00	460.00
						Total For 001259:			460.00
001261	03/28/2025		001274		Students	ELEM School Store			
450	Student Council- Elementary						227.75	0.00	227.75
						Total For 001261:			227.75
001262	03/28/2025		001275		Donations, Students	ELEM Stuco- school store, bake			
450	Student Council- Elementary						1,547.25	0.00	1,547.25
						Total For 001262:			1,547.25
001263	03/31/2025		001276		Mead Public School	Meads Portion-24/25 Cross			
130	Cross Country						960.61	0.00	960.61
						Total For 001263:			960.61
001264	03/31/2025		001277		First State Bank	Checking Interest			
950	Checking Interest						313.25	0.00	313.25
						Total For 001264:			313.25
001265	03/28/2025		001273		Students	Student Council Vending			
460	Student Council- High School						305.00	0.00	305.00
						Total For 001265:			305.00
						Site Total			17,394.39
						Report Total			17,394.39

Check Summary

Sorted by Activity ID, Site ID.
From 03/01/2025 to 03/31/2025.

Activity ID Site ID	Activity Name Site Name		Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
110	Basketball- Girls							
YPS	Yutan Public Schools							
029861	Cleared	03/05/2025	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION		03042025		GBB District Final Payment	724.98
029862	Cleared	03/05/2025	Southern Valley High School		03042025		GBB District Final Payment	443.31
Total:								\$ 1,168.29
120	Basketball- Boys							
YPS	Yutan Public Schools							
029854	Void	03/05/2025	Kevin Koch		030125		BBB District Final Official- 3/1	-80.00
029856	Cleared	03/05/2025	Clarkson High School		030425		Sub-District BBB Payment	139.84
029857	Cleared	03/05/2025	CORNERSTONE CHRISTIAN		03042025		Sub-District BBB Payment	82.04
029858	Cleared	03/05/2025	MEAD PUBLIC SCHOOLS		03042025		Sub-District BBB Payment	72.28
029859	Cleared	03/05/2025	OAKLAND-CRAIG PUBLIC SCHOOLS		03042025		Sub-District BBB Payment	221.88
029860	Cleared	03/05/2025	Shelby Rising City Public Schools		03042025		Sub-District BBB Payment	238.88
029861	Cleared	03/05/2025	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION		03042025		GBB District Final Payment	2,675.94
029863	Cleared	03/05/2025	Alma High School		03042025		BBB District Final Payment	456.48
029870	Cleared	03/05/2025	Gary Ware		03012025		BBB District Final Official- 3/1	80.00
Total:								\$ 3,887.34
170	Track							
YPS	Yutan Public Schools							
029869	Cleared	03/05/2025	Ascent Pole Rental Company		02272025		Pole Rental	380.00
029889	Cleared	03/17/2025	AWARDS UNLIMITED, INC.		302064		Track Awards/Trophies-Spring 2025	3,493.75
029896	Printed	03/27/2025	AMAZON CAPITAL SERVICES		Track25		Tent for Track	1,439.00
029900	Printed	03/31/2025	VERNON BREAKFIELD		040125		Track Starter-4/1	315.00
029903	Printed	03/31/2025	CONCORDIA UNIVERSITY		032125		Varsity Track Entry-3/21	250.00
Total:								\$ 5,877.75
190	Wrestling							
YPS	Yutan Public Schools							
029864	Cleared	03/05/2025	LOGAN VIEW PUBLIC SCHOOLS		03042025		JH WR Entry-3/4	100.00
029867	Cleared	03/05/2025	WEeping WATER PUBLIC SCHOOLS		00282025		JH WR Tournament Entry-2/28	125.00
029872	Cleared	03/05/2025	Cobblestone Inn & Suites		4199,4200,420 2		Rooms for Girls District Wrestling	365.58
029876	Cleared	03/05/2025	U.S. BANK		FEB25		February Visa Charges	302.86
029884	Printed	03/17/2025	RAYMOND CENTRAL SCHOOLS		03112025		JH WR Tournament Entry-3/11	100.00
029887	Printed	03/17/2025	WINNEBAGO		010325		GWR Entry-1/3	150.00
029888	Printed	03/17/2025	FORT CALHOUN PUBLIC SCHOOL		030725		JH WR Entry-3/7	130.00
Total:								\$ 1,273.44

Check Summary

Sorted by Activity ID, Site ID.
From 03/01/2025 to 03/31/2025.

Activity ID Site ID	Activity Name Site Name		Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
195	Wrestling- Fundraising							
YPS	Yutan Public Schools							
029885	Cleared	03/17/2025	Fast Signs		48-87075		State Champ Sign	136.07
Total:								\$ 136.07
220	General Athletics							
YPS	Yutan Public Schools							
029878	Cleared	03/05/2025	DIVERSIFIED DRUG TESTING		22906		February Drug Testing	354.50
029894	Printed	03/27/2025	SYRACUSE HIGH SCHOOL		NCC25'		NCC Art-lunches	50.00
029895	Printed	03/27/2025	NATIONAL ASSOCIATION OF SECONDARY PRINCIPALS		9001972286		NHS Affiliation 25-26	385.00
029904	Printed	03/31/2025	STA of Nebraska		1392489		Bus for State Boys BB-3/13	850.50
Total:								\$ 1,640.00
310	Journalism							
YPS	Yutan Public Schools							
029874	Cleared	03/05/2025	PUBLICATION PRINTING OF NEBRASKA, INC.		0225133		Chieftain Times	724.40
Total:								\$ 724.40
365	Play Production-Fundraising							
YPS	Yutan Public Schools							
029901	Printed	03/31/2025	MIDWEST IMPRESSIONS, INC.		86774		All School Play	630.00
Total:								\$ 630.00
380	Speech							
YPS	Yutan Public Schools							
029868	Cleared	03/05/2025	Plattsmouth High School		03032025		Speech Meet Entry-3/3	80.00
029890	Cleared	03/17/2025	ASHLAND-GREENWOOD PUBLIC SCHOOLS		030725		Speech Meet Entry-3/7	32.00
029893	Printed	03/27/2025	RAYMOND CENTRAL SCHOOLS		03182025		District Speech Meet Entry-3/17	331.97
Total:								\$ 443.97
430	Quiz Bowl							
YPS	Yutan Public Schools							
029898	Printed	03/27/2025	DAVID CITY PUBLIC SCHOOL		032425		JH/HS Quiz Bowl Entry-3/24	100.00
Total:								\$ 100.00

Check Summary

Sorted by Activity ID, Site ID.
From 03/01/2025 to 03/31/2025.

Activity ID Site ID	Activity Name Site Name		Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
450			Student Council- Elementary					
YPS			Yutan Public Schools					
029883	Cleared	03/17/2025	AMAZON CAPITAL SERVICES		February25		Elementary Student Council	262.71
029892	Cleared	03/21/2025	Hy-Vee #9		Spring'25		Bake Sale Cookies	250.00
Total:								\$ 512.71
460			Student Council- High School					
YPS			Yutan Public Schools					
029902	Printed	03/31/2025	YUTAN PUBLIC SCHOOLS FOUNDATION		SY23&24		HS Student Council Scholarships	850.00
Total:								\$ 850.00
600			FBLA					
YPS			Yutan Public Schools					
029880	Cleared	03/06/2025	FIRST NATIONAL BANK		FEB25		February Visa Charges	195.00
Total:								\$ 195.00
700			Class of 2026					
YPS			Yutan Public Schools					
029871	Cleared	03/05/2025	OZARK CANDY COMPANY		0206536-IN		Class of 2026 Lollipop Sales	270.00
029891	Printed	03/21/2025	Image Entertainment		Yutan Prom 04.05.2025		DJ Service	1,000.00
029896	Printed	03/27/2025	AMAZON CAPITAL SERVICES		Track25		Tent for Track	1,236.27
029897	Printed	03/27/2025	BLICK ART MATERIALS		5041274		Prom Decorations	86.84
Total:								\$ 2,593.11
840			Music- Instrumental					
YPS			Yutan Public Schools					
029865	Cleared	03/05/2025	SCHMITT MUSIC		6386885		Instrument Supplies	17.75
029873	Cleared	03/05/2025	J.W. PEPPER & SON, INC		367332221		Music-JH/HS Band	43.99
029877	Cleared	03/05/2025	DIETZE MUSIC HOUSE, INC.		JAN25		Music/Supplies-Band	321.66
029886	Cleared	03/17/2025	J.W. PEPPER & SON, INC		367358959		Music-JH/HS Band	24.00
029905	Printed	03/31/2025	J.W. PEPPER & SON, INC		367426861		JH/HS Music	63.30
Total:								\$ 470.70
850			Music- Vocal					
YPS			Yutan Public Schools					
029881	Cleared	03/10/2025	WAYNE STATE COLLEGE		03122025		Meal Tickets	368.00
Total:								\$ 368.00

Check Summary

Sorted by Activity ID, Site ID.
From 03/01/2025 to 03/31/2025.

Activity ID Site ID	Activity Name Site Name						Amount
Check Number	Status	Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	
900 Activity In and Out							
YPS Yutan Public Schools							
029879	Cleared	03/05/2025	Yutan Youth Basketball		02282025	Reimburse for checks written to the school	800.00
Total:							\$ 800.00
905 Field Trip							
YPS Yutan Public Schools							
029882	Cleared	03/10/2025	SAC AEROSPACE MUSEUM		031225	2nd Grade Field Trip-3/12	323.00
Total:							\$ 323.00
915 Donations In and Out							
YPS Yutan Public Schools							
029866	Cleared	03/05/2025	YUTAN PUBLIC SCHOOL		03052025	Lunch Donations-ELEM	425.00
Total:							\$ 425.00
980 Seed Money							
YPS Yutan Public Schools							
029899	Printed	03/31/2025	YUTAN PUBLIC SCHOOL		032725	Gate Box Seed Money-3/31-4/5	1,350.00
Total:							\$ 1,350.00
Report Total :							23,768.78

Yutan Public Schools BOE *Evaluation*

(April 14th, 2025)





Agenda:

1. Quick look at old evaluation models
2. The why behind the instructional model
3. Review the playbook
4. Work in 23-24
5. Share the final evaluation model
6. Questions

Yutan Instructional Model

Purpose of the Instructional Model-

- Create a common language to use amongst staff members for professional development and in the evaluation tool.
- It also creates a common language and consistency as students move from class to class or through different grade levels.
- Long term goal: Put the model into place first and then evaluation being created based on the Model.

Instructional Model team: P. Elgert, L. Heise, K. Trevarrow, B. Trost, S. Loos, E. Ruleaux, D. Krajicek, J. Gardner



Yutan Public Schools

Instructional Model for Teaching & Learning



YUTAN MARZANO ELEMENTS

FEEDBACK	CONTENT	CONTEXT
<u>E1-LEARNING GOALS</u>	<u>E15-PREVIEWING STRATEGIES</u>	<u>E23-USING ENGAGEMENT STRATEGIES</u>
<u>E4-INFORMAL ASSESSMENT</u>	<u>INSTRUCTION</u> E7 - PROCESSING CONTENT E9 - USING STRUCTURED PRACTICE SESSIONS E10-EXAMINING SIMILARITIES AND DIFFERENCES E12- ENGAGING STUDENTS IN COGNITIVELY COMPLEX TASKS E13-PROVIDING RESOURCES AND GUIDANCE E16-HIGHLIGHTING CRITICAL INFORMATION	<u>E33-ESTABLISHING RULES & PROCEDURES</u>
<u>E5-FORMAL ASSESSMENT</u>	<u>PRACTICE & APPLY</u> E9 - USING STRUCTURED PRACTICE SESSIONS E10-EXAMINING SIMILARITIES AND DIFFERENCES E17-REVIEWING CONTENT E18- REVISING KNOWLEDGE E21- ELABORATING ON INFORMATION E22- ORGANIZING STUDENTS TO INTERACT	<u>E39-BUILDING RELATIONSHIPS</u>
	<u>ASSESSMENT / CLOSURE</u> E4-INFORMAL ASSESSMENT E5-FORMAL ASSESSMENT E19- REFLECTING ON LEARNING E20- PRACTICE AND REINFORCE	<u>E41-COMMUNICATING HIGH EXPECTATIONS</u>

Yutan Instructional Model

Feedback - what students should be learning and how they are doing

- Learning Goals, Informal Assessments, Formal Assessments

Content - lesson progression, students move from understanding to to application of knowledge

- Previewing Strategies, Instruction, Practice & Apply, Assessment & Closure

Context - following student psychological needs

- Using Engagement Strategies, Establishing Rules & Procedures, Building Relationships, Communicating High Expectations

Work in 23-24

- Surveyed Yutan staff about desires for our new instructional model and key characteristics of Yutan teachers.
- Looked at other instructional models to determine which model we wanted to use as a guide.
- Reviewed Nebraska Teacher Principal Performance Standards.
- Selected Marzano as the framework for Yutan Public Schools Instructional Model.
- Summer PD to select important elements from text
- Developed Yutan Instructional sequence
- Provided all staff with a Marzano book
- Staff professional development was provided to learn about the Marzano framework and the elements selected for Yutan's instructional Model.

Teacher Evaluation Rubric Process 24-25

Our administrative team met with Eileen Barks from ESU2 to go over the NDE Teacher Evaluation and looked at all the sections and categories listed to see what fit our school district.

The Administrative Team narrowed down the categories within each section by looking at our current evaluation tool and our instructional model. The entire Nebraska Teacher & Principal Performance Standards rubric included 30 indicators under five elements- Planning and Prep, Learning Environment, Instructional Strategies, Assessment, and Professionalism. We thought that was too broad, so we wanted to narrow it down and landed on 20.

We created a teacher evaluation committee with five representatives from each building. Those committee members include:

Elementary - Bailey Johnson, Jenn Craven, Wendi Harrison, Paula Elgert, and Nate Capron
Jr/Sr High - Leslie Heise, Elliot Ruleaux, Adam Vogt, Hunter Vanness, Alyssa Hansen

Teacher Evaluation Rubric Process 24-25

This committee met on Friday, November 1st & Monday, January 6th during in-service for the afternoon.

- Split up into small groups of 2-3, and each took a section and looked at the wording to ensure that it aligned with Yutan Public Schools and our Instructional Model
- Each group then shared with the entire committee
- We then began to identify pieces of evidence that would meet the identifiers written
- Committee members shared with staff and got feedback
- Split back up into smaller groups and finish up identifying pieces of evidence
- Each small group then shared with the whole committee, asking for feedback.

Teacher Evaluation Rubric Process 24-25

After the committee met the second time, the administrators, with the support of Eileen, worked on cleaning up the document and making sure similar language was used throughout. Presented to the administrative team for final review.


- Final document shared with all staff on Monday, March 17th at our in-service.
- Document shared with School board on Monday, March 10th
- Presentation to School board on Monday, April 14th
- BOE approval
- Submit to NDE



Yutan Evaluation Rubrics BASED on
 Nebraska Teacher and Principal Performance Standards
 January 2025



[Planning and Preparation](#)
 [Learning Environment](#)
 [Instructional Strategies](#)
 [Assessment](#)
 [Professionalism](#)

Planning and Preparation 	Planning and Preparation			
	The teacher plans using state content standards, district-supported curriculum and strategies, instructional materials, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.			
	Unsatisfactory	Developing	Proficient	Innovating
Lessons	Does not plan lessons that align with the locally determined curriculum or access high-quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in developing lessons that align with the high-quality, district-supported curriculum and instructional materials	Utilizes high-quality instructional materials within a district-supported curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives	Uses the district-supported curriculum and high-quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives
Evidence	<ul style="list-style-type: none"> • uses techniques to maintain student engagement (response rates, wait time, etc..) • the teacher uses appropriate instructional strategies • Students are actively engaged • Lesson outcomes/learning targets, and directions, are clear. • Teacher use of district-adopted strategies/model(s) • Appropriate structure and pace of lesson • Teacher implements individual student plans with fidelity (IEP, 504, etc.) Accommodations and modifications are provided appropriately. • Teacher shares connection of daily learning objective to unit and course plan 			



**Yutan Evaluation Rubrics BASED on
Nebraska Teacher and Principal Performance Standards
January 2025**



Instructional Materials and Resources	Does not implement district-supported high-quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging	Recognizes the importance of implementing district-supported high-quality instructional materials and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging	Supplements district-supported curriculum and district-supported high-quality instructional materials by evaluating and selecting multimodal instructional tools to engage students in rigorous learning experiences, to support specific student needs, while maintaining challenging, yet engaging learning experiences	Leads efforts within the district to develop, test, model, or promote processes to evaluate and select high-quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals. Promotes processes that foster an understanding within the educational community that student engagement is connected to the use of district-supported High-Quality Instructional Materials.
Evidence	<ul style="list-style-type: none"> • Instructional Materials used promote critical thinking & problem-solving • The teacher demonstrates the use of the district curriculum • Technology is effectively integrated into the lesson. • Evidence that a variety of supporting materials and sources are readily available 			
Integration of Experiences	Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction	Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high-quality materials and resources for support in differentiating instruction	Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Leads efforts within the district to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, based on student's abilities, cultural norms, and personal, family, and community experiences
Evidence	<ul style="list-style-type: none"> • Fosters a sense of community and acceptance • Provides opportunities for students to connect learning with personal interests • Utilizes family and community resources • Incorporates real-world connections • Students interact with and benefit from community resources • Teachers collaborate with regional resources to improve student experiences. 			


This document, as provided, aligns with the Nebraska Teacher and Principal Performance Standards and is provided for the district's use by the Nebraska Department of Education's Office of Coordinated School and District Support. While the district is authorized to make modifications to the provided document to fit the district's policies and practices, once altered, the Nebraska Department of Education cannot ensure nor does the Department guarantee that the document continues to align with those standards nor does the Department maintain any ownership or responsibility for its content.



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025



Culturally Responsive Data Use	Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts within the district to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs
Evidence	<ul style="list-style-type: none"> Students grouped to maximize learning opportunity Use of IEPs for instructional planning Designs differentiated instruction The teacher instructs to the appropriate developmental level of the student (social, cultural, emotional, physical) Relevant student performance data 			

The Learning Environment	The Learning Environment			
	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.			
	Unsatisfactory	Developing	Proficient	Innovating
Student Relationships	Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support; engage in purposeful collaboration; and seek necessary access to high-quality resources to improve interactions with students	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	Leads efforts within the district to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support
Evidence	<ul style="list-style-type: none"> -Teacher maintains positive and productive relationships with teachers, parents, students, and staff -Teacher communication and interaction with students is professional and appropriate for student learning. -Teacher establishes rapport with learners. 			

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Student Experiences	Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in responding to each student's diverse personal experiences	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, safety, and inclusivity, where students value each others' diverse personal experiences
Evidence	<ul style="list-style-type: none"> -Teacher accesses resources to enhance the overall learning of students -Teacher incorporates real-life connections -Lesson plan reflects strategic grouping and/or activities -The pace of the lesson is appropriate for student understanding and engagement 			
Collaborative Learning Environment	Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, physical, and linguistic strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in using collaborative classroom practices	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, physical, and linguistic strengths and needs	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs
Evidence	<ul style="list-style-type: none"> Instructional groups are managed so that students are engaged at all times. Monitors and adjusts instruction for all students, including assessments for students with individualized plans (IEP, 504s, etc) Teacher collaborates with colleagues to improve the quality of learning in the school The teacher demonstrates flexibility and responsiveness Instructs to the appropriate developmental level of the student (social, emotional, physical) 			
Routines, Procedures, and Conduct	Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in being responsive to student needs	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents/guardians and the educational community in a sustained collaborative communication process

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Evidence	<p>Emergency Response Packet easily accessible Keeps communication open between home and school The teacher is alert to students' behavior at all times Expectations are posted, understood, and demonstrated by all students, and enforced by the teacher Provides a safe and inviting learning environment The teacher accepts communication from students, parents, staff, community, and administration and reacts appropriately. Teacher uses encouragement and feedback to communicate high expectations (verbal or nonverbal)</p>			
Student Ownership	<p>Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress</p>	<p>Recognizes the importance of setting and maintaining high expectations for students; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in cultivating an environment where students reflect on their own academic progress</p>	<p>Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress</p>	<p>Leads efforts within the district to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress</p>
Evidence	<p>-Teacher collects both Informal and formal feedback (exit tickets, thumbs up/thumbs down surveys, rating scales, reflective journals, etc) -Teacher provides opportunities for re-teaching -Learning goals are clearly communicated in student-friendly language and are consistent for all students -Clearly communicates performance criteria (rubric, etc.)</p>			



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Instructional Strategies 	Instructional Strategies			
	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.			
	Unsatisfactory	Developing	Proficient	Innovating
Evidenced-Based Strategies	Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high-quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	Leads efforts within the district to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies
Evidence	<ul style="list-style-type: none"> • Opportunities to Respond: ie Whole Group, Small Group, Peer to Peer • Gradual release: I do, We do, You do • The teacher uses frequent checks for understanding • The teacher ends the lesson with a closure activity/exit ticket. • Think Pair Share • Modeling • Guided Practice • Examines Similarities and Differences • Previewing and Reviewing 			
Differentiation	Does not use observation or data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high-quality resources to support the use of observation and data to respond to each student's strengths and needs	Reflects on classroom observations and data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	Leads efforts within the district to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs

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Evidence	<ul style="list-style-type: none"> Using rigor when needed Engaging Students in Cognitively Complex Tasks: Experimental inquiry, Problem-solving, Student-designed tasks Differentiation of Teaching Processing Information: Collaborative Processing, Jigsaw Cooperative Learning, Reciprocal Teaching 			
Meaningful Learning	Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse, and inquiry, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes district-supported curriculum and high-quality instructional materials must connect to meaningful learning, engage in purposeful collaboration, and seek necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and district-supported curriculum and high-quality instructional materials	Leads efforts within the district to mentor colleagues in high-quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the district-supported curriculum and high-quality instructional materials
Evidence	<ul style="list-style-type: none"> Providing resources and guidance Uses multimodal instruction tools to engage students (visual, auditory, kinesthetic, technology, written work) Monitors individual student and class engagement Models problem-solving and critical thinking Asking questions that focus on critical information and deepen student knowledge 			



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Assessment	Assessment			
	The teacher systematically uses a balanced assessment system that includes formative and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.			
	Unsatisfactory	Developing	Proficient	Innovating
Balanced Assessment	Does not utilize formative and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impact student growth, development, and achievement	Recognizes the importance of utilizing formative, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high-quality resources to ensure that the assessment is aligned with state standards, learning goals, and instructional objectives	Utilizes formative and summative assessments that align with state content standards, learning goals, and instructional objectives.	Leads efforts within the district to develop, test, model, or promote the use of a balanced assessment system aligned and connected to state standards, learning goals, and instructional objectives to measure student progress
Evidence	<ul style="list-style-type: none"> • Quizzes, tests, performance assessments, written performance. • Q & A, thumbs up thumbs down projects, common assessments, exit slips/tickets. • Q & A level assessments, students tracking their own progress, peer to peer feedback. • Stays current with updated standards/assessments, etc. • The teacher demonstrates the use of the district curriculum. • Teacher instruction reflects state and/or national standards 			
Data Use and Analysis	Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of analyzing assessment data individually and collaboratively, responding to students' strengths and needs, engaging in purposeful collaboration, and seeking necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Uses and analyzes (both individually and collaboratively) formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to ensure alignment with instruction	Leads efforts within the district to develop, test, model, or promote processes that integrate formative and summative assessment data and ensure school-wide instructional alignment. Analyzes formative and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time.

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Evidence	<ul style="list-style-type: none"> Quizzes, tests, performance assessments, written performance, Q & A, thumbs up/thumbs down projects, common assessments, exit slips/tickets. Uses assessment data to inform instruction. Attends SAT Meetings. The Teacher checks for understanding of learning outcomes during instruction. Teacher participates in formal data analysis 			
Student Feedback	Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor, and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their progress toward learning goals	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their progress toward learning goals
Evidence	<ul style="list-style-type: none"> Think logs, reflective journals, exit tickets, rating scales, surveys, thumbs up/thumbs down, quizzes, tests, 1:1 conferences Teacher feedback is timely, specific, and meaningful. 			
Communicating Student Progress	Does not accurately document or communicate student progress, resulting in barriers to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and communicates assessment data about student progress over time to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Provides substantive, specific information about student progress over time to enhance students', parents', teachers, administrators, and other relevant stakeholders' understanding of student learning
Evidence	<ul style="list-style-type: none"> Assessment data is communicated to students and stakeholders timely Communications used to inform parents/community Teacher keeps communication open between home and school Distributes midterms and report cards home 			

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 Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Policies, Procedures, Confidentiality & Regulations	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district		Adheres to school policies, procedures, and regulations and models ethical behavior and integrity by the established standards of the district. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community.	Leads efforts within the district to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed. Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties
Evidence	<ul style="list-style-type: none"> • Consistent Grading procedures • Maintains adequate attendance, lesson plans, curriculum, grades, etc. • Teacher implements individual student plans with fidelity (IEP, 504, etc.) • Teacher implements district-adopted instructional model with fidelity • The district vision and mission are posted. • Abides by district and school policies as stated in the district handbook and negotiated agreement • The teacher submits time-sensitive documents at appropriate intervals according to both directives and policy. This would include but is not limited to: grades, assessment data, leave requests, requisitions, professional development forms, and items for the budget. • The teacher accepts communication from students, parents, staff, community, and administration and reacts appropriately. 			

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 Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Relationships	Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of appropriate relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being	Creates and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community to support and enhance each student's academic success and well-being	Seeks feedback from students, colleagues, administrators, families, and the larger community to create and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being
Evidence	<ul style="list-style-type: none"> • Teacher establishes rapport with learners • Builds and maintains positive, professional, and ethical relationships with students, staff, parents, and community • Communication is used to inform parents/community • Projects a positive, respectful, professional attitude in communicating with and about others at all times • Respectful of Administration, Students, and Families • Connects to parents by attending IEP meetings, open houses, parent-teacher conferences, sending positive notes to parents, etc. • Teachers maintain positive and productive relationships with teachers, parents, students, and staff. • Teacher attends extra-curricular activities 			
Professional Growth, Collaboration and Continuous Improvement	Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high-quality resources to support professional growth and leadership development	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of the Yutan School District	Leads efforts within the district to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the Yutan School District

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 Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Evidence	<ul style="list-style-type: none"> • Documentation of Professional Development Attended • Documentation of PLC participation • Membership in professional organizations • Personal professional development plan • Participates in teacher networking, professional development, and book study groups • Personal professional development plan toward an advanced degree • Attends training, workshops, and/or in-service • Collaborates with colleagues to create cross-curricular lessons/units • Membership in professional organizations • Attends professional development activities that are not required by the school district. • Teachers strive to be informed of emerging trends, research, and practices within the field of education and bring information back to share with colleagues. • Actively participates in teaching in-service days and professional development workshops • State and national conference registrations • Participates in the induction of new employees and/or student teacher 			
Expectations	Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self, engaging in purposeful collaboration, and seeking necessary access to high-quality resources to support reflection of professional practice to improve student learning	Reflects on practices to support and improve student learning and maintains high expectations for professional behaviors	Leads efforts within the district to develop, test, model, or promote processes for reflection of professional practice and high expectations for professional self
Evidence	<ul style="list-style-type: none"> • Carries out assignments in a punctual and conscientious manner • Meets deadlines, provides follow-up as needed • Responds in a timely manner 			

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Questions



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[Planning and Preparation](#)
 [Learning Environment](#)
 [Instructional Strategies](#)
 [Assessment](#)
 [Professionalism](#)

Planning and Preparation		Planning and Preparation			
Planning and Preparation 		The teacher plans using state content standards, district-supported curriculum and strategies, instructional materials, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.			
		Unsatisfactory	Developing	Proficient	Innovating
Lessons	Does not plan lessons that align with the locally determined curriculum or access high-quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in developing lessons that align with the high-quality, district-supported curriculum and instructional materials	Utilizes high-quality instructional materials within a district-supported curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives	Uses the district-supported curriculum and high-quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives	
Evidence	<ul style="list-style-type: none"> uses techniques to maintain student engagement (response rates, wait time, etc..) the teacher uses appropriate instructional strategies Students are actively engaged Lesson outcomes/learning targets, and directions, are clear. Teacher use of district-adopted strategies/model(s) Appropriate structure and pace of lesson Teacher implements individual student plans with fidelity (IEP, 504, etc.) Accommodations and modifications are provided appropriately. Teacher shares connection of daily learning objective to unit and course plan 				



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<p>Instructional Materials and Resources</p>	<p>Does not implement district-supported high-quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging</p>	<p>Recognizes the importance of implementing district-supported high-quality instructional materials and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging</p>	<p>Supplements district-supported curriculum and district-supported high-quality instructional materials by evaluating and selecting multimodal instructional tools to engage students in rigorous learning experiences, to support specific student needs, while maintaining challenging, yet engaging learning experiences</p>	<p>Leads efforts within the district to develop, test, model, or promote processes to evaluate and select high-quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals. Promotes processes that foster an understanding within the educational community that student engagement is connected to the use of district-supported High-Quality Instructional Materials.</p>
<p>Evidence</p>	<ul style="list-style-type: none"> ● Instructional Materials used promote critical thinking & problem-solving ● The teacher demonstrates the use of the district curriculum ● Technology is effectively integrated into the lesson. ● Evidence that a variety of supporting materials and sources are readily available 			
<p>Integration of Experiences</p>	<p>Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction</p>	<p>Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high-quality materials and resources for support in differentiating instruction</p>	<p>Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction</p>	<p>Leads efforts within the district to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, based on student's abilities, cultural norms, and personal, family, and community experiences</p>
<p>Evidence</p>	<ul style="list-style-type: none"> ● Fosters a sense of community and acceptance ● Provides opportunities for students to connect learning with personal interests ● Utilizes family and community resources ● Incorporates real-world connections ● Students interact with and benefit from community resources ● Teachers collaborate with regional resources to improve student experiences. 			



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Culturally Responsive Data Use	Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts within the district to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs
Evidence	<ul style="list-style-type: none"> ● Students grouped to maximize learning opportunity ● Use of IEPs for instructional planning ● Designs differentiated Instruction ● The teacher instructs to the appropriate developmental level of the student (social, cultural, emotional, physical) ● Relevant student performance data 			

The Learning Environment	The Learning Environment			
	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.			
	Unsatisfactory	Developing	Proficient	Innovating
Student Relationships	Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support; engage in purposeful collaboration; and seek necessary access to high-quality resources to improve interactions with students	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	Leads efforts within the district to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support
Evidence	<ul style="list-style-type: none"> -Teacher maintains positive and productive relationships with teachers, parents, students, and staff -Teacher communication and interaction with students is professional and appropriate for student learning. -Teacher establishes rapport with learners. 			



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Student Experiences	Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in responding to each student's diverse personal experiences	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, safety, and inclusivity, where students value each others' diverse personal experiences
Evidence	<ul style="list-style-type: none"> -Teacher accesses resources to enhance the overall learning of students -Teacher incorporates real-life connections -Lesson plan reflects strategic grouping and/or activities -The pace of the lesson is appropriate for student understanding and engagement 			
Collaborative Learning Environment	Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, physical, and linguistic strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in using collaborative classroom practices	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, physical, and linguistic strengths and needs	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs
Evidence	<ul style="list-style-type: none"> Instructional groups are managed so that students are engaged at all times. Monitors and adjusts instruction for all students, including assessments for students with individualized plans (IEP, 504s, etc) Teacher collaborates with colleagues to improve the quality of learning in the school The teacher demonstrates flexibility and responsiveness Instructs to the appropriate developmental level of the student (social, emotional, physical) 			
Routines, Procedures, and Conduct	Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in being responsive to student needs	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents/guardians and the educational community in a sustained collaborative communication process



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Evidence	<p>Emergency Response Packet easily accessible</p> <p>Keeps communication open between home and school</p> <p>The teacher is alert to students' behavior at all times</p> <p>Expectations are posted, understood, and demonstrated by all students, and enforced by the teacher</p> <p>Provides a safe and inviting learning environment</p> <p>The teacher accepts communication from students, parents, staff, community, and administration and reacts appropriately.</p> <p>Teacher uses encouragement and feedback to communicate high expectations (verbal or nonverbal)</p>			
Student Ownership	<p>Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress</p>	<p>Recognizes the importance of setting and maintaining high expectations for students; engages in purposeful collaboration; and seeks necessary access to high-quality resources for support in cultivating an environment where students reflect on their own academic progress</p>	<p>Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress</p>	<p>Leads efforts within the district to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress</p>
Evidence	<ul style="list-style-type: none"> -Teacher collects both Informal and formal feedback (exit tickets, thumbs up/thumbs down surveys, rating scales, reflective journals, etc) -Teacher provides opportunities for re-teaching -Learning goals are clearly communicated in student-friendly language and are consistent for all students -Clearly communicates performance criteria (rubric, etc.) 			



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Instructional Strategies 	Instructional Strategies			
	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.			
	Unsatisfactory	Developing	Proficient	Innovating
Evidenced-Based Strategies	Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high-quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	Leads efforts within the district to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies
Evidence	<ul style="list-style-type: none"> ● Opportunities to Respond: ie Whole Group, Small Group, Peer to Peer ● Gradual release: I do, We do, You do ● The teacher uses frequent checks for understanding ● The teacher ends the lesson with a closure activity/exit ticket. ● Think Pair Share ● Modeling ● Guided Practice ● Examines Similarities and Differences ● Previewing and Reviewing 			
Differentiation	Does not use observation or data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high-quality resources to support the use of observation and data to respond to each student's strengths and needs	Reflects on classroom observations and data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	Leads efforts within the district to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025



Evidence	<ul style="list-style-type: none"> Using rigor when needed Engaging Students in Cognitively Complex Tasks: Experimental inquiry, Problem-solving, Student-designed tasks Differentiation of Teaching Processing Information: Collaborative Processing, Jigsaw Cooperative Learning, Reciprocal Teaching 			
Meaningful Learning	Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse, and inquiry, resulting in barriers to meaningful learning that impact student growth, development, and achievement	Recognizes district-supported curriculum and high-quality instructional materials must connect to meaningful learning, engage in purposeful collaboration, and seek necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and district-supported curriculum and high-quality instructional materials	Leads efforts within the district to mentor colleagues in high-quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the district-supported curriculum and high-quality instructional materials
Evidence	<ul style="list-style-type: none"> Providing resources and guidance Uses multimodal instruction tools to engage students (visual, auditory, kinesthetic, technology, written work) Monitors individual student and class engagement Models problem-solving and critical thinking Asking questions that focus on critical information and deepen student knowledge 			



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025



Assessment 	Assessment			
	The teacher systematically uses a balanced assessment system that includes formative and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.			
	Unsatisfactory	Developing	Proficient	Innovating
Balanced Assessment	Does not utilize formative and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impact student growth, development, and achievement	Recognizes the importance of utilizing formative, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high-quality resources to ensure that the assessment is aligned with state standards, learning goals, and instructional objectives	Utilizes formative and summative assessments that align with state content standards, learning goals, and instructional objectives.	Leads efforts within the district to develop, test, model, or promote the use of a balanced assessment system aligned and connected to state standards, learning goals, and instructional objectives to measure student progress
Evidence	<ul style="list-style-type: none"> Quizzes, tests, performance assessments, written performance. Q & A, thumbs up thumbs down projects, common assessments, exit slips/tickets. Q & A level assessments, students tracking their own progress, peer to peer feedback. Stays current with updated standards/assessments, etc. The teacher demonstrates the use of the district curriculum. Teacher instruction reflects state and/or national standards 			
Data Use and Analysis	Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of analyzing assessment data individually and collaboratively, responding to students' strengths and needs, engaging in purposeful collaboration, and seeking necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Uses and analyzes (both individually and collaboratively) formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to ensure alignment with instruction	Leads efforts within the district to develop, test, model, or promote processes that integrate formative and summative assessment data and ensure school-wide instructional alignment. Analyzes formative and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time.



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025




Evidence	<ul style="list-style-type: none"> • Quizzes, tests, performance assessments, written performance, • Q & A, thumbs up thumbs down projects, common assessments, exit slips/tickets. • Uses assessment data to inform instruction. • Attends SAT Meetings. • The teacher checks for understanding of learning outcomes during instruction. • Teacher participates in formal data analysis 			
Student Feedback	Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor, and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their progress toward learning goals	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their progress toward learning goals
Evidence	<ul style="list-style-type: none"> • Think logs, reflective journals, exit tickets, rating scales, surveys, thumbs up/thumbs down, quizzes, tests, • 1:1 conferences • Teacher feedback is timely, specific, and meaningful. 			
Communicating Student Progress	Does not accurately document or communicate student progress, resulting in barriers to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and communicates assessment data about student progress over time to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Provides substantive, specific information about student progress over time to enhance students', parents', teachers, administrators, and other relevant stakeholders' understanding of student learning
Evidence	<ul style="list-style-type: none"> • Assessment data is communicated to students and stakeholders timely • Communications used to inform parents/community • Teacher keeps communication open between home and school • Distributes midterms and report cards home 			



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025




Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Policies, Procedures, Confidentiality & Regulations	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district		Adheres to school policies, procedures, and regulations and models ethical behavior and integrity by the established standards of the district. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community.	Leads efforts within the district to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed. Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties
Evidence	<ul style="list-style-type: none"> ● Consistent Grading procedures ● Maintains adequate attendance, lesson plans, curriculum, grades, etc. ● Teacher implements individual student plans with fidelity (IEP, 504, etc.) ● Teacher implements district-adopted instructional model with fidelity ● The district vision and mission are posted. ● Abides by district and school policies as stated in the district handbook and negotiated agreement ● The teacher submits time-sensitive documents at appropriate intervals according to both directives and policy. This would include but is not limited to: grades, assessment data, leave requests, requisitions, professional development forms, and items for the budget. ● The teacher accepts communication from students, parents, staff, community, and administration and reacts appropriately. 			



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025



 Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Relationships	Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of appropriate relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high-quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being	Creates and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families, and the larger community to support and enhance each student's academic success and well-being	Seeks feedback from students, colleagues, administrators, families, and the larger community to create and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being
Evidence	<ul style="list-style-type: none"> Teacher establishes rapport with learners Builds and maintains positive, professional, and ethical relationships with students, staff, parents, and community Communication is used to inform parents/community Projects a positive, respectful, professional attitude in communicating with and about others at all times Respectful of Administration, Students, and Families Connects to parents by attending IEP meetings, open houses, parent-teacher conferences, sending positive notes to parents, etc. Teachers maintain positive and productive relationships with teachers, parents, students, and staff. Teacher attends extra-curricular activities 			
Professional Growth, Collaboration and Continuous Improvement	Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high-quality resources to support professional growth and leadership development	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of the Yutan School District	Leads efforts within the district to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the Yutan School District



Yutan Evaluation Rubrics BASED on Nebraska Teacher and Principal Performance Standards January 2025



Professionalism 	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Unsatisfactory	Developing	Proficient	Innovating
Evidence	<ul style="list-style-type: none"> Documentation of Professional Development Attended Documentation of PLC participation Membership in professional organizations Personal professional development plan Participates in teacher networking, professional development, and book study groups Personal professional development plan toward an advanced degree Attends training, workshops, and/or in-service Collaborates with colleagues to create cross-curricular lessons/units Membership in professional organizations Attends professional development activities that are not required by the school district. Teachers strive to be informed of emerging trends, research, and practices within the field of education and bring information back to share with colleagues. Actively participates in teaching in-service days and professional development workshops State and national conference registrations Participates in the induction of new employees and/or student teacher 			
Expectations	Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self, engaging in purposeful collaboration, and seeking necessary access to high-quality resources to support reflection of professional practice to improve student learning	Reflects on practices to support and improve student learning and maintains high expectations for professional behaviors	Leads efforts within the district to develop, test, model, or promote processes for reflection of professional practice and high expectations for professional self
Evidence	<ul style="list-style-type: none"> Carries out assignments in a punctual and conscientious manner Meets deadlines, provides follow-up as needed Responds in a timely manner 			

3046 Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also**, Miniature Horses below.

School District Inquiries. School officials **may** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

III. THERAPY ANIMALS

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used. When a request to bring a therapy animal to school is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Training and Certification. The Owner must submit training and certification information requested by the Superintendent or his or her designee. Any certification required by the school district must remain current at all times.

Health and Vaccination. The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of

the therapy animal's current vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy animal;
- (2) The therapy animal is not housebroken;
- (3) The therapy animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction

to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3047
Data Breach Response

I. Preparation

A data breach is an instance in which personal information as defined by state law or personally identifiable information as defined by federal law is released or accessed in an unauthorized manner. The district will implement and maintain reasonable security procedures and practices that are appropriate to the nature and sensitivity of the personal information handled by the district. In order to ensure compliance with state and federal law; in the event of a breach the following preparatory steps shall be taken.

A. Data Governance

The superintendent, or their designee, will create an annually updated data directory that will include:

1. Computing devices purchased by the district,
2. Software that is installed on district devices,
3. Staff members with access to district devices,
4. Staff members with active usernames and passwords for any district software.

B. New Devices and Software

Any new software or device that is used in a district building for district purposes will be submitted to the superintendent or their designee for inclusion in the directory.

II. Incident Response Plan

A. Assessment and Investigation

1. If the District becomes aware of a data breach it will make every reasonable effort to remedy the cause of the breach as soon as possible.
2. The District will conduct a good faith, reasonable, and prompt investigation to determine the likelihood that

personal information has been or will be used for an unauthorized purpose.

3. This investigation will include, but not be limited to, an assessment of what software, hardware, and physical documents were accessed; which District personnel had access to the compromised data; and what specific data was compromised.

B. Notification of Effected Individuals

1. If the investigation determines that the use of information about a Nebraska resident for an unauthorized purpose has occurred or is reasonably likely to occur, the district shall give notice to the affected Nebraska resident.
2. Notice shall be made as soon as possible and without unreasonable delay, consistent with the legitimate needs of law enforcement and consistent with any measures necessary to determine the scope of the breach and to restore the reasonable integrity of the computerized data system.

C. Notification of Law Enforcement and Outside Organizations

1. Should notice of the breach be required to any individual, notice of the breach will be simultaneously sent to the Nebraska Attorney General's office.
2. The Superintendent will determine if the Family Policy Compliance Office will be notified of the breach.
3. The Superintendent will determine if the Privacy Technical Assistance Center will be notified of the breach.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3048 Communicable Disease

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases.

Communicable Diseases. Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

School Attendance and Participation in School Sponsored Activities. A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic Association (NSAA) events will be subject to its rules and procedures, if any.

Infection and Exposure Control Procedures/Universal Precautions. The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, and the Occupational Safety and Health Administration. This policy and any procedures, universal precautions, or exposure control plan will be modified, if appropriate, based upon the best new medical information provided by the above sources.

The superintendent will take appropriate measures if there is an epidemic or outbreak of a communicable disease which may include, but is not limited to, the emergency exclusion or alternative placement of students or the closure of a school building or the entire school district.

Confidentiality. The existence of an individual's communicable disease shall be treated as confidential and will be limited to school staff on a "need-to-know" basis. If it is necessary to inform a person of another's condition (due to exposure, for instance), the person will be notified of the confidentiality of that disclosure. In addition, any communication about a student's

communicable disease shall be consistent with that student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

Reporting. School staff who learn that an individual has a communicable disease will report it to the proper authority as required by Title 173 Nebraska Administrative Code Chapter 1

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3049
Drones and Unmanned Aircraft

Drones, Unmanned Aircraft Systems, and any other such vehicles (“drones”), which are not operated for purposes of district programs or activities, may not be operated on or above district property without the prior written permission of the superintendent or designee. Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

Drones owned by the district or operated on or above district property with permission must be operated:

1. In compliance with this policy and all other district policies;
2. Only outside the school building(s) in the area authorized or designated by the superintendent or designee;
3. Under the direct supervision of an individual fully trained and skilled in the system’s operation;
4. By an individual with the requisite skill and training to safely operate the drone; and
5. Consistent with any other limitations imposed by the superintendent or designee.

Any monitoring or recording of picture, video, or audio by a drone must have the prior written permission of the superintendent or designee and comply with all board policies governing recordings, data, and records.

Any unauthorized use of a drone is strictly prohibited. Devices used in a manner that does not comply with this policy or applicable state and federal law may be confiscated and the operator may be subject to discipline, civil liability, or criminal liability.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3050 Technology in the Classroom

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be used in the classroom, under the supervision of a staff member. Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. **The building principal may at his or her discretion prohibit the use of such devices or otherwise limit their use. The district may at any time direct that a staff member discontinue use of a given device.**

1. Smart speakers such as Google Home, Amazon Echo, Apple HomePod, and similar devices may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.

2. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use. **The district may at any time direct that a staff member discontinue use of a given device.**

B. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that actively or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom unless required by law. No assistive technology

devices will be permitted to record or transmit the classroom activity of other students unless required by law.

- C. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

- A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

- B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

- C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.
2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: 10-12-2020

Revised on: 4-14-2025

Reviewed on:

3051 Opioid Overdose Prevention and Response

The district will maintain an opioid antagonist in its schools, specifically naloxone, otherwise known by its brand name Narcan. Pursuant to Nebraska law and the Naloxone Standing Order issued by the Nebraska DHHS, Division of Public Health, the board will permit school nurses, trained school staff, or other individuals qualified by law to administer naloxone to any person at school or a school event displaying symptoms of an opioid overdose.

This policy shall not create a duty on the part of the school district and/or its personnel to administer naloxone. School representatives will not administer naloxone under the following circumstances:

- a. Naloxone is not available during the overdose emergency;
- b. There is no individual available who is qualified to administer naloxone; or
- c. School representatives are uncertain as to whether an opioid overdose is occurring.

Nothing in this policy is intended to regulate, restrict or otherwise deter a law enforcement officer, emergency medical technician, volunteer fire fighter, licensed medical professional or other authorized individual from administering his/her own supply of naloxone when responding in good faith to a suspected drug overdose occurring on school district property or at a school-sponsored event.

Procurement and Storage. The superintendent, in consultation with the school's nursing staff, will make the necessary arrangements to obtain naloxone. The naloxone will be stored unlocked in the nurses' office(s). The superintendent, in consultation with the school's nursing staff, will reorder naloxone.

Naloxone that is nearing its expiration date will be replaced. The school nurse shall maintain a log of naloxone supplies consistent with the district's practices for logging other medications.

Training. Licensed health care professionals and school resource officers employed on the high school and middle school levels shall all complete an approved naloxone training prior to carrying and/or administering naloxone. Other school staff members may be trained as determined by the administration. Once trained, staff members shall

review the DHHS standing order and applicable naloxone administration protocols as needed.

Recordkeeping and Reporting. Any individual who administers naloxone on behalf of the school district will promptly notify the building principal and superintendent of the facts and circumstances surrounding the drug overdose incident. The administration of naloxone to any student will be documented in his/her cumulative health record. The administration of naloxone to any staff member will be documented in his/her personnel file.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3052
Leasing Personal Property

I. Leases of Personal Property by the District

A. Applicability of this policy.

Leases of personal property using any federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by pass-through awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Purchasing and Procurement with Federal Funds, which is found elsewhere in this section.

This policy applies to all other leases of personal property made by the school district other than construction, remodeling, repair and site improvements.

B. General Leasing Policy

1. The school district's budget shall be the guide for all leases of personal property. Any leases of personal property must be approved by the board or superintendent.
2. The board intends to lease competitively, whenever possible, without prejudice and to seek maximum educational value for every dollar expended.
3. The leasing of equipment and other goods shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the leasing program of the school district.
4. Leases of personal property or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.
5. No board member, employee, volunteer, parent-teacher organization, or other individual or entity may use a school district account, its tax identification number, or its tax exemption to make personal leases of any kind or for any reason.

C. Leasing Procedures

1. School personnel must secure the approval of the board or superintendent before entering into a lease for personal property.
2. For lease of more than \$50,000, the district will secure written quotes and/or estimates from a reasonable number of vendors. The district will lease from a responsible vendor with the lowest price unless the board approves the lease from the more expensive vendor.

D. Relations with Vendors

1. The board wishes to maintain good working relations with vendors who lease equipment, goods, and other personal property to the school system. The school shall not extend favoritism to any vendors. Each lease shall be entered into on the basis of quality, price and delivery, with past experiences being a factor if all other considerations are equal.
2. No lease shall be made that violates any conflict of interest policy or law.
3. The board believes in patronizing local businesses. Consequently, when proposals are judged to be equal in terms of quality, price, and/or service, the lease will be awarded to the firm that is located within the district. However, the board will not sacrifice either quality or economy to patronize local businesses.

II. Lease of District-Owned Personal Property to Others

A. Personal Property Valued at No More Than \$25,000.

If the Superintendent determines that any personal property that is owned by the school district and has a fair market value of no more than \$25,000 is not needed for school district use, the Superintendent may enter into a lease agreement for a period no longer than the period of time during which such property is not needed for school purposes and in no event longer than thirty (30) days. The Superintendent is authorized to determine the terms and conditions of the lease of this district-owned personal property,

provided however that Superintendent will avoid leasing such personal property at a rate that is significantly lower than the fair market value for comparable rentals of similar personal property. At Superintendent's discretion, Superintendent may require lessors of this district-owned personal property to furnish property and liability insurance covering lessors use of such property.

B. Personal Property Valued in Excess of \$25,000.

If the board of education determines that any personal property that is owned by the school district and has a fair market value of at least \$25,000 is not needed for school district use, the board may lease such property, or portion thereof, upon such terms and conditions as it determines.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3053 Nondiscrimination

The School District does not discriminate on the basis of prohibited factors in employment and educational programs/activities. The School District affirmatively strives to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40

The Equal Pay Act of 1963 as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions

The Pregnant Workers Fairness Act (PWFA) – requires covered employers to provide reasonable accommodations to qualified employee’s or applicant’s known limitations related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions.

The Uniformed Services Employment and Reemployment Rights Act (USERRA) – provides job protections and reemployment rights to military reservists and National Guard members called to active duty

The Boy Scouts of America Equal Access Act which prohibits discrimination against groups that wish to access district facilities

The Nebraska Fair Employment Practice Act (FEPA) – prohibits employment discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), disability, marital status, and retaliation

Nebraska Age Discrimination in Employment Act (Age Act) – prohibits employment discrimination on the basis of age for those individuals who are over 40 years of age

The Equal Pay Act of Nebraska – prohibits discriminatory wage practices based on sex

The Nebraska Equal Opportunity in Education Act – prohibits discrimination on the basis of sex (including pregnancy) by any educational institution

Veterans Preference Law (NEB. REV. STAT §§ 48-225 to 48-231) - stipulates categorical preferences for employment for military veterans and for the spouses of disabled veterans

Additional School Board policies prohibit harassment and/or discrimination against students, employees, or patrons on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, age, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.

Inquiries regarding compliance with any of the laws referred to in this policy may be directed to the superintendent or to the district's Title IX and/or Section 504/ADA Coordinator.

Adopted on: 10-12-2020

Revised on: 6-10-2024

Reviewed on: 4-14-2025

3054

Law Enforcement Unit

The board is committed to providing a safe environment conducive to learning for members of the school community. In furtherance of this commitment, the board designates Yutan Police Department/ Saunders County Sheriff's Office to act as the district's Law Enforcement Unit.

Authority of the Law Enforcement Unit. The law enforcement unit is officially authorized to:

- Enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against; *and*
- Maintain the physical security and safety of the district

In maintaining the physical security and safety of the district, the law enforcement unit may employ surveillance or other safety or security equipment in compliance with state and federal law. The law enforcement unit is responsible for the maintenance and security of any such equipment.

Records of the Law Enforcement Unit. All records created and maintained by the law enforcement unit for a law enforcement purpose are considered law enforcement unit records. This would include any records produced by surveillance or other safety or security equipment employed by the law enforcement unit to maintain the physical security and safety of the district.

Law enforcement unit records must be maintained by the law enforcement unit until the unit determines the records may be destroyed. The law enforcement unit is responsible for maintaining law enforcement unit records separate and apart from the student records maintained by the district pursuant to the board's policy regarding student records.

Law enforcement unit records may only be disclosed with the authorization of the Superintendent or his/her designee. Only copies of law enforcement unit records may be disclosed, and the original must be retained by the law enforcement unit and will continue to be considered a law enforcement unit record.

Adopted on: 10-12-2020
Revised on:
Reviewed on: 4-14-2025

3055 School Resource Officers

The school district must have in effect a memorandum of understanding (MOU) with any law enforcement agency or any security agency prior to using the services of a school resource officer (SRO) or security guard. The MOU shall comply with all state law requirements.

Employer. The SRO or security guard are employees of the law enforcement agency or security agency.

Required Training. Each SRO and security guard and at least one administrator in each elementary or secondary school where an SRO or security guard is assigned must attend a minimum of twenty hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings.

Prosecution Referral Records. The district must create and maintain records on each student referral for prosecution from an SRO in response to an incident occurring at school, on school grounds, or at a school-sponsored event. The records must allow for analysis of related data and must include the reason for the referral and the federally identified demographic characteristics of each student.

Parent or Guardian Notification. School officials are not required to notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by a school official. School officials will notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by an SRO or security guard operating in conjunction with a school official as provided in the school's separate policy regarding investigations, arrests, and other student contact by law enforcement, Health and Human Services, or other child welfare agencies.

Rights Advisement. School officials will not advise students of any constitutional rights before student questioning or interrogation. The advisement, if any, shall be made by the SRO or security guard as provided by their agencies' policies and procedures.

Referral to Law Enforcement for Prosecution. The school district's student discipline policy is the school policy required by state law that addresses the student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not referred to law enforcement.

Restraint and Seclusion. The school district's restraint and seclusion policy applies to the use of restraint and seclusion on students by school district employees. SROs and security guards that are not employees of the school district are not governed by the school district's restraint and seclusion policy. Instead, they will be governed by the restraint and seclusion policies, practices, and procedures implemented by their employers.

Filing and Posting the MOU. The superintendent shall provide a copy of any initial MOU entered into under this policy to the Nebraska Department of Education (Department) or post a copy on the school district's website within three months of its adoption. The superintendent shall thereafter file any changes to the MOU with the Department or post it on the school district's website no later than January 1st of each year.

Complaint Process. Any student or parent who wishes to express a concern or file a complaint about an SRO or security guard and the practices of the SRO or security guard must follow the school district's complaint procedure.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3056 Guest Speakers

The school board recognizes that guest speakers with demonstrated expertise in areas of interest to the school district and its students may enrich the students' educational experiences. The school district has adopted this policy to ensure that the messages provided by outside speakers do not conflict with school district policies, the fundamental values of a public school education, or the legal limitations placed on public school districts. Individuals who wish to invite a guest speaker must follow the procedures outlined below.

Classroom or School-Sponsored Activity Guest Speakers. Teachers or activity sponsors who desire to invite a guest speaker to address his or her class or activity members must:

1. Research the guest speaker, have a clear understanding of the guest speaker's purpose and message, and determine that the speaker's message complies with the school district's policies and fundamental values.
2. Complete a Guest Speaker Request Form and submit it to the building principal at least 30 days prior to the proposed appearance.
3. Notify the main office of name, time, and date of the guest speaker's appearance (if the request is approved).
4. Notify parents of the name, time, date, and topic and summary of the presentation at least 10 days before the presentation (if the request is approved).
5. Require the guest speaker to submit a copy of any visual or written materials to the employee at least 24 hours prior to any presentation. The employee shall submit the materials to the principal upon receipt.
6. Prepare students in advance for the experience.
7. Inform the guest speaker that students or employees may ask challenging questions or offer differing viewpoints.
8. Terminate the presentation if the speaker fails to limit his or her remarks to the subject on which he or she has been invited to speak.
9. Remain with the speaker and students to facilitate and monitor the discussion.

10. Provide appropriate follow-up activities and education.

Assembly Speakers. Employees who desire to invite a guest speaker to address staff or students at an assembly must follow the identical procedures outlined above. In addition, the employee must submit the Guest Speaker Request Form to the superintendent at least 30 days prior to the proposed appearance and the speaker submitted materials upon receipt.

Request Consideration. The administrator(s) must research the guest speaker and determine that the speaker's message complies with the school district's policies and fundamental values. If it does not comply, the administrator will reject the request. If it does comply, the administrator shall then consider the following factors when approving or denying the request:

1. The guest speaker's ability to appropriately and adequately address the topic with the students based upon the speaker's education, training, expertise, or other qualifications.
2. The materials submitted by the guest speaker.
3. The educational value to students of the presentation.
4. The relevance of the presentation to the class, activity, or school's educational mission.
5. Whether the topic of the presentation is appropriate for the students' ages and level of maturity.
6. Whether the speaker has a history of providing factual information in a fair and balanced manner or if he or she has previously advocated for a particular position or espoused personal opinion, bias, or partisanship.
7. Whether the speaker's proposed presentation is consistent with the fundamental values of a public school education and/or encourages the fundamental values, habits, or manners of civility.
8. Whether the speaker's proposed presentation will satisfy the Nebraska Department of Education's accreditation, curriculum, or standards requirements or recommendations.

The administrator shall notify the employee of his or her decision.

Controversial Issues. If the employee or administrator determine that the guest speaker's topic or presentation is partisan or controversial but will still be of benefit to the students, (1) the employee and administrator will work

with the guest speaker to develop a plan that will allow the issue to be presented in an objective and unbiased manner and/or (2) the employee and administrator will develop a plan that will allow opposing viewpoints to be presented. The employee will notify students and their parents at least 10 days in advance of the nature of the presentation. If a student does not wish to attend a controversial presentation, the employee will either excuse the student from attending or provide an alternative assignment.

Other Requirements. The inviting employee or appropriate administrator may interrupt or stop the presentation if it violates this or any other school policy.

Adopted on: 10-12-2020

Revised on:

Reviewed on: 4-14-2025

3057 Title IX

Nondiscrimination. The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator may be contacted at Josh Lynch, Title IX Coordinator, 1200 2nd Street, Yutan, NE 68073 or at 402-625-2243 or at jlynch@yutanps.org. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

Publication Notice. The school district will include the following notice on its website and in each handbook, catalog, announcement, bulletin, application form, and other places as required by law:

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district's Title IX policy, notice, and other information may be accessed at the following link: <https://www.yutanpublicschools.com>.

Retaliation Prohibited. Retaliation, including peer retaliation, is prohibited in the school district's education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

Definitions. As used in this policy, the following terms are defined as follows:

Complainant means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district's education program or activity.

Complaint means an oral or written request to the school district that objectively can be understood as a request for the school district to

investigate and make a determination about alleged sex discrimination under Title IX.

Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

Respondent means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

Sex-based harassment prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and

- Other sex-based harassment in the school district's education program or activity.

Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

- **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

Dating violence meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with

the victim and where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Response to Sex-based Harassment.

All Employees. All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

Title IX Coordinator. The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;
- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.

- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

Supportive Measures. The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them.

Requests to Modify Supportive Measures. A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

Students with Disabilities. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

Emergency Removal. The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave. The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

Informal Resolution. The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged

in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if required to implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

Grievance Procedures to Resolve Complaints of Sex Discrimination.

Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decisionmaker may be the same person as the Title IX Coordinator or investigator.

Complaint. Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

Complaint by Coordinator. In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with the initiation of a complaint;

- The complainant's reasonable safety concerns regarding the initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the school district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Consolidation of Complaints. The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

Basic Procedures. This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that does not restrict the parties from obtaining and presenting evidence,

speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;

- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

Major Stage	Target Duration (calendar days)
Completion of the school district’s decision whether to dismiss or investigate a complaint of sex discrimination	1-15
Investigation	1-30
Determination	1-30
Appeal	1-20

Notice of Allegations. Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

Complaint Investigation. The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decisionmaker to question parties and witnesses to adequately assess a party’s or witness’s credibility, but credibility will not be based upon any individual’s status as a complainant, respondent, or witness; and

- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Relevant and Permissible Evidence. The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Determining Whether Sex Discrimination Occurred. The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;

- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;
- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

Dismissal of a Complaint. A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

- The school district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the school district's education program or activity and is not employed by the school district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that without the complainant's withdrawn allegations, the remaining alleged conduct would not constitute sex discrimination even if proven;
- The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint under this paragraph, the school district must make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the

dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;
- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

Appeal. The school district will provide the parties the opportunity to appeal the decisionmaker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

Notice of Appeal Filed By Party. The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

Appeals of Dismissals. If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

Appeal Decision. The decisionmaker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decisionmaker will

notify the parties of the result of the appeal and the rationale for the result.

Disciplinary Sanctions and Remedies. If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

Superintendent Authorized to Contract. The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

Recordkeeping. The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

Adopted on: 8-12-2024

Revised on:

Reviewed on: 4-14-2025

3060
Firearms and Weapons for Non-Students

Weapons. No person may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. **Definition of Weapon.** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers' Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. The possession of firearms by peace officers or other duly authorized law enforcement officers

The carrying of firearms by qualified law enforcement officers or qualified retired law enforcement officers carrying pursuant to 18 U.S.C. 926B or 926C, respectively, as such sections existed on January 1, 2023

3. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
4. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;

5. Firearms contained within a private vehicle **operated by a nonstudent adult** that are not loaded **and** are enclosed in a case or are in a locked firearm rack that is on a motor vehicle; or
6. A handgun carried as a concealed handgun by **a nonstudent** other than a minor or prohibited person in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

Consequences. In the event a person violates this policy, the school may:

- Make a report to law enforcement;
- Ban any violator from school grounds, school vehicles, or school events for any time period it deems appropriate; and/or
- Take any other action allowed by law.

Adopted on: 12-14-2020

Revised on: 7-15-2024

Reviewed on: 4-14-2025