

Board of Education Regular Meeting
Monday, April 12, 2021 7:00 PM
Music Room, Humboldt
810 Central Avenue
Humboldt, NE 68376-9706

1. **OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL - PLEDGE OF ALLEGIANCE***
2. **APPROVE THE AGENDA**
3. **WELCOME PATRONS AND GUESTS**
4. **PATRON COMMENT**
5. **CORRESPONDENCE**
6. **APPROVE CONSENT AGENDA**
 1. Meeting Minutes
 2. Bills for Payment
 3. Review Treasurer's report
7. **PRESENTATION**
 1. MTSS Through the Lens of School Improvement - continued
 2. High-Ability Learning Program
8. **REPORTS**
 1. Principal Othmer
 2. Assistant Principal Lottman
 3. NASB Report
9. **DISCUSSION ITEMS**
 1. Building and Grounds
 2. BFit discussion
 3. Covid Protocol
10. **ACTION ITEMS**
 1. Approve board member's leave of absence
 2. Substitute Teacher Pay
 3. Teacher Make-up Inclement Weather Days
 4. Set lunch prices for 2021-22
 5. Approve ESU Core Services Resolution
 6. Request by teacher for extended days
 7. Accept resignation of Taylor Eltiste as a music teacher
 8. Accept resignation of Brittany Gauthier as an elementary teacher
 9. Accept resignation of Gabe Gauthier as a social studies teacher and coach
 10. Accept resignation of Destiny Worthey as PK teacher
 11. Accept retirement of Mary (Dolly) Schafer as an elementary teacher
 12. Accept the resignation of Ashley Laflin as a paraprofessional at end of school year
 13. Accept resignation of Veronica Schiffbauer as a paraprofessional at end of the school year
 14. Approve hire of John Furrow as music teacher

15. Approve hire of Michelle Furrow as music teacher

16. Approve hire of Elizabeth Chamberlain as an elementary teacher

17. Approve hire of Megan Hoyt (Engel) as an elementary teacher

18. Approve hiring elementary teacher

11. **SUPERINTENDENT EDMUNDSON REPORT**

12. **EXECUTIVE SESSION - Personnel**

13. **ADJOURN**



March 24, 2021

Ms. Sherri Edmundson, Superintendent
HTRS Schools
810 Central Ave.
Humboldt, NE 68376

Dear Superintendent Edmundson:

An onsite monitoring review of the Every Student Succeeds Act (ESSA) grant program administered in HTRS Public Schools was conducted via Zoom on February 26, 2021. The programs reviewed were Title I, Part A and Title IV, Part A. Taking part in the review were the following people:

- Sherri Edmundson, Superintendent
- Ashlee Meyer, Title I Teacher
- Amy Werts, Title I Teacher
- Lisa Othmer, Principal
- Kari Lottman, Assistant Principal,
- Dennette Wheeler, Assistant Principal
- Allyson Olson, Nebraska Department of Education

Your monitoring review team was extremely well-prepared for our visitation and shared some of the many initiatives the district has in place to provide an excellent education for your students.

The district is using Title I, Part A funds to support your elementary and middle schools for K-8 interventions in the areas of Reading and Math. You have implemented MTSS teams who meet regularly and use a flowchart to monitor student achievement and identify students who may need additional support. You are to be commended for this systematic approach to meeting students' needs. Your district also values professional development and provides multiple opportunities for teachers and staff members to participate in ongoing professional development.

The ESSA Monitoring Process was designed to ensure that school districts are complying with ESSA guidance. This was evident throughout the visit. There are no corrective actions. If you have any questions or concerns regarding the ESSA monitoring visit, please contact me by email at allyson.olson@nebraska.gov or by phone at 402.405-5212

Sincerely,

Allyson Olson

Nebraska Department of Education



Sherri Edmundson <sherriedmundson@htrstitans.org>

Fwd: 2021 Nebraska Farm to School Institute Announcement

3 messages

Crystal Dunekacke <crystal.dunekacke@gmail.com>
To: Sherri Edmundson <SherriEdmundson@htrstitans.org>

Mon, Apr 5, 2021 at 8:04 PM

Looks like we have a new project for next year!

----- Forwarded message -----

From: **Smith, Sarah E** <sarah.e.smith@nebraska.gov>

Date: Mon, Apr 5, 2021, 1:51 PM

Subject: 2021 Nebraska Farm to School Institute Announcement

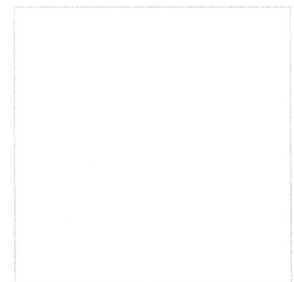
To: crystal.dunekacke@gmail.com <crystal.dunekacke@gmail.com>, geogriffith59@gmail.com <geogriffith59@gmail.com>, brendafrank@htrstitans.org <brendafrank@htrstitans.org>, kkennedy8@unl.edu <kkennedy8@unl.edu>, trentplatt@htrstitans.org <trentplatt@htrstitans.org>, tcschaardt@gmail.com <tcschaardt@gmail.com>, garstguy@hotmail.com <garstguy@hotmail.com>

Cc: Benjamin Mcshane-Jewell <bmcshane-jewell2@unl.edu>, Jordan Luxa <jordan.luxa@unl.edu>, Handley, Donna <Donna.Handley@nebraska.gov>

You are receiving this email because you were listed as a team member on Humboldt/Tablerock-Steinauer Public Schools' 2021 Nebraska Farm to School Institute application.

Congratulations to the following Nebraska schools selected for the 2021 Nebraska Farm to School Institute:

- Banner County School (Harrisburg, NE)
- Burwell Public Schools (Burwell, NE)
- Gering High School (Gering, NE)
- Humboldt/Tablerock-Steinauer Public Schools (Humboldt, NE)
- Overton Public School (Overton, NE)
- Pius X High School (Lincoln, NE)
- Southern Public Schools (Wymore,
- Umo 'ho' Nation Public School (Macy, NE)



There was an impressive response to the Institute, with twenty-four applications submitted and eight spots available. Selected applicants provided comprehensive responses on the application, had a committed and robust team, and are ready for successful farm to school activities in the coming school year.

Selected teams can anticipate the following timeline for upcoming activities:

- The 2021 Nebraska Farm to School Institute will be held virtually the week of June 14, 2021. A final schedule will be released in April 2021.
- Award amounts (up to \$3,500) will be announced to teams prior to June 1, 2021. Nebraska Department of Education will provide schools with agreements for use of funds and participation in the Institute by June 1, 2021.
- School teams will be matched with an Institute coach, and will be contacted by their coach by mid-May.

NEXT STEPS:

- The primary contact listed on your team's application should **reply to this email by Friday, April 9th**. **Please confirm this notification was received and the team is committed to participating in the 2021 Nebraska Farm to School Institute.** More information about the Institute, and an agreement to be signed with NDE for use of subaward funds, will be forthcoming.
- We are working on the Institute website (web address to be shared soon). **Please provide us with farm to school relevant pictures that can be shared on the site by 4/30/21.**
- A 2-3 sentence summary of selected schools' farm to school work will be shared on the website. We'll use the information provided in team applications for this description. **If different information is preferred, please send that description back to sarah.e.smith@nebraska.gov by 4/12/21.**

We look forward to working with farm to school teams in the coming weeks and months, and over the course of school year 2021-2022.

Please be in touch with any questions.

- Sarah Smith, Nebraska Department of Education, sarah.e.smith@nebraska.gov or 402-525-3128
- Ben McShane-Jewell, Nebraska Extension, bmcshane-jewell2@unl.edu or 402-610-2906
- Jordan Luxa, Nebraska Extension, jordan.luxa@unl.edu or 402-426-9455

Congratulations again!

Take care,

Sarah

**Sarah Smith**

Fresh Fruit & Vegetable and Local Foods Consultant

Office of Coordinated Student Support Services

500 S. 84th St., 2nd Floor

Lincoln, NE 68510-2611

P: (402) 525-3128 ***NEW**

E: sarah.e.smith@nebraska.gov

 https://cdn.education.ne.gov/static/signature/assets/images/signature_web.gif
 https://cdn.education.ne.gov/static/signature/assets/images/signature_facebook.png



Sherri Edmundson <sherriedmundson@htrstitans.org>

Jaime Frey CLASS Observation

2 messages

Deb Hammon <dhammon@senca.org>

Wed, Mar 24, 2021 at 1:38 PM

To: Jaime Frey <jaimefrey@htrstitans.org>

Cc: lisaothmer@htrstitans.org, Sherri Edmundson <sherriedmundson@htrstitans.org>

Thank you for the opportunity given for me to observe Jaime's preschool class. She does an amazing job and her CLASS scores were some of the best that I have seen in my five years of observing. The school and children are lucky to have such a great teacher. Her scores were as follows, keep in mind that 7.0 is as high as you can get in any of the categories.

Emotional Support 6.83

Classroom Organization 6.78

Instructional Support 6.33

GREAT JOB Jaime. Hope your class enjoyed the cookies☺

Deb

Deborah L Hammon

Head Start Environmental Health & Safety Coordinator

802 Fourth Street

PO Box 646

Humboldt, NE 68376

Phone: (402) 862-2411 ext. 106

Fax: (402) 862-2428

Email: dhammon@senca.orgWebsite: www.senca.org

Southeast Nebraska Community Action Partnership, Inc.

**Investing In Our Neighbors Through Education And Partnerships To
Improve Lives And Build Strong Communities In Southeast Nebraska**



The content of this e-mail and any attached files is confidential, and may be subject to certain privilege. The e-mail is intended for the designated recipients(s) only. If you have received this e-mail in error, please immediately delete and contact the sender.

Sherri Edmundson <sherriedmundson@htrstitans.org>

Wed, Mar 24, 2021 at 2:35 PM

To: Deb Hammon <dhammon@senca.org>

Cc: Jaime Frey <jaimefrey@htrstitans.org>, Lisa Othmer <lisaothmer@htrstitans.org>

Thank you Deb!

She is awesome!

[Quoted text hidden]

--

Sherri L. Edmundson
HTRS Superintendent

Board of Education Regular Meeting

Monday, March 8, 2021 7:00 PM

Music Room, Humboldt

Attendance Taken at 7:00 PM. Crystal Dunekacke: Present, Kyle Hilgenfeld: Present, Mike Kanel: Present, Neal Kanel: Present, Scott Ogle: Present, Tim Schardt: Present.

1. OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL -PLEDGE OF ALLEGIANCE*

2. APPROVE THE AGENDA

Motion to approve agenda passed with a motion by Kyle Hilgenfeld and a second by Mike Kanel
Yea: 6, Nay: 0

3. WELCOME PATRONS AND GUESTS

4. PATRON COMMENT

question from Mark Novak in regards to graduation attendance rules

5. CORRESPONDENCE

6. APPROVE CONSENT AGENDA

Passed with a motion by Scott Ogle and a second by Crystal Dunekacke. Yea: 6, Nay: 0

6.1. Meeting Minutes

6.2. Bills for Payment

6.3. Review Treasurer's report

7. PRESENTATION

7.1. MTSS Through the Lens of School Improvement

Lisa Othmer, Kari Lottman, Ashlee Meyer, Dennette Wheeler, and Amy Werts presented on MTSS a student support system.

7.2. NASB Presentation - Approval, Accreditation & Accountability Rule Development

The board and those in attendance participated in the NASB presentation via Zoom.

8. REPORTS

8.1. Principal Othmer

The report included commentary on accreditation, staffing, and student news.

8.2. Assistant Principal Lottman

The report focused on assessment data.

8.3. NASB Report

9. DISCUSSION ITEMS

9.1. COVID Guidelines

Everyone will continue to mask and social distance. Guidelines and Directive Health Measures continue to change. Recommend opening up the fitness center to the public on Monday the 15th.

10. ACTION ITEMS

10.1. Approve board member's leave of absence

10.2. Accept resignation of Ben Billesbach as an elementary teacher.

Accept resignation of Ben Billesbach as elementary teacher passed with a motion by Scott Ogle and a second by Crystal Dunekacke. Yea: 6, Nay: 0

10.3. Accept the retirement of Sarah Volker as a music teacher

Accept resignation of Sarah Volker passed with a motion by Tim Schardt and a second by Kyle Hilgenfeld. Yea: 6, Nay: 0

10.4. Accept the resignation of Alicia Manley as a paraprofessional effective March 4, 2021

Passed with a motion by Mike Kanel and a second by Scott Ogle. Yea: 6, Nay: 0

10.5. Approve hiring Mary Ann Simpson as a paraprofessional

Passed with a motion by Scott Ogle and a second by Crystal Dunekacke. Yea: 6, Nay: 0

10.6. Adjustment of days from 2020-2021 calendar

Tabled to April meeting passed with a motion by Scott Ogle and a second by Kyle Hilgenfeld.

Yea: 6, Nay: 0

10.7. Approve refinishing gym floor

Move forward with bid for refinishing passed with a motion by Scott Ogle and a second by

Crystal Dunekacke. Yea: 6, Nay: 0

10.8. Pre-School Fees

Fees will remain the same beginning fall 2021 passed with a motion by Kyle Hilgenfeld and a

second by Scott Ogle. Yea: 6, Nay: 0

11. SUPERINTENDENT EDMUNDSON REPORT

Crystal Dunekacke gave a short overview of beginning the process of Farm to Table grant.

12. EXECUTIVE SESSION - Personnel

Motion to approve entering into executive session for discussion of personnel at 8:13pm passed with a motion by Crystal Dunekacke and a second by Scott Ogle. Yea: 6, Nay: 0

Exit executive session at 8:25pm passed with a motion by Scott Ogle and a second by Kyle Hilgenfeld. Yea: 6, Nay: 0

12.1. Motion to hire teaching positions

Hire Schuyler Kuhlmann for 21-22 passed with a motion by Scott Ogle and a second by Tim Schardt. Yea: 6, Nay: 0

Hire grant Tuttle passed with a motion by Scott Ogle and a second by Mike Kanel. Yea: 6, Nay: 0

Hire Ben Hanika contract passed with a motion by Scott Ogle and a second by Mike Kanel. Yea: 6, Nay: 0 [Hanika declined the position March 15, 2021.]

13. EXECUTIVE SESSION - Property

Enter at 8:28pm for discussion of property passed with a motion by Mike Kanel and a second by Scott Ogle. Yea: 6, Nay: 0

Exit executive session at 8:32pm passed with a motion by Scott Ogle and a second by Mike Kanel. Yea: 6, Nay: 0

13.1. Motion to approve sale of district property

14. ADJOURN

Neal Kanel declared the meeting adjourned at 8:34 pm.

Respectfully submitted,

Kellie Workman

| Account Number | Detail Description | Amount |
|--|--|----------|
| 01 2710 890 000 | ms driver phys | 150.00 |
| Total AUBURN FAMILY HEALTH CENTER | | 150.00 |
| 01 2141 591 000 | 40% salary & benefits reimb- JA Psych | 2,535.13 |
| Total Auburn Public Schools | | 2,535.13 |
| 01 2620 350 000 | boiler room heat pump repair | 1,969.64 |
| 01 2620 350 000 | boiler room heat pump repair | 2,087.78 |
| Total BEATRICE MECHANICAL SERVICE | | 4,057.42 |
| 01 2620 610 000 | custodial | 69.65 |
| Total Blecha's General Store | | 69.65 |
| 01 3541 610 003 | 7006 Sipence -board books | 172.14 |
| Total BOOKS BY THE BUSHEL LLC | | 172.14 |
| 01 2710 610 000 | transp. supplies | 152.49 |
| Total BOOMGARN, RENEE | | 152.49 |
| 01 2230 650 000 | 7007 tech panels | 75.00 |
| 01 2230 650 000 | 7007 tech screens | 125.00 |
| 01 2230 650 000 | 7007 tech touchpad panels | 150.00 |
| Total BYTESPEED, LLC | | 350.00 |
| 01 1100 440 000 | copier leases | 1,574.33 |
| Total CANON FINANCIAL SERVICES | | 1,574.33 |
| 01 1100 440 000 | copies | 1,366.35 |
| 01 1100 440 000 | copies | 2.08 |
| Total CAPITAL BUSINESS SYSTEMS, INC | | 1,368.43 |
| 01 2620 350 000 | maint. | 168.43 |
| 01 2620 350 000 | maint. seed | 876.00 |
| 01 2710 890 000 | veh maint | 12.00 |
| 01 1200 610 003 | SPED prek (ens) | 340.41 |
| 01 1100 610 003 | lam. paper | 156.01 |
| 01 2320 580 000 | se meal | 11.67 |
| 01 2510 531 000 | postage | 60.20 |
| 01 2510 610 000 | quicken | 32.91 |
| 01 2310 540 000 | LJStar-tchr ad | 743.00 |
| 01 2230 643 000 | tech | 15.81 |
| 01 1100 610 003 | elem PO | 22.00 |
| 01 3541 610 003 | teach strat-readyrosie-Sixpence | 500.00 |
| 01 3541 580 003 | aw/st mtg meal | 17.63 |
| Total CARDMEMBER SERVICE | | 2,956.07 |
| 01 1100 610 003 | elem | 15.10 |
| Total CLEANING COUSINS, LLC | | 15.10 |
| 01 2310 540 000 | advertising | 60.00 |
| Total COURIER TRIBUNE, THE | | 60.00 |
| 01 2230 650 000 | tech | 232.49 |
| Total DAS STATE ACCOUNTING - CENTRAL FINANACE | | 232.49 |
| 01 2710 626 000 | fuel | 50.51 |
| Total DEN'S COUNTRY MEATS | | 50.51 |
| 01 2620 350 000 | filters-maint. | 1,671.00 |
| 01 2620 350 000 | install shut-off valves in locker room | 208.60 |
| 01 2620 350 000 | belts | 15.56 |
| Total DSTK PHILLIPS, INC | | 1,895.16 |
| 01 2620 610 000 | 7008 custodial cleaner | 464.25 |
| Total EAKES OFFICE SOLUTIONS | | 464.25 |
| 01 2320 650 000 | tms contract | 372.00 |
| Total ENTERPRISE FINANCIAL | | 372.00 |
| 01 2510 340 000 | background cks | 65.00 |
| Total ESSENTIAL SCREENS | | 65.00 |

| Account Number | Detail Description | Amount |
|---|-------------------------------|-------------------|
| 01 1292 591 003 | 0-2 EC dir | 145.80 |
| 01 1291 591 003 | 3-5 EC dir | 145.80 |
| 01 2153 591 003 | 0-2 EC audiol | 75.01 |
| 01 2152 591 003 | 3-5 EC audiol | 75.01 |
| 01 1292 591 003 | 0-2 EC | 300.00 |
| 01 1292 591 003 | 0-2 EC consult | 254.17 |
| 01 1200 591 003 | BFiT learn cntr | 50,404.23 |
| 01 1291 591 003 | 3-5 EC consult | 254.16 |
| 01 1200 591 002 | elem SPED dir | 1,312.20 |
| 01 1200 591 001 | sec SPED dir | 1,312.20 |
| 01 2151 591 000 | SA audiol | 1,500.30 |
| 01 2141 591 000 | SA psych | 2,700.00 |
| 01 2151 591 000 | SA deaf ed | 600.00 |
| Total ESU #4 | | <u>59,078.88</u> |
| 01 2230 643 000 | tech | 52.50 |
| Total ESU #6 | | <u>52.50</u> |
| 01 2620 420 000 | trash | 456.70 |
| Total FALLS CITY SANITATION | | <u>456.70</u> |
| 01 1100 382 001 | distance learning | 279.66 |
| Total FIBER PLATFORM, LLC | | <u>279.66</u> |
| 01 2620 610 000 | 3495 REIMB | 10.03 |
| 01 2510 531 000 | bolt 3496 | 200.78 |
| Total GENERAL OFFICE CHECKING ACCT. | | <u>210.81</u> |
| 01 2410 310 000 | census program june 21-may 22 | 698.41 |
| Total HARRIS COMPUTER SYSTEMS | | <u>698.41</u> |
| 01 2620 610 000 | tool combo kit 7003 | 499.00 |
| 01 2620 610 000 | supplies 7003 | 1,109.88 |
| Total HOME DEPOT PRO, THE | | <u>1,608.88</u> |
| 01 2310 540 000 | advertising | 93.00 |
| Total HTMC | | <u>93.00</u> |
| 01 102 | payroll | 483,179.87 |
| Total HTRS PAYROLL ACCT | | <u>483,179.87</u> |
| 01 2310 540 000 | advertising | 116.65 |
| Total HUMBOLDT STANDARD | | <u>116.65</u> |
| 01 1100 610 001 | 6999 eltiste music | 19.80 |
| 01 1100 610 001 | 6999 eltiste music | 47.09 |
| Total J W PEPPER & SON INC | | <u>66.89</u> |
| 01 2330 317 000 | legal fees | 586.00 |
| Total KSB School Law | | <u>586.00</u> |
| 01 2620 350 000 | water soft contract | 421.78 |
| Total KURITA AMERICA INC | | <u>421.78</u> |
| 01 6408 340 003 | 0-2 YO | 402.00 |
| 01 6408 340 003 | 3-5 YO | 167.50 |
| 01 2161 340 000 | SA | 2,045.63 |
| Total MALCOLM, MARY | | <u>2,615.13</u> |
| 01 2620 610 000 | mower maint kit | 105.55 |
| Total MERZ FARM EQUIPMENT | | <u>105.55</u> |
| 01 2310 810 000 | pmt Supt Search fee | 2,723.82 |
| Total NASB NEBRASKA ASSN OF SCHOOL BOARDS | | <u>2,723.82</u> |
| 01 6408 340 003 | 0-2 YO pt | 150.75 |
| 01 6408 340 003 | 3-5 YO pt | 134.00 |
| 01 2171 340 000 | SA pt | 1,100.15 |
| Total NATIONAL THERAPEUTIC ASSOCIATES, INC | | <u>1,384.90</u> |

| Account Number | Detail Description | Amount |
|--|--|------------|
| 01 2712 510 000 | MAS small veh class | 125.00 |
| Total NEBRASKA SAFETY CENTER @ UNK | | 125.00 |
| 01 1200 610 003 | sped 6988, speech kits | 560.11 |
| Total NORTHERN SPEECH SERVICES | | 560.11 |
| 01 6996 643 000 | 6997 20-21 SY LICENSE (ESSER-TECH) | 2,431.00 |
| Total NOTABLE, INC | | 2,431.00 |
| 01 2610 621 000 | elec | 55.86 |
| 01 2610 621 000 | elec | 4,012.82 |
| 01 2610 621 000 | elec | 31.58 |
| Total NPPD | | 4,100.26 |
| 01 2310 540 000 | music tchr ad | 960.00 |
| Total OMAHA WORLD HERALD | | 960.00 |
| 01 2710 890 000 | gt exam | 153.50 |
| Total PAWNEE CTY MEMORIAL HOSPITAL | | 153.50 |
| 01 2220 640 000 | Library annual subs | 39.00 |
| 01 2310 540 000 | advertising | 60.00 |
| 01 2310 540 000 | advertising | 47.15 |
| Total PAWNEE REPUBLICAN | | 146.15 |
| 01 2620 610 000 | custodial | 25.99 |
| Total PAWNEE TRUE VALUE | | 25.99 |
| 01 2310 540 000 | advertising | 48.00 |
| Total SABETHA HERALD, THE | | 48.00 |
| 01 2620 350 000 | spraying | 68.00 |
| 01 2620 340 000 | spraying | 68.00 |
| Total SCHENDEL PEST CONTROL | | 136.00 |
| 01 2710 340 000 | vans/car repairs | 2,095.34 |
| Total SITZMAN REPAIR | | 2,095.34 |
| 01 2710 626 000 | fuel | 4,789.67 |
| 01 2712 626 000 | sped fuel | 122.00 |
| Total STATION SERVICE CENTER INC., THE | | 4,911.67 |
| 01 1200 591 002 | translator for IEP mtg | 54.59 |
| Total STEFFEN PINEDA, SARAH | | 54.59 |
| 01 6996 643 000 | 500 resource lic - CARES-ESSERS software | 2,750.00 |
| Total TEACHER SYNERGY, LLC | | 2,750.00 |
| 01 2620 350 000 | elevator maint. | 468.41 |
| Total TK ELEVATOR CORPORATION | | 468.41 |
| 01 2510 530 000 | PHONE/INTERNET | 181.07 |
| Total VERIZON BUSINESS | | 181.07 |
| 01 2161 340 000 | Feb 2020 OT | 2,402.20 |
| 01 2161 340 000 | SA | 3,021.95 |
| Total WILCOCK, JOY | | 5,424.15 |
| 01 2510 530 000 | phone | 766.25 |
| 01 2510 530 000 | phone | 110.69 |
| Total WINDSTREAM NEBRASKA | | 876.94 |
| Checking Account ID 1 | | 595,667.78 |

Invoice Listing - Summary

Unposted; Batch Description 4-12-21 Additional General Fund A/P

| <u>Vendor ID</u> | <u>Vendor Name</u> | <u>Invoice Number</u> | <u>Description</u> | <u>Invoice Date</u> | <u>Check Date</u> | <u>Checking Account ID</u> | <u>Check Number</u> | <u>CC:</u> | <u>Invoice Amount</u> |
|--|-----------------------------|-----------------------|------------------------------|------------------------|-------------------|--------------------------------------|---------------------|------------|-----------------------|
| Batch Description: 4-12-21 Additional General Fund A/P | | | | | | | | | |
| | | | Processing Month: 04/2021 | Credit Card Vendor ID: | | End of Fiscal Year Expense Invoices: | | | |
| ABOOKCO | A BOOK COMPANY, LLC | 17480057 | dual credit am history books | 04/12/2021 | | | | | 691.64 |
| BEATMECH | BEATRICE MECHANICAL SERVICE | 202010347 | repair fan coil N addtn | 04/12/2021 | | | | | 110.00 |
| BEATMECH | BEATRICE MECHANICAL SERVICE | 20210299 | N addtn chiller repair | 04/12/2021 | | | | | 85.00 |
| BLACHILL | BLACK HILLS ENERGY | 4.26.21 | fuel | 04/12/2021 | | | | | 2,847.40 |
| PHILPLUM | DSTK PHILLIPS, INC | 26519 | service call-no heat in shop | 04/12/2021 | | | | | 444.91 |
| EAKES | EAKES OFFICE SOLUTIONS | 8227331-1 | 7008 thermo clean-cust. | 04/12/2021 | | | | | 135.60 |
| ENTEFINA | ENTERPRISE FINANCIAL | 16406 | tms contract | 04/12/2021 | | | | | 372.00 |
| FCJOUR | FALLS CITY JOURNAL | 3.31.21 | advertising | 04/12/2021 | | | | | 195.24 |
| VERIZON | VERIZON BUSINESS | 4960128252103 | long distance | 04/12/2021 | | | | | 204.68 |

Batch Total: 5,086.47

Report Total: 5,086.47

Expenditure Report by Function/Object -
Detail_KW

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|---|----------------|-----------------------|-------------|----------------------|
| 01 | GENERAL FUND | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | | | | |
| 01 1100 111 000 | Extra Duty Salary | 135,000.00 | 11,436.00 | 97.50 | 3,378.17 |
| 01 1100 111 001 | HS Teacher Salaries | 1,000,000.00 | 73,584.65 | 64.07 | 359,322.87 |
| 01 1100 111 002 | MS Teacher Salaries | 18,000.00 | 1,930.94 | 88.97 | 1,984.52 |
| 01 1100 111 003 | EL Teacher Salaries | 745,000.00 | 63,561.73 | 69.93 | 224,048.08 |
| 01 1100 112 002 | MS AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 112 003 | EL AIDE/PARA | 56,946.00 | 7,592.13 | 115.02 | (8,553.01) |
| 01 1100 113 001 | HS SUB TCHR | 1,700.00 | 3,093.75 | 564.71 | (7,900.00) |
| 01 1100 113 002 | MS SUB TCHR | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 113 003 | EL SUB TCHR | 32,000.00 | 1,843.73 | 56.33 | 13,974.08 |
| 01 1100 153 000 | TEACH SUB/CLASS COVERAGE | 2,000.00 | 0.00 | 70.59 | 588.20 |
| 01 1100 153 001 | EXTRA DUTY / STIPENDS | 12,000.00 | 0.00 | 33.25 | 8,010.00 |
| 01 1100 153 002 | CERT Unused Leave Payouts | 20,000.00 | 0.00 | 0.00 | 20,000.00 |
| 01 1100 211 000 | D GROUP INSURANCE TCHR/PROF | 28,000.00 | 2,134.65 | 73.09 | 7,535.50 |
| 01 1100 211 001 | HS GROUP INSURANCE TCHR/PROF | 248,000.00 | 20,532.35 | 67.13 | 81,512.70 |
| 01 1100 211 002 | MS GROUP INSURANCE TCHR/PROF | 7,000.00 | 584.28 | 68.03 | 2,238.03 |
| 01 1100 211 003 | EL GROUP INSURANCE TCHR/PROF | 205,000.00 | 18,214.86 | 69.60 | 62,328.94 |
| 01 1100 212 003 | EL GROUP INSURANCE AIDE/PARA | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 01 1100 213 001 | CERTIFIED CLASS COVG-BCBS | 100.00 | 0.00 | 45.88 | 54.12 |
| 01 1100 213 003 | CERTIFIED CLASS COVG-BCBS | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 221 000 | D SOCIAL SECURITY TCHR/PROF | 10,000.00 | 864.82 | 99.65 | 34.73 |
| 01 1100 221 001 | HS SOCIAL SECURITY TCHR/PROF | 75,000.00 | 5,537.20 | 64.37 | 26,724.34 |
| 01 1100 221 002 | MS SOCIAL SECURITY TCHR/PROF | 1,500.00 | 147.69 | 82.14 | 267.91 |
| 01 1100 221 003 | EL SOCIAL SECURITY TCHR/PROF | 56,000.00 | 4,780.60 | 69.72 | 16,956.03 |
| 01 1100 222 001 | HS SOCIAL SECURITY AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 222 002 | MS SOCIAL SECURITY AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 222 003 | EL SOCIAL SECURITY AIDE/PARA | 8,000.00 | 579.88 | 62.40 | 3,007.62 |
| 01 1100 223 000 | SOCIAL SECURITY Tchr Sub Pay | 200.00 | 0.00 | 54.00 | 92.00 |
| 01 1100 223 001 | HS SOCIAL SECURITY SUB TCHR | 2,000.00 | 236.67 | 51.98 | 960.43 |
| 01 1100 223 002 | MS SOCIAL SECURITY SUB TCHR | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 01 1100 223 003 | EL SOCIAL SECURITY SUB TCHR | 2,500.00 | 141.18 | 55.18 | 1,120.58 |
| 01 1100 231 000 | D RETIREMENT TCHR/PROF | 15,000.00 | 1,039.41 | 75.78 | 3,632.49 |
| 01 1100 231 001 | HS RETIREMENT TCHR/PROF | 95,000.00 | 7,236.45 | 63.11 | 35,041.25 |
| 01 1100 231 002 | MS RETIREMENT TCHR/PROF | 1,500.00 | 189.90 | 105.73 | (85.96) |
| 01 1100 231 003 | EL RETIREMENT TCHR/PROF | 73,000.00 | 6,251.01 | 68.20 | 23,214.82 |
| 01 1100 232 001 | HS RETIREMENT AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 232 002 | MS RETIREMENT AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 232 003 | EL RETIREMENT AIDE/PARA | 9,000.00 | 749.18 | 70.65 | 2,641.61 |
| 01 1100 233 000 | RETIREMENT Tchr Class Covg | 0.00 | 0.00 | 0.00 | (139.39) |
| 01 1100 233 001 | HS RETIREMENT SUB TCHR | 100.00 | 0.00 | 266.61 | (166.61) |
| 01 1100 233 002 | MS RETIREMENT SUB TCHR | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 233 003 | EL RETIREMENT SUB TCHR | 100.00 | 49.39 | 130.69 | (30.69) |
| 01 1100 237 000 | D RETIREMENT TCHR/PROF | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 237 001 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 237 002 | MSIncreased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 237 003 | ELIncreased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--------------------------------|----------------|-----------------------|-------------|----------------------|
| 01 1100 260 000 | D UNEMPLOYMENT PMTS | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 281 000 | D LTD/STD TCHR/PROF | 100.00 | 25.75 | 239.93 | (139.93) |
| 01 1100 281 001 | HS LTD/STD TCHR/PROF | 6,000.00 | 507.86 | 68.62 | 1,883.05 |
| 01 1100 281 002 | MS LTD/STD TCHR/PROF | 100.00 | 11.75 | 93.09 | 6.91 |
| 01 1100 281 003 | EL LTD/STD TCHR/PROF | 5,000.00 | 421.32 | 67.49 | 1,625.47 |
| 01 1100 282 001 | HS LTD/STD AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 282 002 | MS LTD/STD AIDE/PARA | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 282 003 | EL LTD/STD AIDE/PARA | 500.00 | 34.15 | 56.06 | 219.68 |
| 01 1100 283 001 | LTD/STD SUB TCHR | 0.00 | 0.00 | 0.00 | (1.32) |
| 01 1100 283 003 | LTD/STD SUB TCHR | 0.00 | 1.41 | 0.00 | (4.71) |
| 01 1100 333 000 | MILEAGE PAID TO CERTIFIED | 1,500.00 | 0.00 | 3.22 | 1,451.70 |
| 01 1100 382 001 | Tuition - Distance Learning | 10,000.00 | 279.66 | 108.24 | (824.30) |
| 01 1100 382 002 | Tuition - Distance Learning | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1100 440 000 | DISTRICT RENTALS/LEASES | 35,000.00 | 2,942.76 | 66.57 | 11,701.05 |
| 01 1100 580 000 | INSTRUCTIONAL TRAVEL EXPENSES | 500.00 | 0.00 | 135.37 | (176.84) |
| 01 1100 610 001 | HS Teaching Supplies | 30,000.00 | 66.89 | 25.05 | 22,486.23 |
| 01 1100 610 002 | MS Teaching Supplies | 10,000.00 | 0.00 | 9.23 | 9,076.58 |
| 01 1100 610 003 | EL Teaching Supplies | 15,000.00 | 193.11 | 33.69 | 9,945.88 |
| 01 1100 640 001 | HS Textbooks | 20,000.00 | 0.00 | 14.23 | 17,153.08 |
| 01 1100 640 002 | MS Textbooks | 15,000.00 | 0.00 | 0.00 | 15,000.00 |
| 01 1100 640 003 | EL Textbooks | 10,000.00 | 0.00 | 0.00 | 10,000.00 |
| 01 1100 643 000 | WEB/CLOUD BASED SOFTWARE | 15,000.00 | 0.00 | 91.26 | 1,311.40 |
| 01 1100 733 001 | HS Furniture And Equipment | 500.00 | 0.00 | 24.37 | 378.16 |
| 01 1100 733 002 | MS Furniture And Equipment | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1100 733 003 | EL Furniture And Equipment | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1100 890 001 | HS Other Expense | 4,000.00 | 0.00 | 0.05 | 3,998.02 |
| 01 1100 890 002 | MS Other Expense | 2,000.00 | 0.00 | 4.86 | 1,902.75 |
| 01 1100 890 003 | EL Other Expense | 5,000.00 | 0.00 | 11.90 | 4,405.00 |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | 3,048,846.00 | 236,797.11 | 67.29 | 997,191.22 |
| 1150 | LIMITED ENGLISH PROF PROGRAMS | | | | |
| 01 1150 111 003 | LEP/ESL SALARIES TCHR/PROF | 1,000.00 | 0.00 | 654.02 | (5,540.24) |
| 01 1150 211 003 | ELA GROUP INSURANCE TCHR/PROF | 100.00 | 0.00 | 2,560.89 | (2,460.89) |
| 01 1150 221 003 | ELA SOCIAL SECURITY TCHR/PROF | 100.00 | 0.00 | 499.68 | (399.68) |
| 01 1150 231 003 | ELA RETIREMENT TCHR/PROF | 100.00 | 0.00 | 643.15 | (543.15) |
| 01 1150 281 003 | ELA LTD/STD TCHR/PROF | 500.00 | 0.00 | 9.54 | 452.32 |
| 1150 | LIMITED ENGLISH PROF PROGRAMS | 1,800.00 | 0.00 | 571.76 | (8,491.64) |
| 1160 | PROVERTY PROGRAMS | | | | |
| 01 1160 111 003 | Teacher Salaries - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 113 003 | Substitute Salaries - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 211 003 | Health Insurance - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 221 003 | Social Security - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 231 003 | Retirement - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 281 003 | Long Term Disability - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 610 003 | Teaching Supplies - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1160 890 003 | Other Expense - Poverty | 0.00 | 0.00 | 0.00 | 0.00 |
| 1160 | PROVERTY PROGRAMS | 0.00 | 0.00 | 0.00 | 0.00 |
| 1190 | EARLY CHILDHOOD ED PROGRAMS | | | | |
| 01 1190 111 003 | Early Childhood Salary | 95,000.00 | 3,114.42 | 26.23 | 70,084.64 |
| 01 1190 112 003 | EC Early Childhood Aide | 7,000.00 | 713.23 | 95.63 | 305.76 |
| 01 1190 113 003 | EC Substitute Salaries | 500.00 | 822.50 | 214.50 | (572.50) |
| 01 1190 211 003 | EC Health Insurance | 15,000.00 | 0.00 | 4.21 | 14,368.86 |

Expenditure Report by Function/Object -
Detail_KW

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 1190 221 003 | EC Social Security | 10,000.00 | 239.35 | 19.15 | 8,085.42 |
| 01 1190 222 003 | EC SOC SEC AIDE/PARA | 500.00 | 54.71 | 102.82 | (14.10) |
| 01 1190 223 003 | EC SOC SEC SUB TCHR | 0.00 | 63.09 | 0.00 | (82.21) |
| 01 1190 231 003 | EC Retirement | 10,000.00 | 306.23 | 24.51 | 7,549.06 |
| 01 1190 232 003 | RETIREMENT AIDE/PARA | 1,000.00 | 70.45 | 66.12 | 338.77 |
| 01 1190 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1190 281 003 | EC LTD/STD TCHR/PROF | 1,000.00 | 26.16 | 19.96 | 800.42 |
| 01 1190 282 003 | LTD/STD AIDE/PARA | 0.00 | 2.00 | 0.00 | (26.23) |
| 01 1190 283 003 | LTD/STD SUB TCHR | 0.00 | 2.31 | 0.00 | (2.31) |
| 01 1190 330 003 | EC STAFF DEVELOPMENT/TRAINING | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1190 333 003 | EC Mileage | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1190 610 003 | EC Supplies | 500.00 | 0.00 | 165.44 | (327.22) |
| 01 1190 733 003 | EC Furniture & Equipment | 500.00 | 0.00 | 29.75 | 351.27 |
| 1190 | EARLY CHILDHOOD ED PROGRAMS | 141,500.00 | 5,414.45 | 28.37 | 101,359.63 |
| 1200 | SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS | | | | |
| 01 1200 111 001 | HS SPED Teacher Salaries | 220,000.00 | 13,841.96 | 47.36 | 115,804.50 |
| 01 1200 111 002 | MS SPED Teacher Salaries | 10,000.00 | 4,785.25 | 382.82 | (28,282.00) |
| 01 1200 111 003 | EL SPED Teacher Salaries | 165,000.00 | 19,932.38 | 96.32 | 6,071.92 |
| 01 1200 112 001 | HS SPED Teacher Aide | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 112 002 | MS SPED Teacher Aide | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 112 003 | EL SPED Teacher Aide | 110,000.00 | 14,342.44 | 71.57 | 31,271.70 |
| 01 1200 113 001 | HS SPED Substitute Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 113 002 | MS SPED Substitute Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 113 003 | EL SPED Substitute Salaries | 500.00 | 250.00 | 206.25 | (531.25) |
| 01 1200 211 001 | HS SPED GROUP INS TCHR/PROF | 65,000.00 | 4,850.33 | 53.75 | 30,064.51 |
| 01 1200 211 002 | MS SPED GROUP INS TCHR/PROF | 3,000.00 | 899.04 | 238.18 | (4,145.49) |
| 01 1200 211 003 | EL SPED GROUP INS TCHR/PROF | 53,000.00 | 5,517.81 | 82.77 | 9,129.36 |
| 01 1200 212 003 | EL SPED GROUP INS AIDE/PARA | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 01 1200 221 001 | HS SPED SOCIAL SECURITY TCHR/PROF | 20,000.00 | 1,050.95 | 39.50 | 12,099.87 |
| 01 1200 221 002 | MS SPED SOCIAL SECURITY TCHR/PROF | 1,000.00 | 366.54 | 293.64 | (1,936.40) |
| 01 1200 221 003 | EL SPED SOCIAL SECURITY TCHR/PROF | 15,000.00 | 1,507.84 | 80.17 | 2,974.54 |
| 01 1200 222 003 | EL SPED SOCIAL SECURITY AIDE/PARA | 10,000.00 | 1,095.92 | 60.18 | 3,981.58 |
| 01 1200 223 003 | EL SPED SOCIAL SECURITY SUB TCHR | 0.00 | 19.12 | 0.00 | (78.88) |
| 01 1200 231 001 | HS SPED RETIREMENT TCHR/PROF | 25,000.00 | 1,361.28 | 40.72 | 14,820.90 |
| 01 1200 231 002 | MS SPED RETIREMENT TCHR/PROF | 1,000.00 | 470.64 | 377.04 | (2,770.39) |
| 01 1200 231 003 | EL SPED RETIREMENT TCHR/PROF | 20,000.00 | 1,945.50 | 77.64 | 4,472.93 |
| 01 1200 232 003 | EL SPED RETIREMENT AIDE/PARA | 10,000.00 | 1,409.88 | 75.92 | 2,407.87 |
| 01 1200 237 001 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 237 002 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 281 001 | HS SPED LTD/STD TCHR/PROF | 2,000.00 | 94.62 | 35.55 | 1,289.10 |
| 01 1200 281 002 | MS SPED LTD/STD TCHR/PROF | 100.00 | 31.93 | 257.30 | (157.30) |
| 01 1200 281 003 | HS SPED LTD/STD TCHR/PROF | 1,000.00 | 145.71 | 116.40 | (164.03) |
| 01 1200 282 003 | EL SPED LTD/STD AIDE/PARA | 1,000.00 | 53.61 | 36.71 | 632.95 |
| 01 1200 330 000 | SPED STAFF DEV/TRAINING | 5,000.00 | 0.00 | 9.60 | 4,520.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 1200 332 000 | SPED MILEAGE TO PARENTS | 0.00 | 0.00 | 0.00 | (372.68) |
| 01 1200 333 000 | SPED Mileage to Staff | 0.00 | 0.00 | 0.00 | (92.96) |
| 01 1200 580 000 | SPED TRAVEL EXPENSES | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1200 591 001 | HS PURCHASED SERVICES | 40,000.00 | 1,312.20 | 273.20 | (69,281.62) |
| 01 1200 591 002 | MS PURCHASED SERVICES | 0.00 | 1,366.79 | 0.00 | (1,448.96) |
| 01 1200 591 003 | EL PURCHASED SERVICES | 230,000.00 | 50,404.23 | 89.26 | 24,710.59 |
| 01 1200 610 001 | HS SPED Supplies | 3,000.00 | 0.00 | 5.66 | 2,830.34 |
| 01 1200 610 002 | MS SPED Supplies | 1,000.00 | 0.00 | 19.09 | 809.11 |
| 01 1200 610 003 | EL SPED Supplies | 6,000.00 | 900.52 | 56.60 | 2,603.81 |
| 01 1200 640 001 | HS SPED Textbooks | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 640 002 | MS SPED Textbooks | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 01 1200 640 003 | EL SPED Textbooks | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 643 000 | SPED Web/Cloud Based Software | 1,000.00 | 0.00 | 337.36 | (2,373.64) |
| 01 1200 733 001 | HS SPED Furniture And Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 733 002 | MS SPED Furniture And Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1200 733 003 | EL SPED Furniture And Equipment | 500.00 | 0.00 | 0.00 | 500.00 |
| 1200 | SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS | 1,021,600.00 | 127,956.49 | 84.16 | 161,859.98 |
| 1291 | SPED 3-5 YO | | | | |
| 01 1291 111 003 | SPED PREK SALARIES TCHR/PROF | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1291 211 003 | Sped BAF - BCBS | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1291 221 003 | SPED BAF - Fica | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1291 231 003 | SPED BAF - Retire | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1291 281 003 | SPED BAF - LTD | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1291 591 003 | SPED 3-5 YO PURCH SERVICES | 0.00 | 399.96 | 0.00 | (2,340.00) |
| 1291 | SPED 3-5 YO | 0.00 | 399.96 | 0.00 | (2,340.00) |
| 1292 | SPED DIRECTOR | | | | |
| 01 1292 591 003 | EC SPED DIR | 5,000.00 | 699.97 | 65.72 | 1,714.12 |
| 1292 | SPED DIRECTOR | 5,000.00 | 699.97 | 65.72 | 1,714.12 |
| 1300 | SUMMER SCHOOL | | | | |
| 01 1300 111 001 | Driver's Education Salary | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 01 1300 221 001 | DrEd Social Security | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1300 231 001 | DrEd Retirement | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 1300 237 001 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1300 281 001 | DrEd LTD/STD | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1300 338 001 | DrEd Repairs | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1300 580 001 | DrEd GAS & OIL | 500.00 | 0.00 | 0.00 | 500.00 |
| 1300 | SUMMER SCHOOL | 4,500.00 | 0.00 | 0.00 | 4,500.00 |
| 2120 | GUIDANCE SERVICES | | | | |
| 01 2120 111 001 | HS Counselor's Salary | 85,000.00 | 3,231.57 | 30.41 | 59,147.44 |
| 01 2120 111 002 | MS Counselor's Salary | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 111 003 | EL Counselor's Salary | 35,000.00 | 2,865.25 | 65.49 | 12,078.00 |
| 01 2120 211 001 | HS Group Ins Counselor | 23,000.00 | 686.70 | 23.02 | 17,705.87 |
| 01 2120 211 002 | MS Group Ins Counselor | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 211 003 | EL Group Ins Counselor | 10,000.00 | 571.45 | 44.14 | 5,586.23 |
| 01 2120 221 001 | HS Social Security | 8,000.00 | 248.32 | 24.87 | 6,010.08 |
| 01 2120 221 002 | MS Social Security | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 221 003 | EL Social Security | 3,000.00 | 220.18 | 58.76 | 1,237.35 |
| 01 2120 231 001 | HS Retirement COUNSELOR | 10,000.00 | 287.65 | 23.22 | 7,677.55 |
| 01 2120 231 002 | MS Retirement COUNSELOR | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 231 003 | EL Retirement COUNSELOR | 3,000.00 | 252.87 | 68.02 | 959.31 |
| 01 2120 237 001 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 2120 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 281 001 | HS LTD/STD COUNSELOR | 1,000.00 | 21.12 | 16.90 | 830.99 |
| 01 2120 281 002 | MS LTD/STD COUNSELOR | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 281 003 | EL LTD/STD COUNSELOR | 500.00 | 18.64 | 29.88 | 350.59 |
| 01 2120 610 001 | HS Guidance Supplies | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 01 2120 610 002 | MS Guidance Supplies | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 610 003 | EL Guidance Supplies | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 2120 890 001 | HS Other Expense | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 890 002 | MS Other Expense | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2120 890 003 | EL Other Expense | 0.00 | 0.00 | 0.00 | 0.00 |
| 2120 | GUIDANCE SERVICES | 182,000.00 | 8,403.75 | 36.77 | 115,083.41 |
| 2130 | HEALTH SERVICES | | | | |
| 01 2130 116 000 | SALARIES NURSE | 40,000.00 | 4,678.49 | 92.95 | 2,821.22 |
| 01 2130 216 000 | GROUP INSURANCE NURSE | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2130 226 000 | SOCIAL SECURITY NURSE | 3,000.00 | 359.23 | 95.16 | 145.30 |
| 01 2130 236 000 | RETIREMENT NURSE | 5,000.00 | 462.13 | 73.45 | 1,327.56 |
| 01 2130 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2130 286 000 | LTD/STD NURSE | 500.00 | 17.24 | 27.49 | 362.55 |
| 01 2130 320 000 | Student Health Screenings | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 01 2130 610 000 | Nurse Supplies | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| 2130 | HEALTH SERVICES | 53,500.00 | 5,517.09 | 81.95 | 9,656.63 |
| 2141 | SPED SA Psych Services | | | | |
| 01 2141 591 000 | SPED SA Psych Services | 50,000.00 | 5,235.13 | 80.63 | 9,683.83 |
| 2141 | SPED SA Psych Services | 50,000.00 | 5,235.13 | 80.63 | 9,683.83 |
| 2142 | SPED 3-5 Pscyh Services | | | | |
| 01 2142 591 003 | SPED 3-5 Psych Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2142 | SPED 3-5 Pscyh Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2143 | SPED 0-2 Psych Services | | | | |
| 01 2143 591 003 | SPED 0-2 Psych Services | 35,000.00 | 0.00 | 0.00 | 35,000.00 |
| 2143 | SPED 0-2 Psych Services | 35,000.00 | 0.00 | 0.00 | 35,000.00 |
| 2151 | SPED SA Speech/Audiology | | | | |
| 01 2151 591 000 | SPED SA Speech/Audiology | 20,000.00 | 2,100.30 | 70.50 | 5,900.93 |
| 2151 | SPED SA Speech/Audiology | 20,000.00 | 2,100.30 | 70.50 | 5,900.93 |
| 2152 | SPED 3-5 Speech/Audiology | | | | |
| 01 2152 340 003 | SPED 3-5 Speech/Audiology Prf Serv | 7,000.00 | 0.00 | 35.42 | 4,520.82 |
| 01 2152 591 003 | SPED 3-5 Speech/Audiology | 500.00 | 75.01 | 98.35 | 8.23 |
| 2152 | SPED 3-5 Speech/Audiology | 7,500.00 | 75.01 | 39.61 | 4,529.05 |
| 2153 | SPED 0-2 Speech/Audiology | | | | |
| 01 2153 591 003 | SPED 0-2 Speech/Audiology | 500.00 | 75.01 | 114.19 | (70.95) |
| 2153 | SPED 0-2 Speech/Audiology | 500.00 | 75.01 | 114.19 | (70.95) |
| 2161 | SPED SA OccTherapy | | | | |
| 01 2161 340 000 | SPED SA OccTherapy (nonESU) | 38,000.00 | 7,469.78 | 89.30 | 4,066.83 |
| 2161 | SPED SA OccTherapy | 38,000.00 | 7,469.78 | 89.30 | 4,066.83 |
| 2162 | SPED 3-5 OccTherapy | | | | |
| 01 2162 340 003 | SPED 3-5 OccTherapy (nonESU) | 1,000.00 | 0.00 | 300.26 | (2,002.63) |
| 2162 | SPED 3-5 OccTherapy | 1,000.00 | 0.00 | 300.26 | (2,002.63) |
| 2163 | SPED 0-2 OccTherapy | | | | |
| 01 2163 340 003 | SPED 0-2 OccTherapy (nonESU) | 500.00 | 0.00 | 0.00 | 500.00 |

Expenditure Report by Function/Object -
Detail_KW

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|---|----------------|-----------------------|-------------|----------------------|
| 2163 | SPED 0-2 OccTherapy | 500.00 | 0.00 | 0.00 | 500.00 |
| 2171 | SPED SA PhysTherapy | | | | |
| 01 2171 340 000 | SPED SA PhysTherapy (nonESU) | 15,000.00 | 1,100.15 | 74.65 | 3,801.82 |
| 2171 | SPED SA PhysTherapy | 15,000.00 | 1,100.15 | 74.65 | 3,801.82 |
| 2172 | SPED 3-5 PhysTherapy | | | | |
| 01 2172 340 003 | SPED 3-5 PhysTherapy (nonESU) | 0.00 | 0.00 | 0.00 | 0.00 |
| 2172 | SPED 3-5 PhysTherapy | 0.00 | 0.00 | 0.00 | 0.00 |
| 2173 | SPED 0-2 PhysTherapy | | | | |
| 01 2173 340 003 | SPED 0-2 PhysTherapy (nonESU) | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 2173 | SPED 0-2 PhysTherapy | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 2181 | SPED SA Vision Services | | | | |
| 01 2181 340 000 | SPED SA-Vision Prof Serv | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2181 591 000 | SPED SA Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2181 | SPED SA Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2182 | SPED 3-5 Vision Services | | | | |
| 01 2182 340 003 | SPED 3-5YO Vision Serv | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2182 591 003 | SPED 3-5 Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2182 | SPED 3-5 Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2183 | SPED 0-2 Vision Services | | | | |
| 01 2183 340 003 | SPED 0-2YO Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2183 591 003 | SPED 0-2 Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2183 | SPED 0-2 Vision Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 2211 | SCHOOL IMPROVEMENT | | | | |
| 01 2211 111 000 | School Impr - Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2211 333 000 | School Impr - Travel | 0.00 | 0.00 | 0.00 | 0.00 |
| 2211 | SCHOOL IMPROVEMENT | 0.00 | 0.00 | 0.00 | 0.00 |
| 2213 | SCHOOL IMPROVEMENT | | | | |
| 01 2213 330 000 | INSTRUCTIONAL STAFF DEV/TRAINING | 5,000.00 | 0.00 | 8.01 | 4,599.75 |
| 2213 | SCHOOL IMPROVEMENT | 5,000.00 | 0.00 | 8.01 | 4,599.75 |
| 2220 | LIBRARY/MEDIA SERVICES | | | | |
| 01 2220 111 000 | Library/Media Tchr Salaries | 60,000.00 | 4,983.08 | 66.44 | 20,135.36 |
| 01 2220 112 000 | Library Aide Salary | 15,000.00 | 0.00 | 0.00 | 15,000.00 |
| 01 2220 113 000 | L/M Substitute Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2220 211 000 | L/M Group Ins | 20,000.00 | 1,296.21 | 53.93 | 9,213.72 |
| 01 2220 221 000 | L/M Social Security TCHR/PROF | 5,000.00 | 363.39 | 58.15 | 2,092.42 |
| 01 2220 222 000 | L/M Social Security AIDE | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| 01 2220 231 000 | L/M Retirement TCHR/PROF | 6,000.00 | 490.01 | 65.42 | 2,075.02 |
| 01 2220 232 000 | L/M Retirement AIDE | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| 01 2220 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2220 281 000 | L/M LTD/STD TCHR/PROF | 500.00 | 34.41 | 56.00 | 219.98 |
| 01 2220 282 000 | L/M LTD/STD AIDE | 100.00 | 0.00 | 0.00 | 100.00 |
| 01 2220 610 000 | L/M Supplies | 100.00 | 0.00 | 136.35 | (36.35) |
| 01 2220 640 000 | Library Books & Subscriptions | 4,000.00 | 39.00 | 82.74 | 690.33 |
| 01 2220 650 000 | L/M Computer Software | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 01 2220 733 000 | L/M Furniture And Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2220 890 000 | L/M Other Expense | 0.00 | 0.00 | 0.00 | 0.00 |
| 2220 | LIBRARY/MEDIA SERVICES | 116,200.00 | 7,206.10 | 52.68 | 54,990.48 |
| 2224 | EDUCATIONAL TELEVISION SERVICES | | | | |
| 01 2224 382 000 | Distant Learning / Internet | 10,000.00 | 0.00 | 76.00 | 2,400.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|---|----------------|-----------------------|-------------|----------------------|
| 2224 | EDUCATIONAL TELEVISION SERVICES | 10,000.00 | 0.00 | 76.00 | 2,400.00 |
| 2230 | INSTRUCTION RELATED TECH | | | | |
| 01 2230 111 000 | Technology Coordinator | 72,000.00 | 6,040.26 | 67.11 | 23,677.92 |
| 01 2230 116 000 | Technology Support Staff | 110,000.00 | 9,150.47 | 67.07 | 36,220.36 |
| 01 2230 211 000 | Technology Group Ins TCHR/PROF | 15,000.00 | 1,371.62 | 73.30 | 4,005.00 |
| 01 2230 216 000 | Technology Group Ins SUPPORT PROF CLASS | 35,000.00 | 3,159.86 | 71.69 | 9,909.83 |
| 01 2230 221 000 | Technology Social Security TCHR/PROF | 6,000.00 | 450.73 | 60.17 | 2,389.83 |
| 01 2230 226 000 | Technology Social Security PROF CLASS | 8,000.00 | 677.72 | 68.15 | 2,548.39 |
| 01 2230 231 000 | Technology Retirement TCHR/PROF | 7,000.00 | 593.99 | 68.00 | 2,240.10 |
| 01 2230 236 000 | Technology Retirement PROF CLASS | 11,000.00 | 875.68 | 64.06 | 3,953.65 |
| 01 2230 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2230 281 000 | Technology LTD/STD TCHR/PROF | 500.00 | 39.10 | 63.68 | 181.61 |
| 01 2230 286 000 | Technology LTD/STD PROF CLASS | 500.00 | 51.17 | 83.12 | 84.39 |
| 01 2230 333 000 | TECH Mileage | 100.00 | 0.00 | 0.00 | 100.00 |
| 01 2230 643 000 | TECH Web/Cloud Based Software | 60,000.00 | 68.31 | 45.52 | 32,690.62 |
| 01 2230 650 000 | TECH Supplies/Soft/Hardware | 175,000.00 | 582.49 | 6.77 | 163,149.26 |
| 01 2230 734 000 | TECH Hardware Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2230 735 000 | TECH Software Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 |
| 2230 | INSTRUCTION RELATED TECH | 500,100.00 | 23,061.40 | 43.78 | 281,150.96 |
| 2310 | BOARD OF EDUCATION | | | | |
| 01 2310 330 000 | BOE DEV/TRAINING | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 01 2310 520 000 | PROPERTY/LIABILITY INSURANCE | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2310 540 000 | ADVERTISING | 6,000.00 | 2,127.80 | 116.26 | (975.54) |
| 01 2310 610 000 | BOE Supplies | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2310 810 000 | BOE Dues & Fees | 12,000.00 | 2,723.82 | 137.23 | (4,467.11) |
| 01 2310 890 000 | BOE Misc Expense | 0.00 | 0.00 | 0.00 | (171.67) |
| 2310 | BOARD OF EDUCATION | 19,000.00 | 4,851.62 | 124.29 | (4,614.32) |
| 2320 | EXECUTIVE ADMINISTRATION | | | | |
| 01 2320 105 000 | SUPERINTENDENT SALARY | 133,000.00 | 11,062.50 | 66.54 | 44,500.00 |
| 01 2320 159 000 | SUPT Cell Stipend | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2320 215 000 | SUPT GROUP INS | 8,000.00 | 733.20 | 73.15 | 2,147.79 |
| 01 2320 221 000 | SUPT SOCIAL SECURITY | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2320 225 000 | SUPT SOCIAL SECURITY | 10,000.00 | 821.91 | 65.79 | 3,421.06 |
| 01 2320 235 000 | SUPT RETIREMENT | 13,000.00 | 1,082.06 | 66.55 | 4,348.26 |
| 01 2320 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2320 285 000 | SUPT LTD/STD | 500.00 | 44.90 | 81.44 | 92.80 |
| 01 2320 310 000 | SUPT DUES & FEES | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 2320 330 000 | SUPT Staff Dev/Training | 1,500.00 | 0.00 | 1.48 | 1,477.84 |
| 01 2320 333 000 | SUPT Mileage | 300.00 | 0.00 | 164.89 | (194.66) |
| 01 2320 560 000 | SUPT Computer Hardware | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2320 580 000 | SUPT TRAVEL EXPENSES | 300.00 | 11.67 | 7.62 | 277.15 |
| 01 2320 610 000 | SUPT Supplies | 3,000.00 | 0.00 | 21.31 | 2,360.67 |
| 01 2320 650 000 | SUPT Computer Software | 6,000.00 | 372.00 | 60.68 | 2,359.00 |
| 01 2320 733 000 | SUPT Furniture & Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2320 890 000 | SUPT Other Expense | 2,500.00 | 0.00 | 0.00 | 2,500.00 |
| 2320 | EXECUTIVE ADMINISTRATION | 178,600.00 | 14,128.24 | 64.28 | 63,789.91 |
| 2330 | District Legal Services | | | | |
| 01 2330 317 000 | LEGAL SERVICES | 10,000.00 | 586.00 | 56.72 | 4,328.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 2330 | District Legal Services | 10,000.00 | 586.00 | 56.72 | 4,328.00 |
| 2410 | OFFICE OF THE PRINCIPAL | | | | |
| 01 2410 110 000 | Clerical Salaries | 55,000.00 | 4,552.80 | 66.71 | 18,306.80 |
| 01 2410 111 001 | HS PRINCIPAL HEAD&ASST SALARIES | 60,000.00 | 4,843.68 | 64.58 | 21,250.56 |
| 01 2410 111 002 | MS PRINCIPAL HEAD&ASST SALARIES | 60,000.00 | 4,766.26 | 63.55 | 21,869.92 |
| 01 2410 111 003 | EL PRINCIPAL HEAD&ASST SALARIES | 60,000.00 | 4,833.29 | 64.44 | 21,333.68 |
| 01 2410 210 000 | Clerical Group Insurance | 39,000.00 | 3,342.71 | 67.81 | 12,554.03 |
| 01 2410 211 001 | HS PRINCIPAL OFFICE GROUP INS | 10,000.00 | 899.91 | 71.56 | 2,844.04 |
| 01 2410 211 002 | MS PRINCIPAL OFFICE GROUP INS | 10,000.00 | 885.65 | 70.36 | 2,964.31 |
| 01 2410 211 003 | EL PRINCIPAL OFFICE GROUP INS | 10,000.00 | 898.22 | 71.10 | 2,889.85 |
| 01 2410 220 000 | Clerical Social Security | 5,000.00 | 347.80 | 56.07 | 2,196.65 |
| 01 2410 221 001 | HS PRINCIPAL OFFICE SOC SEC | 5,000.00 | 371.07 | 59.40 | 2,030.21 |
| 01 2410 221 002 | MS PRINCIPAL OFFICE SOC SEC | 5,000.00 | 365.11 | 58.43 | 2,078.42 |
| 01 2410 221 003 | EL PRINCIPAL OFFICE SOC SEC | 5,000.00 | 370.24 | 59.21 | 2,039.31 |
| 01 2410 230 000 | Clerical Retirement | 5,000.00 | 449.72 | 72.49 | 1,375.50 |
| 01 2410 231 001 | HS PRINCIPAL OFFICE RETIREMENT | 5,000.00 | 476.34 | 76.27 | 1,186.57 |
| 01 2410 231 002 | MS PRINCIPAL OFFICE RETIREMENT | 5,000.00 | 468.73 | 75.04 | 1,248.17 |
| 01 2410 231 003 | EL PRINCIPAL OFFICE RETIREMENT | 5,000.00 | 475.32 | 76.04 | 1,197.94 |
| 01 2410 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2410 237 001 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2410 237 002 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2410 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2410 280 000 | Clerical LTD/STD | 300.00 | 41.34 | 110.99 | (32.98) |
| 01 2410 281 001 | HS PRINCIPAL OFFICE LTD/STD | 300.00 | 29.30 | 79.83 | 60.52 |
| 01 2410 281 002 | MS PRINCIPAL OFFICE LTD/STD | 300.00 | 28.84 | 78.57 | 64.29 |
| 01 2410 281 003 | EL PRINCIPAL OFFICE LTD/STD | 300.00 | 29.28 | 79.77 | 60.69 |
| 01 2410 310 000 | PRINC OFFICE DUES/FEES | 300.00 | 698.41 | 386.32 | (858.96) |
| 01 2410 330 000 | PRINCIPAL OFFICE STAFF DEV/TRN | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2410 580 000 | PRINC OFFICE TRAVEL EXPENSES | 1,300.00 | 0.00 | 0.00 | 1,300.00 |
| 01 2410 610 001 | HS PRINCIPAL OFFICE SUPPLIES | 200.00 | 0.00 | 32.42 | 135.16 |
| 01 2410 610 002 | MS PRINCIPAL OFFICE SUPPLIES | 200.00 | 0.00 | 0.00 | 200.00 |
| 01 2410 610 003 | EL PRINCIPAL OFFICE SUPPLIES | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 2410 733 000 | PRIN OFFICE FURNITURE | 200.00 | 0.00 | 0.00 | 200.00 |
| 01 2410 890 000 | PRINCIPAL OFFICE MISC EXP | 200.00 | 0.00 | 0.00 | 200.00 |
| 2410 | OFFICE OF THE PRINCIPAL | 348,100.00 | 29,174.02 | 65.76 | 119,194.68 |
| 2510 | FISCAL SERVICES | | | | |
| 01 2510 112 000 | Concession Mgr Salaries | 3,000.00 | 107.30 | 91.46 | 256.29 |
| 01 2510 116 000 | FISCAL SERVICES SALARIES | 44,000.00 | 3,937.41 | 85.21 | 6,509.73 |
| 01 2510 210 000 | Concession Mgr Group Ins | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2510 212 000 | CONCMGR GROUP INS AIDE/PARA | 0.00 | 0.00 | 0.00 | (33.26) |
| 01 2510 216 000 | FISCAL SERVICES GROUP INS | 21,000.00 | 1,915.89 | 72.56 | 5,763.33 |
| 01 2510 220 000 | Concession Mgr Soc Sec | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2510 222 000 | SOCIAL SECURITY CONC MGR | 3,000.00 | 8.25 | 7.00 | 2,789.86 |

Expenditure Report by Function/Object -
Detail_KW

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 2510 226 000 | SOCIAL SECURITY PROF CLASS | 4,000.00 | 290.92 | 69.65 | 1,214.15 |
| 01 2510 232 000 | Concession Mgr Retirement | 3,000.00 | 10.60 | 9.03 | 2,729.06 |
| 01 2510 236 000 | FISCAL SERVICES RETIREMENT | 4,500.00 | 388.93 | 82.29 | 796.79 |
| 01 2510 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2510 282 000 | Concession Mgr LTD/STD | 0.00 | 0.42 | 0.00 | (10.15) |
| 01 2510 286 000 | FISCAL SERVICES LTD/STD | 3,000.00 | 28.12 | 7.54 | 2,773.74 |
| 01 2510 310 000 | FISCAL SERV/BANK FEES | 0.00 | 0.00 | 0.00 | (347.49) |
| 01 2510 315 000 | AUDIT/BUDGET SERVICES | 7,000.00 | 0.00 | 104.29 | (300.00) |
| 01 2510 330 000 | FISCAL OFFICE ST DEV/TRN | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 2510 340 000 | OTHER PROFESSIONAL FISCAL SERVICES | 1,000.00 | 65.00 | 66.95 | 330.50 |
| 01 2510 530 000 | PHONE/INTERNET | 15,000.00 | 1,058.01 | 50.27 | 7,459.18 |
| 01 2510 531 000 | POSTAGE | 400.00 | 260.98 | 892.16 | (3,168.65) |
| 01 2510 580 000 | FISCAL SERV TRAVEL EXPENSES | 200.00 | 0.00 | 0.00 | 200.00 |
| 01 2510 610 000 | FISCAL OFFICE SUPPLIES | 1,000.00 | 32.91 | 58.92 | 410.78 |
| 01 2510 733 000 | FURNITURE/FIXTURES | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2510 890 000 | FISCAL SERVICES MISC EXP | 100.00 | 0.00 | 189.77 | (89.77) |
| 2510 | FISCAL SERVICES | 110,700.00 | 8,104.74 | 74.90 | 27,784.09 |
| 2590 | WORKERS COMP INS | | | | |
| 01 2590 270 000 | WORKERS COMP NON-INSTR | 23,000.00 | 0.00 | 0.00 | 23,000.00 |
| 01 2590 271 000 | WORKERS COMP TCHR/PROF | 18,000.00 | 0.00 | 0.00 | 18,000.00 |
| 2590 | WORKERS COMP INS | 41,000.00 | 0.00 | 0.00 | 41,000.00 |
| 2610 | OPERATION OF BUILDINGS | | | | |
| 01 2610 520 000 | PROPERTY/LIABILITY INSURANCE | 60,000.00 | 0.00 | 0.00 | 60,000.00 |
| 01 2610 621 000 | UTILITIES NAT GAS/FUEL | 100,000.00 | 4,100.26 | 55.39 | 44,606.00 |
| 2610 | OPERATION OF BUILDINGS | 160,000.00 | 4,100.26 | 34.62 | 104,606.00 |
| 2620 | MAINT OF BUILDINGS | | | | |
| 01 2620 110 000 | MAINTENANCE STAFF SALARIES | 150,000.00 | 12,238.10 | 63.41 | 54,883.64 |
| 01 2620 210 000 | MAINT GROUP INS | 33,000.00 | 2,830.01 | 68.75 | 10,313.38 |
| 01 2620 220 000 | MAINT SOCIAL SECURITY | 13,000.00 | 934.80 | 55.88 | 5,736.14 |
| 01 2620 230 000 | MAINT RETIREMENT | 15,000.00 | 1,208.45 | 62.59 | 5,610.95 |
| 01 2620 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2620 280 000 | MAINT LTD/STD | 500.00 | 43.97 | 72.50 | 137.50 |
| 01 2620 330 000 | MAINT STAFF DEV/TRN | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2620 340 000 | CONSTRUCTION SERVICES | 100,000.00 | 68.00 | 6.25 | 93,750.87 |
| 01 2620 350 000 | REPAIRS/MAINT | 0.00 | 7,955.20 | 0.00 | (23,466.74) |
| 01 2620 410 000 | WATER & SEWER | 15,000.00 | 0.00 | 61.96 | 5,706.41 |
| 01 2620 420 000 | TRASH SERVICE | 6,000.00 | 456.70 | 66.01 | 2,039.40 |
| 01 2620 610 000 | MAINT Supplies | 60,000.00 | 2,284.35 | 27.71 | 43,376.77 |
| 01 2620 733 000 | MAINT Furniture & Equipment | 5,000.00 | 0.00 | 39.73 | 3,013.50 |
| 01 2620 890 000 | MISC EXPENSE | 5,000.00 | 0.00 | 9.15 | 4,542.68 |
| 2620 | MAINT OF BUILDINGS | 402,500.00 | 28,019.58 | 48.91 | 205,644.50 |
| 2630 | OUTSIDE MAINTENANCE | | | | |
| 01 2630 340 000 | OUTSIDE REPAIRS/MAINT | 15,000.00 | 0.00 | 41.72 | 8,742.70 |
| 2630 | OUTSIDE MAINTENANCE | 15,000.00 | 0.00 | 41.72 | 8,742.70 |
| 2650 | VEHICLE OPER/MAINT/PURCH (NON STUDENT) | | | | |
| 01 2650 732 000 | Vehicle Aquisition (non-pupil) | 0.00 | 0.00 | 0.00 | 0.00 |
| 2650 | VEHICLE OPER/MAINT/PURCH (NON STUDENT) | 0.00 | 0.00 | 0.00 | 0.00 |
| 2710 | VEHICLE OPER/MAINT/PURCH (STUDENT) | | | | |
| 01 2710 110 000 | TRANSPORTATION Salaries | 150,000.00 | 14,183.14 | 72.36 | 41,456.31 |
| 01 2710 210 000 | TRANSP GROUP INSURANCE | 34,000.00 | 2,712.45 | 63.82 | 12,302.51 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 2710 220 000 | TRANSP SOCIAL SECURITY | 12,000.00 | 1,043.75 | 66.44 | 4,027.55 |
| 01 2710 230 000 | TRANSP RETIREMENT | 14,000.00 | 1,278.51 | 70.68 | 4,104.86 |
| 01 2710 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2710 260 000 | Unemployment Payments | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2710 271 000 | Workmen's Compensation | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2710 280 000 | TRANSP LTD/STD | 500.00 | 42.41 | 68.08 | 159.58 |
| 01 2710 330 000 | TRANSP STAFF DEV/TRN | 2,600.00 | 0.00 | 0.00 | 2,600.00 |
| 01 2710 340 000 | VEHICLE REPAIRS/MAINT | 30,000.00 | 2,095.34 | 57.20 | 12,841.41 |
| 01 2710 610 000 | VEHICLE PARTS/SUPPLIES | 10,000.00 | 152.49 | 76.52 | 2,347.71 |
| 01 2710 626 000 | GAS & DIESEL | 35,000.00 | 4,840.18 | 88.98 | 3,855.76 |
| 01 2710 732 000 | Bus Acquisition (pupil) | 50,000.00 | 0.00 | 0.00 | 50,000.00 |
| 01 2710 890 000 | Transp. Other Expense | 3,000.00 | 315.50 | 54.16 | 1,375.17 |
| 2710 | VEHICLE OPER/MAINT/PURCH (STUDENT) | 341,100.00 | 26,663.77 | 60.40 | 135,070.86 |
| 2712 | VEHICLE OPER/MAINT/PURCH (SPED) | | | | |
| 01 2712 110 000 | Sped Transportation Salaries | 12,000.00 | 2,578.40 | 123.98 | (2,877.20) |
| 01 2712 210 000 | SPED TRANSP Group Ins | 0.00 | 161.07 | 0.00 | (944.05) |
| 01 2712 220 000 | SPED TRANSP Soc Sec | 1,000.00 | 194.84 | 112.30 | (123.03) |
| 01 2712 230 000 | SPED TRANS Retirement | 1,000.00 | 251.93 | 145.22 | (452.17) |
| 01 2712 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2712 280 000 | SPED TRANSP LTD/STD | 0.00 | 7.35 | 0.00 | (37.92) |
| 01 2712 332 000 | SPED Mileage to Parents | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2712 510 000 | Sped Transportation | 0.00 | 125.00 | 0.00 | (125.00) |
| 01 2712 626 000 | SPED GAS/DIESEL FUEL | 1,500.00 | 122.00 | 20.20 | 1,197.00 |
| 01 2712 732 000 | SPED VEHICLE OP/MAINT/PURCH | 0.00 | 0.00 | 0.00 | 0.00 |
| 2712 | VEHICLE OPER/MAINT/PURCH (SPED) | 15,500.00 | 3,440.59 | 121.69 | (3,362.37) |
| 2900 | OTHER SUPPORT SERVICES | | | | |
| 01 2900 890 000 | Non-Revenue/Other Support Serv | 1,000.00 | 0.00 | 70.00 | 300.00 |
| 2900 | OTHER SUPPORT SERVICES | 1,000.00 | 0.00 | 70.00 | 300.00 |
| 3300 | COMMUNITY SERV OPER | | | | |
| 01 3300 890 000 | COMMUNITY SERVICE OP/MISC | 0.00 | 0.00 | 0.00 | (200.00) |
| 3300 | COMMUNITY SERV OPER | 0.00 | 0.00 | 0.00 | (200.00) |
| 3400 | FOUNDATION GRANT | | | | |
| 01 3400 610 000 | Foundation Grant Expenditures | 0.00 | 0.00 | 0.00 | 0.00 |
| 3400 | FOUNDATION GRANT | 0.00 | 0.00 | 0.00 | 0.00 |
| 3535 | HIGH ABILITY LEARNERS | | | | |
| 01 3535 111 003 | High Ability Learners | 6,800.00 | 573.05 | 67.42 | 2,215.60 |
| 01 3535 211 003 | HAL Group Insurance | 2,000.00 | 171.11 | 68.04 | 639.13 |
| 01 3535 221 003 | HAL Social Security | 500.00 | 43.90 | 70.17 | 149.16 |
| 01 3535 231 003 | HAL Retirement | 500.00 | 56.36 | 90.16 | 49.18 |
| 01 3535 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3535 281 003 | HAL LTD/STD | 0.00 | 3.69 | 0.00 | (30.05) |
| 01 3535 610 003 | HAL Supplies | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 3535 650 003 | High Ability Software | 0.00 | 0.00 | 0.00 | (220.50) |
| 01 3535 733 003 | HAL Furniture & Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 3535 | HIGH ABILITY LEARNERS | 10,300.00 | 848.11 | 67.94 | 3,302.52 |
| 3541 | EARLY CHILDHOOD ENDOWMENT GRANTS | | | | |
| 01 3541 111 003 | Sixpence Coordinator Salaries | 35,000.00 | 1,308.06 | 29.90 | 24,535.52 |
| 01 3541 112 003 | SIXPENCE SALARIES AIDE | 50,000.00 | 4,281.30 | 62.90 | 18,551.28 |
| 01 3541 211 003 | Sixpence Coord Group Insurance | 12,000.00 | 438.65 | 29.52 | 8,457.58 |
| 01 3541 212 003 | GROUP INSURANCE - AIDE | 0.00 | 0.00 | 0.00 | 0.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 3541 221 003 | Coord. Social Security | 3,700.00 | 95.01 | 20.63 | 2,936.63 |
| 01 3541 222 003 | SOCIAL SECURITY AIDE | 4,000.00 | 328.68 | 60.38 | 1,584.78 |
| 01 3541 231 003 | Coord. Retirement | 3,500.00 | 128.72 | 29.57 | 2,465.17 |
| 01 3541 232 003 | SIXPENCE RETIREMENT - AIDE | 4,800.00 | 422.90 | 64.72 | 1,693.55 |
| 01 3541 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3541 281 003 | Coordinator LTD/STD | 200.00 | 7.96 | 33.04 | 133.93 |
| 01 3541 282 003 | LTD/STD AIDE | 200.00 | 15.21 | 61.43 | 77.14 |
| 01 3541 330 003 | Sixpence Travel/Staff Development | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 01 3541 333 003 | Sixpence Mileage to Staff | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3541 340 003 | Sixpence Professional Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3541 580 003 | Sixpence Travel Expenses | 2,500.00 | 17.63 | 2.59 | 2,435.37 |
| 01 3541 610 003 | Sixpence Supplies/Family Inv | 7,000.00 | 672.14 | 40.82 | 4,142.35 |
| 01 3541 733 003 | Sixpence Furniture and Equipment | 600.00 | 0.00 | 0.00 | 600.00 |
| 3541 | EARLY CHILDHOOD ENDOWMENT GRANTS | 124,500.00 | 7,716.26 | 44.89 | 68,613.30 |
| 3570 | Teacher Eval Grant | | | | |
| 01 3570 610 000 | Teacher Eval Grant | 0.00 | 0.00 | 0.00 | 0.00 |
| 3570 | Teacher Eval Grant | 0.00 | 0.00 | 0.00 | 0.00 |
| 4300 | OTHER PROFESSIONAL SERVICES | | | | |
| 01 4300 340 000 | PROFESSIONAL SERVICES-ARCHIT/ENGINEER | 0.00 | 0.00 | 0.00 | 0.00 |
| 4300 | OTHER PROFESSIONAL SERVICES | 0.00 | 0.00 | 0.00 | 0.00 |
| 4411 | IDEA PART B EARLY INTERVENING SERVICES | | | | |
| 01 4411 610 003 | IDEA Part B-Early Interven. (Rtl) | 0.00 | 0.00 | 0.00 | 0.00 |
| 4411 | IDEA PART B EARLY INTERVENING SERVICES | 0.00 | 0.00 | 0.00 | 0.00 |
| 4412 | IDEA PART B PROPORTIONATE SHARE | | | | |
| 01 4412 591 003 | IDEA Prof. Services | 0.00 | 0.00 | 0.00 | 0.00 |
| 4412 | IDEA PART B PROPORTIONATE SHARE | 0.00 | 0.00 | 0.00 | 0.00 |
| 4900 | OTHER FEDERAL EXPENDITURES | | | | |
| 01 4900 610 003 | Drug Education - Supplies | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 4900 | OTHER FEDERAL EXPENDITURES | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 6200 | FEDERAL-TITLE I PART A ESSA | | | | |
| 01 6200 111 003 | Title I, Part A SALARIES | 145,000.00 | 11,767.55 | 70.08 | 43,384.98 |
| 01 6200 112 003 | Title I - Aide Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 113 003 | Title I Substitute Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 211 003 | Title I Group Insurance | 38,000.00 | 3,041.76 | 70.75 | 11,115.86 |
| 01 6200 221 003 | Title I Social Security TCHR | 12,000.00 | 874.74 | 63.09 | 4,429.15 |
| 01 6200 223 003 | Title I SOC SEC SUB TCHR | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 231 003 | Title I Retirement | 15,000.00 | 1,157.37 | 66.65 | 5,002.00 |
| 01 6200 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 281 003 | Title I LTD/STD | 1,000.00 | 79.31 | 69.94 | 300.63 |
| 01 6200 330 003 | Title I Staff Dev/Training | 500.00 | 0.00 | 0.00 | 500.00 |
| 01 6200 560 003 | Title I Computer Hardware | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 580 003 | Title I Travel Expenses | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 610 003 | Title I Supplies | 4,000.00 | 0.00 | 15.00 | 3,400.01 |
| 01 6200 650 003 | Title I Computer Software | 500.00 | 0.00 | 700.00 | (3,000.00) |
| 01 6200 733 003 | Title I Furniture & Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6200 890 003 | Title I Misc. Expenses | 0.00 | 0.00 | 0.00 | 0.00 |
| 6200 | FEDERAL-TITLE I PART A ESSA | 216,000.00 | 16,920.73 | 69.85 | 65,132.63 |
| 6210 | FEDERAL-TITLE I PART A ACCTBLTY | | | | |
| 01 6210 330 003 | Title I Acctblty TRAVEL/Training EXPENSE | 0.00 | 0.00 | 0.00 | 0.00 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 01 6210 610 003 | Title I Acctblty SUPPLIES | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6210 650 003 | Title I Acctblty COMPUTER SOFTWARE | 100.00 | 0.00 | 0.00 | 100.00 |
| 6210 | FEDERAL-TITLE I PART A ACCTBLTY | 100.00 | 0.00 | 0.00 | 100.00 |
| 6406 | FEDERAL-IDEA PART B (611) BASE AGE 3-4 | | | | |
| 01 6406 591 003 | IDEA Preschool Prf Serv | 1,800.00 | 0.00 | 13.50 | 1,557.00 |
| 6406 | FEDERAL-IDEA PART B (611) BASE AGE 3-4 | 1,800.00 | 0.00 | 13.50 | 1,557.00 |
| 6408 | FEDERAL-IDEA PART B (611) BASE AGE 0-4 | | | | |
| 01 6408 111 003 | IDEA Part B Base Salary (prek BAF) | 13,000.00 | 2,852.83 | 178.65 | (10,224.64) |
| 01 6408 112 003 | IDEA Part B Base Aide (prek BAF) | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6408 211 003 | IDEA Part B Base Ins. (prek BAF) | 5,000.00 | 667.91 | 101.13 | (56.29) |
| 01 6408 221 003 | IDEA Part B Base Soc.Sec. (prek BA) | 1,000.00 | 219.22 | 175.41 | (754.06) |
| 01 6408 231 003 | IDEA Part B Base Ret. (prek BAF) | 1,300.00 | 280.55 | 172.68 | (944.89) |
| 01 6408 237 003 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6408 281 003 | IDEA Part B Base LTD (prek BAF) | 100.00 | 18.54 | 147.05 | (47.05) |
| 01 6408 340 003 | IDEA 0-4 YO Prof Services | 12,000.00 | 854.25 | 43.44 | 6,786.75 |
| 01 6408 591 003 | IDEA Part B 0-2 YO Prof Services B | 7,000.00 | 0.00 | 3.47 | 6,757.00 |
| 01 6408 732 003 | IDEA Part B - Vehicle Aq. | 0.00 | 0.00 | 0.00 | 0.00 |
| 6408 | FEDERAL-IDEA PART B (611) BASE AGE 0-4 | 39,400.00 | 4,893.30 | 96.15 | 1,516.82 |
| 6410 | FEDERAL-IDEA PART E/P (619) | | | | |
| 01 6410 112 003 | IDEA E/P - Salaries | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6410 340 003 | SPED IDEA E/P 619 | 28,000.00 | 0.00 | 0.00 | 28,000.00 |
| 01 6410 560 003 | Sped IDEA - Computer Hard. | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6410 591 003 | IDEA E/P 3-5 YO Contracted Services | 31,000.00 | 0.00 | 0.00 | 31,000.00 |
| 01 6410 610 003 | IDEA E/P Supplies | 0.00 | 0.00 | 0.00 | 0.00 |
| 6410 | FEDERAL-IDEA PART E/P (619) | 59,000.00 | 0.00 | 0.00 | 59,000.00 |
| 6412 | IDEA Non-Public | | | | |
| 01 6412 111 003 | IDEA Non-Public SALARIES | 6,000.00 | 498.31 | 66.44 | 2,013.52 |
| 01 6412 211 003 | GROUP INSURANCE TCHR/PROF | 1,500.00 | 172.23 | 92.83 | 107.53 |
| 01 6412 221 003 | IDEA SOCIAL SECURITY TCHR/PROF | 0.00 | 38.30 | 0.00 | (306.40) |
| 01 6412 231 003 | IDEA RETIREMENT TCHR/PROF | 0.00 | 49.01 | 0.00 | (391.98) |
| 01 6412 281 003 | IDEA LTD/STD TCHR/PROF | 0.00 | 2.27 | 0.00 | (18.63) |
| 6412 | IDEA Non-Public | 7,500.00 | 760.12 | 81.28 | 1,404.04 |
| 6969 | Title IV ESSA/SSAE Grant | | | | |
| 01 6969 340 000 | Title IV ESSA/SSAE Grant | 800.00 | 0.00 | 736.85 | (5,094.80) |
| 01 6969 490 000 | Title IV SSAE Grant Other Materials | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 6969 610 000 | Title IV SSAE Grant Supplies | 0.00 | 0.00 | 0.00 | 0.00 |
| 6969 | Title IV ESSA/SSAE Grant | 800.00 | 0.00 | 736.85 | (5,094.80) |
| 6992 | FEDERAL-REAP | | | | |
| 01 6992 610 003 | REAP Grant Expend | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 6992 | FEDERAL-REAP | 1,500.00 | 0.00 | 0.00 | 1,500.00 |
| 6996 | COVID / ESSER | | | | |
| 01 6996 112 000 | COVID CARES ACT SALARIES | 40,000.00 | 738.00 | 39.48 | 24,207.25 |
| 01 6996 132 000 | COVID OVERTIME AIDE/PARA | 7,000.00 | 0.00 | 35.36 | 4,524.91 |
| 01 6996 222 000 | COVID SOC SEC AIDE/PARA | 8,000.00 | 56.34 | 17.53 | 6,597.55 |
| 01 6996 232 000 | COVID RETIREMT AIDE/PARA | 5,000.00 | 72.90 | 33.31 | 3,334.48 |
| 01 6996 282 000 | COVID LTD/STD AIDE/PARA | 0.00 | 0.71 | 0.00 | (66.37) |
| 01 6996 610 000 | COVID/ESSER SUPPLIES | 20,054.00 | 0.00 | 53.33 | 9,358.86 |
| 01 6996 643 000 | COVID WEB/CLOUD BASED SOFTWARE | 0.00 | 5,181.00 | 0.00 | (9,643.80) |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|-------------|----------------------|
| 6996 | COVID / ESSER | 80,054.00 | 6,048.95 | 52.14 | 38,312.88 |
| 8000 | TRANSFERS (OUTGOING) | | | | |
| 01 8000 912 000 | TRANSFER TO HOT LUNCH | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 8000 913 000 | TRANSFER TO ACTIVITY ACCT | 50,000.00 | 0.00 | 0.00 | 50,000.00 |
| 01 8000 917 000 | TRANSFER TO EE BEN FUND | 0.00 | 0.00 | 0.00 | 0.00 |
| 8000 | TRANSFERS (OUTGOING) | 50,000.00 | 0.00 | 0.00 | 50,000.00 |
| 9000 | NON-PROGRAM EXPENDITURES | | | | |
| 01 9000 110 000 | Kitchen Payroll | 60,000.00 | 6,142.85 | 80.36 | 11,781.10 |
| 01 9000 210 000 | KITCHEN GROUP INS | 10,000.00 | 702.04 | 55.87 | 4,413.22 |
| 01 9000 220 000 | KITCHEN SOCIAL SECURITY | 5,000.00 | 460.21 | 72.22 | 1,389.09 |
| 01 9000 230 000 | KITCHEN RETIREMENT | 5,000.00 | 606.78 | 94.88 | 256.08 |
| 01 9000 237 000 | Increased Retirement Contribution Rate | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 9000 280 000 | KITCHEN LTD | 500.00 | 26.37 | 41.76 | 291.19 |
| 01 9000 900 000 | MISC EXP-expected carryover | 0.00 | 0.00 | 0.00 | 0.00 |
| 9000 | NON-PROGRAM EXPENDITURES | 80,500.00 | 7,938.25 | 77.48 | 18,130.68 |
| 01 | GENFRAI FUND | 7,574,000.00 | 595,706.24 | 63.12 | 2,793,342.54 |

**Expenditure Report by Function/Object -
Detail_KW**

04/09/2021 11:05 AM

Regular; Processing Month 04/2021; Fund Number 01

User ID: KAW

| Account Number | Account Description | Revised Budget | Expended During Month | % of Budget | Unencumbered Balance |
|----------------|---------------------|----------------|--------------------------|-------------|-------------------------|
| Grand Total: | | 7,574,000.00 | 595,706.24 | 63.12 | 2,793,342.54 |

HTRS ACCOUNT BALANCES

3.31.21

| | |
|----------------------|--------------|
| ACTIVITY ACCOUNT | \$116,177.43 |
| BREAKFAST/LUNCH | \$64,917.45 |
| BUILDING FUND | \$696,352.45 |
| DEPRECIATION | \$715,319.46 |
| EMPLOYEE BEN FUND MM | \$172,340.89 |
| GENERAL FUND | \$754,016.75 |
| OFFICE ACCOUNT | \$4,336.81 |
| PAYROLL FUND | \$82,320.13 |
| QCPUF | \$5,904.45 |
| STUDENT FEES | \$10,722.30 |

Regular; Processing Month 03/2021; Fund Number 01

| Fund: 01 GENERAL FUND | | | | | | |
|------------------------------|--|-----------------------|---------------------|----------------|--------------------|-----------------------|
| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
| 01 1100 | Taxes Levied/Assessed | 6,034,164.00 | 73,084.83 | 3,178,895.19 | 52.68 | 2,855,268.81 |
| 01 1115 | Carline Tax | 5,000.00 | 0.00 | 2,955.45 | 59.11 | 2,044.55 |
| 01 1120 | Public Power Dist. Sales Tax | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1125 | Motor Vehicle Tax | 240,000.00 | 21,683.17 | 126,459.51 | 52.69 | 113,540.49 |
| 01 1140 | Penalties/Int on Taxes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1190 | Other taxes levied | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1210 | Tuition From Other Districts-Reg Ed | 0.00 | 0.00 | 19,199.60 | 0.00 | (19,199.60) |
| 01 1312 | Summer School Tuition | 0.00 | 800.00 | 800.00 | 0.00 | (800.00) |
| 01 1315 | Tuition from other entities(early entry) | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| 01 1330 | Tuition Rec'd from Other Districts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1370 | Preschool tuition | 17,400.00 | 381.04 | 3,896.02 | 22.39 | 13,503.98 |
| 01 1421 | Transportation Recd-Reg Ed | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1423 | Transport from other districts(SPED) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1510 | Interest earned | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| 01 1800 1810 | Fitness Center Dues | 1,500.00 | 500.00 | 500.00 | 33.33 | 1,000.00 |
| 01 1800 1820 | Jury Duty Receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1800 1830 | Laptop Fees | 0.00 | 70.00 | 2,987.00 | 0.00 | (2,987.00) |
| 01 1800 1840 | Industrial Arts Fees | 0.00 | 30.00 | 379.50 | 0.00 | (379.50) |
| 01 1800 1850 | Before/After School Program | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1800 1860 | For future use | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1910 | Rental Of School Facilities | 3,000.00 | 0.00 | 0.00 | 0.00 | 3,000.00 |
| 01 1911 | Local license fees | 0.00 | 1,310.00 | 1,650.00 | 0.00 | (1,650.00) |
| 01 1920 | Contributions/Donations | 57,389.00 | 0.00 | 0.00 | 0.00 | 57,389.00 |
| 01 1921 | City-Police court fines | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1925 | Grant Receipts | 42,000.00 | 0.00 | 7,875.00 | 18.75 | 34,125.00 |
| 01 1941 | Textbook sales | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1990 | Misc local revenue (garn) | 0.00 | 5.00 | 35.00 | 0.00 | (35.00) |
| 01 2110 | County Fines & Licence Fees | 30,000.00 | 4,345.59 | 23,544.55 | 78.48 | 6,455.45 |
| 01 2130 | Other County Sources | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2210 | ESU Receipts | 8,000.00 | 0.00 | 3,790.80 | 47.39 | 4,209.20 |
| 01 3110 | State Aid | 40,493.00 | 4,049.00 | 28,343.00 | 69.99 | 12,150.00 |
| 01 3120 | SPED School Age (SA) | 340,000.00 | 0.00 | 130,351.00 | 38.34 | 209,649.00 |
| 01 3125 | SPED Transportation (SA) | 2,500.00 | 0.00 | 0.00 | 0.00 | 2,500.00 |
| 01 3130 | Homestead Exemption | 0.00 | 6,826.76 | 6,826.76 | 0.00 | (6,826.76) |
| 01 3131 | Property tax credit | 0.00 | 33,459.85 | 263,388.43 | 0.00 | (263,388.43) |
| 01 3132 | Personal property tax credit | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3133 | Nameplate Capacity Tax (windmills) | 0.00 | 0.00 | 61,266.35 | 0.00 | (61,266.35) |
| 01 3180 | Pro Rate Motor Vehicle | 12,000.00 | 0.00 | 22,991.02 | 191.59 | (10,991.02) |
| 01 3400 | State apportionment | 75,000.00 | 0.00 | 62,867.84 | 83.82 | 12,132.16 |
| 01 3535 | High ability learners | 4,000.00 | 0.00 | 3,610.00 | 90.25 | 390.00 |
| 01 3541 | Sixpence Grant Receipts | 80,000.00 | 0.00 | 80,376.00 | 100.47 | (376.00) |
| 01 3570 | Teacher Eval Grant | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3990 | Other State Receipts | 200,000.00 | 0.00 | 0.00 | 0.00 | 200,000.00 |
| 01 4105 | E-Rate universal service | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4305 | Title 8 (impact aid) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4310 | REAP Grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4505 | Title I, Part A ESSA | 110,000.00 | 0.00 | 101,835.00 | 92.58 | 8,165.00 |
| 01 4506 | Title I, Part A accountability | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4512 | IDEA Part B, Base thru 4 | 110,000.00 | 0.00 | 0.00 | 0.00 | 110,000.00 |
| 01 4515 | IDEA Part B, Suppl thru 4 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4516 | IDEA PreK Base (619) Age 3-5 | 0.00 | 0.00 | 757.00 | 0.00 | (757.00) |
| 01 4519 | IDEA enroll poverty | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4520 | IDEA Park B, Early Interv K-12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4521 | IDEA Part B, Propt, Age 3-21 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4525 | Perkins grant | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Regular; Processing Month 03/2021; Fund Number 01

| Fund: 01 GENERAL FUND | | | | | | |
|-----------------------------------|--|-----------------------|---------------------|----------------|--------------------|-----------------------|
| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
| 01 4530 | Other federal receipts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4705 | Flood control | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4708 | Medicaid in Public Schools MIPS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4709 | Medicaid Admin Activities MAAPS | 15,000.00 | 3,178.94 | 10,818.40 | 72.12 | 4,181.60 |
| 01 5200 | Fund Transfers In (from other HTRS fund) | 0.00 | 0.00 | 162,032.28 | 0.00 | (162,032.28) |
| 01 5300 | Sale of Property | 0.00 | 637.50 | 777.92 | 0.00 | (777.92) |
| 01 5301 | Insurance refunds/adjustments | 0.00 | 810.00 | 12,622.00 | 0.00 | (12,622.00) |
| 01 5500 | TRANSFERS FROM FUNDS (INCOMING) | 0.00 | 6,979.62 | 45,547.81 | 0.00 | (45,547.81) |
| 01 5610 | Cash From Dissolved Districts | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5690 | Other Non-revenue Receipt | 55,000.00 | 1,275.00 | 4,570.70 | 8.31 | 50,429.30 |
| 01 6996 | COVID CARES ACT | 81,554.00 | 0.00 | 0.00 | 0.00 | 81,554.00 |
| 01 9000 | Non-programmed Receipts | 0.00 | 0.00 | 91,461.28 | 0.00 | (91,461.28) |
| 01 9003 | Loan from Building Fund | 0.00 | 0.00 | 175,000.00 | 0.00 | (175,000.00) |
| | Fund Total: | 7,574,000.00 | 159,426.30 | 4,638,410.41 | 61.24 | 2,935,589.59 |

Revenue Summary Report

Processing Month: 03/2021

Regular; Processing Month 03/2021; Fund Number 01

| | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| Grand Total: | 7,574,000.00 | 159,426.30 | 4,638,410.41 | 61.24 | 2,935,589.59 |

REPORT TO THE HTRS BOARD OF EDUCATION

SUBMITTED BY: LISA OTHMER PK-12 PRINCIPAL

APRIL 9TH, 2021

School Improvement

On Monday night we will finish up the slide show that we did not get to finish last month. The remainder of the information will cover the AQuESTT tenets and survey results. The external visit was rescheduled for April 27th-28th and will now be virtual and, Don Loeske from the Nebraska State Department of Education will be the team lead. All stakeholder teams will be interviewed over Zoom. The final report will be shared as soon as I receive it.

COVID

Last year at this time we were making plans for what the end of our year would look like and how we could support our students from a distance. As we wrap up things this year, we are feeling a bit more positive. We are all still masking but there are now some mask breaks for students and staff during the day. There are plans for field trips, we are participating in track meets, golf meets, concerts, and planning to have graduation here in OUR building and OUR gym and this is a wonderful feeling. No one knows for sure what the fall will bring but most of us will have been vaccinated so I am hopeful that masking will be optional.

NHS

National Honor Society interviews were conducted on Thursday April 8th. There were six candidates, and out of those six, three will be inducted on April 15th, 2021 at 7:00 p.m. I have attached the essays that our three new members composed. I thought that you will like to see their feedback on the strengths and areas to grow for HTRS. I was particularly drawn to the fact that in all six essays the students articulated that one of our biggest strengths is our faculty.

National Honor Society Information

NHS is a nation-wide organization for students who exemplify the four pillars of Scholarship, Leadership, Service, and Character in their school and communities.

Students who qualify scholastically with a cumulative GPA of 92% or higher at the end of the 1st semester of their sophomore year are invited to apply.

The application process consists of students turning in an activities resume and essay. This year's essay prompt was:

"Every school has its strengths and areas to grow. What do you think is a big strength for HTRS and how do you contribute to it? Which is an area to grow for our school and how can you as a student and we as faculty help to improve it?"

The students turn in their resumes and essays by a certain date; then I sent out teacher rating scales via Google Forms, in which teachers and coaches rate and comment on the Leadership, Service, and Character of the students whom they have worked with.

The interview committee consists of 4-5 teachers/coaches, Mrs. Rogers, and Mrs. Othmer. Prior to the interviews, the committee individually reviews the resumes, essays, and teacher rating scales and comments. Interview questions include clarification or elaboration on the student's essay, "What would you do" questions about difficult situations that relate to character and leadership skills, and questions about community service and other areas of the resume.

Once the interviews are over, the committee does its best to be impartial and objective to select the inductees. All four pillars are considered, and the standards are high. Once the selection has been made, Mrs. Rogers informs each applicant whether he or she has been selected for this honor.

Induction this year will take place on April 15 at 7pm in the Old Gym. New inductees and outgoing seniors will be honored, and all NHS members will attend- families of all members are welcome; we ask that you wear masks and social distance in family groups. Cake and refreshments will be served after the program.

Here are the Pillars and explanation of what we are looking for in NHS candidates:

Leadership

Students who have good leadership will spearhead projects, ask questions, take on leadership roles, set positive examples, and promote their organizations (and school and community) in a positive manner. Leaders want to work with others and want to give back. Leaders are not people who simply want to receive acclaim or accolades for their accomplishments.

Service

Service is generally considered to be those actions taken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service, the contributions this candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed.

Character

CHARACTER is the most elemental quality that a National Honor Society member possesses. A person's character isn't measured at one instant in time but along the continuum of one's life.

The right decision is rarely the easy choice one must make. Our ability to make difficult choices is the truest measure of ourselves. Character is something that we must practice with utmost fidelity. True character is being able to accept responsibility when we fail and, in doing so; pave the way for future successes. Former Head UCLA basketball coach John Wooden once said:

"Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are. The true test of a person's character is what he or she does when no one is watching."

Scholarship

A National Honor Society Student values his or her education and sees the merit in applying him/herself in all academic endeavors. He or she wishes not only to understand the material presented in various classes, but also to be challenged intellectually while maintaining a high level of achievement. This is the first requirement a potential member must meet in order to be considered for induction to National Honor Society. HTRS High School requires a cumulative GPA of 92% or higher in order to scholastically qualify for NHS.

Ben Shubert

Every school has its strengths and areas to grow. What do you think is a big strength for HTRS and how do you contribute to it? Which is an area to grow in our school and how can you as a student and we as a faculty help to improve it?

School Improvement

All schools have strengths and weaknesses, and HTRS is no exception. I love HTRS, and try to improve the environment at school daily. While I feel there are a few areas for improvement, I believe the positives far outweigh the negatives. First, I'll discuss what the school can improve upon: offering more foreign language classes, additional funding for fine arts, and updating the handbook. Then we'll look at a few of the strengths HTRS has: a very nice facility, **great student- teacher relationships**, and countless role model students.

First, let's look at a few areas of improvement for HTRS. As a student I have noticed a lack of foreign language classes offered here. While we have Spanish, I feel HTRS would greatly benefit from different language classes, such as French, German, or Russian. Also, as of right now our Spanish instructor teaches virtually. If Spanish can be taught virtually, I feel other languages can be taught online as well. Another area of discussion is adding additional funding for HTRS's fine arts program. Take our band for an example. HTRS has a spectacular band that is one of the best in the district, but many of the school's instruments are extremely old and require frequent repairs. I feel this is a poor depiction of the band's performance and HTRS. This is a problem not only in band. As a member of the speech team, I know we would greatly benefit from new equipment. A solution for this problem would be to include fine arts programs in the booster club fundraising. I think this is a fair way to support our fine arts students and their success through the year. My last area of improvement would be the handbook. The handbook is a helpful guide to HTRS's general protocol, but I feel the handbook is dated and needs revision. For example the first section under "Student Conduct." This section states that students can only leave a classroom twice every day. This includes bathroom breaks, getting supplies from your locker, and going to another classroom. I feel this number is far too low and should be raised or cut from HTRS's handbook. Also, under the "Emergency Procedures" section, there is no mention of HTRS's lockdown procedure. I feel this is an important item to add to the handbook as it is necessary information for the community to know. I feel these small issues are an easy way to improve HTRS and the community for years to come.

Now, let's look at some of HTRS's many strengths. One obvious strength is our amazing school building! From the commons area and concession stand, the new gym, and new classrooms, our school is one of the nicest small town schools I've ever seen. Also, our new classrooms are great by being so close to many other teachers. This is very helpful during study hall periods to get additional help on homework. Another great strength of HTRS is our students. At HTRS we have some pretty incredible leaders. We have had amazing leaders in the past and continue to form new leaders every year. From great leaders to

amazing community members, countless students have left HTRS strong leaders. Lastly what I think is HTRS's greatest strength, our teacher-student relationships. Here at HTRS, I feel I have amazing relationships with all of my teachers. Over the years me and many of my peers have gained valuable relationships with my teachers and many staff members. I feel comfortable asking for advice, resources, and help when needed because of the personal and caring nature of every staff member. Also I've noticed it doesn't take long for new staff members to become a part of our community. Teachers and staff go above and beyond to help everyone at HTRS reach their full potential. Plus these relationships last long after a student graduates. I think these are but a few of the many great qualities of HTRS.

Clearly HTRS is a great school that continues to work for students' success. There will always be improvements to make at any school, but I feel HTRS has many diverse strengths compared to surrounding schools. Not only have I gained a quality education, but I have grown into the person I am today with the help of HTRS and its supportive staff.

Allison Vaughan

Every school has its strengths and areas to grow. What do you think is a big strength for HTRS and how do you contribute to it? Which is an area to grow in our school and how can you as a student and we as a faculty help to improve it?

My name is Allison Vaughan and I am a junior at HTRS. I have attended HTRS Schools since the beginning of my academic career. My heart is embedded in this town, and I owe most of my successes to this school. There are so many amazing qualities that this school obtains, and I am so unbelievably proud to be a Titan. Today I will be talking to you about our school's strengths and some areas of improvement. First, I will tell you about our superior faculty here at HTRS. Next, I will shed some light on our involvement in the community. Lastly, I am going to suggest some improvements and ways to better our school as a whole.

There are so many tremendous features about this school, but I believe that the biggest strength HTRS has is the faculty. They spend hours on end working their absolute hardest to ensure that every student is reaching their maximum potential. Our school would not be the same if we didn't have such hard-working teachers to guide us through our educational path. One of the reasons the teachers here are so awesome is because they are always willing to go the extra mile to make sure that all of us students are excelling. They also are always so helpful whenever anyone has a question, no matter the context, or whenever you just need that extra support. I personally feel so appreciative of everything that they do, and I couldn't ask for a better group of faculty members or environment to be surrounded by.

Another great strength I think HTRS possesses is our school's involvement in the community. We live in small-town Nebraska so everyone knows just about everybody around here. With having that trait, our school is very engaged in our community. An example of this is the American Red Cross Blood Mobile that we have every couple of months. This is an event open to our community, and surrounding communities that gives people the chance to donate blood and/or plasma. This past February I donated blood for the first time, and it was such a great experience for me as a high school student.

For my last point today, I would like to share some improvements that I believe would better our school. We've all heard the phrase "nobody's perfect," and I think that relates to other

subjects also, such as schools. As we all know our country is going through a global pandemic right now, and times are hard for everyone. The pandemic affected schools majorly at around the fourth quarter mark of the last school year. All of the schools in Nebraska shut down, and students were without learning for two months. This caused a huge spike in mental health decrease in children and young adults because they were taken out of their normal environment and routines. This brings me to my point of what I think we, as a school, could benefit from if improved. I believe that focusing more on mental health in students would not only help them in school but turn them into a better version of themselves for their future. I feel a way to assist this problem would be to incorporate and consider Maslow's Hierarchy of Needs more into learning. Maslow's Hierarchy of Needs is a triangle, divided into five different parts, that is based on the basic human needs. The five components are physiological needs, safety needs, love and belonging, esteem, and self-actualization. If taught these traits and how to possess them, I think it would better the mental health of students immensely.

Today I shared with you what I believe are the strengths and weaknesses of HTRS. As I said before, and I will gladly say again, HTRS is an amazing school with an even better staff that supports it. I am so incredibly grateful for everyone that has helped shape me into the person I am today. This school puts their all into its students, and I am so proud to be a part of such a wonderful school. Thank you!

Saydee Hardesty

My name is Saydee Hardesty and I am a junior at HTRS. This is my second year at this school and I'm glad that I transferred here! HTRS has allowed me to explore the person I want to become and apply myself even if obstacles stand in my way. Even though I love HTRS there is always room for improvement. As we know, many schools have their strengths and weaknesses. In this essay, I am going to share what I think HTRS's strong points are and what I feel could be improved based on my own personal experience.

The first and maybe most important strength is our community and staff. HTRS is a small school and has an awesome community helping us every step of the way! Our community supports HTRS with fundraising to support our activities. Fundraising is also an opportunity for students and school staff to work together with the community members. Another strength is our staff, and the lengths they go to help the students here. Our staff pushes each and every student to their highest potentials, sometimes without us noticing it. With HTRS being a small school, it is easier for our staff to get to spend time with all the students individually. This ends up with students having more trust in the staff and feeling closer to them on a personal level. Resulting in building relationships between students and teachers which end up lasting beyond high school.

Another strength would be all of the programs we have. For example, our mentoring program, which helps involve older students with those who are just entering elementary school. It helps kids getting out of their comfort zone and allows them to gain leadership abilities. I can personally attest that the elementary kids love having high schoolers as mentors mostly because some kids might not have any older siblings at home they can rely on. They might need a friend or role model to be there for them in another place. Another strong program we have at our school is our athletics. I play on the basketball team and we have grown into a family throughout the season. It is nice to have teammates that feel like family and will always be there for you, and it is that way with all of our sports here. The bond and friendships we make during the sports

season carries over into school, and then the next thing you know, you have so many new friends!

As for weaknesses, I feel like HTRS has very few. However, one thing that really jumps out at me is that some classes are not offered anymore. I think it would be beneficial to have more real-life experienced classes, for instance, home economics. This class would provide us with helpful information to prepare us for our future after high school, and when we are on our own. I feel that students would be able to take this class and have more knowledge to help with many problems we may face, like cooking and sewing.

Another weakness I would like to address would be giving back to our community. I understand we can participate in community service, but I feel more students would be willing to help all year if they were made aware of the availability. For example, during our advisory class, we could go assist the elderly or anyone who may be in need. It would be easy and rewarding to students and beneficial to those who may have helped HTRS.

The last weakness I feel an importance in addressing is communication. There are many times when there will be a change of events or important information that is not relayed to students and the facility. I feel like if this happens there should be a way for everyone to be informed immediately, so there are no misunderstandings or false statements going through the school leading to further confusion. I feel that if the communication was better it would also take some stress off of everyone's shoulders. Right now, I feel the best way we can communicate throughout the entire school is by e-mail. Using email can be defective in some ways, as not everyone checks it regularly. If I were to try to help the problem of communication, I would first try to stress checking our emails more often. Along with this, I would require the teachers to read aloud the communication emails during first-hour classes, with updates in advisory and eighth-hour classes for changes throughout the day. Doing this would ensure that all students would be getting the information they need for future reference.

I have shared with you what I think HTRS's strong points are what I think could be improved based on my own personal experiences. Thankfully we live in such a strong and active community that our titan pride runs deep. Nothing is perfect and there is always room for improvement, however, I couldn't imagine being in high school anywhere else. HTRS is my home to my friends and fellow students and we always find a way to take the good with the bad.



**Board Report
April, 2021**

**Kari Lottman
Assistant Principal**

Testing Begins:

The State mandated ACT will be administered to all juniors on April 15th. They will register their demographic information with ACT and have been practicing during some of their classes. Their test scores can be sent to potential post-secondary schools for free if the students choose to send them. The state ACT can also be used in a students' Super Score. This is a fairly new concept that allows the students to take their best scores on each sub-test (Math, Science, Reading, etc.) and combine them into a Super Score.

The NSCAS State tests are the state mandated tests that are administered to every student in 3-8 grades in the spring semester test and will be given to the students in a two-day format. The students have already started testing in Reading, Mathematics and Science. The state has made a lot of changes in the testing format and questions so we will receive individual scores in English Language Arts and Math, but not district proficiencies. The Science test is being field tested which means that the kids are testing the format of the questions and not necessarily their ability to meet proficiency this year.

The MAPs tests will be given in April and May to students in Kindergarten thru Second. These classes do not take the state tests so we utilize the MAPs assessments to help us determine grade level proficiency. The freshmen will take the ACT 8/9 and the sophomores will take the PreACT this spring instead of MAPs. These tests align with the ACT and will be beneficial in helping the students understand the format of the ACT. They will also help the students identify areas to that need to be worked on in order to better their ACT scores.

After School Program Update:

Two years ago, I had an After School Program Update in my board report. This made me start to think about the possibility of reinstating that program this next August. Please let me know if that is something the board would like us to pursue once again "post-COVID" or if it not something we want to pursue any further for next year.



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

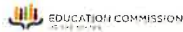
#liveNASB

#weLIVEhere

Welcome!

Education Commission
of the States

COMMISSIONER



John Spatz

*Executive Director, Nebraska
School Board Association*

- Nebraska

ecs.org | @EdCommission

MARCH 2021

UPCOMING INFO & EVENTS

NASB CARES CALL WITH NDE
March 22 | Zoom

NASB MEMBER UPDATE WITH
COMMISSIONER BLOMSTEDT
March 29 | Zoom

VIRTUAL NAEP STATE CONVENTION
March 30 | Zoom

BUDGET & FINANCE WORKSHOPS
March 31 | Norfolk
April 7 | Gering
April 20 | Lincoln

NSBA 2021 ONLINE EXPERIENCE
The Conference for Public Education Leaders
April 8-10
Register Now at www.nsba.org/NSBA2021

NASB LEGISLATIVE LUNCH
April 12 | 12:00 PM CT | Virtual

NEW BOARD MEMBER WORKSHOP
April 14 | Kearney

NASB ANNUAL MEMBER GOLF OUTING
June 2 | Kearney

NASB SUMMER LEGAL CONFERENCE
June 2-3 | Kearney

ALICAP WORKSHOPS
June 29 | Gering
June 30 | Kearney
July 1 | Lincoln

#liveNASB #weLIVEhere

EDUCATION COMMISSION OF THE STATES WELCOMES NASB'S JOHN SPATZ

Education Commission of the States is excited to welcome John Spatz as one of our newest Commissioners from the State of Nebraska! Governor Pete Ricketts appointed John to serve in this role on November 17, 2020.

Nationally, Education Commission of the States' Commissioners include 120 legislators, 65 governors and education policy advisors, 54 chief state school officers and chairs of state boards of education, 50 state higher education leaders, 17 district superintendents and educators, and 25 representatives from the business and industry sectors. As one of Nebraska's seven ECS Commissioners, John provides critical leadership for ECS and plays an active role in identifying opportunities for ECS to support the state's education agenda.

In addition to Spatz, Nebraska's other six ECS Commissioners include Commissioner Matt Blomstedt; Governor Pete Ricketts; Mike Baumgartner, Executive Director of the Nebraska Coordinating Commission for Postsecondary Education; State Senator Adam Morfeld; State Senator Rich Pahls; and State Senator Lynne Walz, Chair of the Education Committee.

Education Commission of the States serves as a trusted, nonpartisan partner to state policymakers and education leaders by providing personalized support, unbiased information and opportunities for collaboration. Through ECS' programs and services, education leaders have access to the national landscape and insights necessary to create more effective education policy.

"I'm looking forward to being a commissioner with ECS. The many tools and resources available through ECS are a great asset to the education community in Nebraska. I hope to engage with ECS in a way that will benefit all school board and ESU board members in the state." - John Spatz

For more information about Education Commission of the States, as well as access to its research and reports, please visit www.ecs.org.



EDUCATION COMMISSION
OF THE STATES

UPCOMING MEMBER CALLS & ENGAGEMENT OPPORTUNITIES

LEADERSHIP

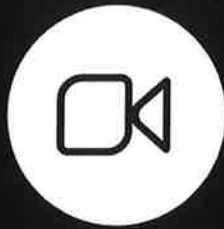
INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere



JOIN US!

CHECK YOUR INBOX FOR CALL LINKS PRIOR TO EACH CALL

NASB CARES CALL WITH NDE
MONDAY, MARCH 22 | 12:00 PM CT

NASB MEMBER UPDATE WITH COMMISSIONER BLOMSTEDT
MONDAY, MARCH 29 | 4:00 PM CT

NASB LEGISLATIVE LUNCH
MONDAY, APRIL 12 | 12:00 PM CT



NATIONAL SCHOOL BREAKFAST WEEK 2021



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

Celebrate National School Breakfast Week!



NATIONAL SCHOOL BREAKFAST WEEK 2021

CELEBRATING ENHANCED, EQUITABLE, AND ENERGIZED LEARNING!

Schools across the nation celebrated how school breakfast helps students “score big” on March 8th-12th, 2021!

Among the many reasons to celebrate, eating school breakfast has been shown to have positive impacts on students’ grades, attendance, physical health/nutrition, mental health, social-emotional skills, and behaviors in the classroom.

Given school breakfast provides many key benefits to a student’s success in the classroom, school breakfast has been identified as a powerful way to promote equitable learning amongst students. In Nebraska 1 in 6 children do not have consistent access to food, which creates barriers for growth, development, and learning. School breakfast helps eliminate such inequities and promote equal opportunity for all students to learn in the classroom. School breakfast models that are particularly effective in minimizing inequities of food access are ones that provide breakfast after the bell (i.e. Second Chance, Grab and Go, and Breakfast in the Classroom). In these models, an average of 20% more students participate in school breakfast (Nebraska School Breakfast Report, 2019), ultimately promoting equitable learning while simultaneously reducing the stigma for students that can be associated with a traditional before-school breakfast model.



Ultimately, there are many reasons to celebrate school breakfast and in 2021 we are particularly grateful for the many ways that school nutrition staff and schools across the state promote and protect the ways students “score big” in the classroom!

Are you considering or hoping to implement a breakfast after the bell model? We are happy to support you!

Reach out to Melissa Lusk at mlusk@NASBonline.org.

We are proud to be a Partner for Breakfast in the Classroom, supported by the Walmart Foundation.

NASB UPGRADE YOUR WEBSITE, LOGO AND DATA SECURITY

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

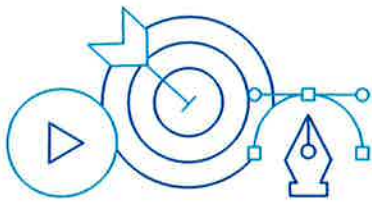
#liveNASB

#weLIVEhere

Stay Focused on What Really Counts: **YOUR SCHOOLS**



You work hard to provide the best education setting possible. Let us help you tell your story and protect your data so you can spend time on your teachers, principals, students and their families.



Branding+Video

Do you love your logo?
Does it accurately reflect your organization?

Your branding should capture your essence and quality of service.

Nothing tells your story like drone, live-action or motion graphic videos for your website and social media.



SOCS Websites+Mobile Apps

The most powerful, easy-to-use and cost-effective website and communication system in the industry.

The SOCS GO app allows you to publish new articles and send alerts from your smart device.

Give away your own branded app to help you stay connected with those you serve.



Data Security

Most hacks against schools are perpetrated by students.

Filament will prepare you for threats from all sources by creating a personalized data security plan that identifies vulnerabilities, protects confidential information and defends your network from a variety of attacks.

Contact Stacey Anderson to see how we can help you stay focused on your schools.

As a Nebraska-based organization, we have proudly supported Nebraska K-12 schools for 35+ years.



Contact Stacey Anderson for more information: 800.850.8397 ext. 6991 • stacey@filamentservices.org

CALL FOR STATE EDUCATION CONFERENCE PROPOSALS

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere



THE TIME HAS COME TO BEGIN PLANNING FOR THE 2021 STATE EDUCATION CONFERENCE

The Conference will be held November 17-19, at the CHI Health Center in downtown Omaha. We are looking forward to this opportunity to gather and grow in our role as school leaders.

You are invited to submit a proposal for a breakout session. This is an opportunity to showcase innovation in your district. Each breakout session must focus on topics of interest to Nebraska's public school board members and administrators. Student presenters are encouraged where possible.

Visit <https://nasb.envisiams.com/proposals> to submit a breakout session proposal.

DEADLINE FOR PROPOSAL SUBMISSIONS IS 5:00 PM, FRIDAY, APRIL 16TH

The Conference Planning Committee will meet in late April to make selections for the 2021 State Education Conference. Please contact Sharon Endorf at 402-423-4951 or sendorf@NASBonline.org with any questions.





2021 BOARD PRESIDENT RETREAT

Coming off the heels of the in-person and virtual President's Retreats held March 14-16, we want to thank the ESU/school board presidents, superintendents, and others who braved the weather (and another Zoom call for our virtual attendees!) and joined us in two fantastic retreats! We look forward to continuing the conversations and supporting the incredible work happening in leading and strengthening school board leadership across the state to ensure that students receive the very best education possible.

NDE RULE 10 AND 14 REVISIONS – FOLLOW-UP SURVEYS

The final NASB and NDE partnership Zoom presentations at all School Board and ESU Regular Board Meetings have come to an end. Thank you, school boards and administrators, for allowing this important information into your board meetings regarding the review and update to Rules 10 and 14.

Please be on the lookout for a follow-up survey to every board member and Superintendent/ESU Administrator with the opportunity to provide feedback pertaining to the proposed changes to Rules 10 and 14.

If you have questions, please contact Marcia Herring at 402-450-5152 or mherring@NASBonline.org.

UPCOMING NASB BOARD LEADERSHIP EVENTS

NASB New Board Member Workshop (In-Person)
Wednesday, April 14, 2021, in Kearney

Please join us and you may register for this, and all NASB events at www.NASBonline.org

The NASB Board Leadership Team each month will continue to provide quick tips and support through this space.

Please do not hesitate to contact us if you have questions.

Marcia, Melissa, Kori, and Karla.



NASB APRIL BOARD CALENDAR AGENDA ITEMS

View the full, detailed calendar at: <http://members.nasbonline.org/index.php/resources>

Mission, Vision, & Goals

Strategic Plan Update; District Goals Update

Policy Governance

Review Student Handbooks and relative policies; review, update, and adopt policies

Accountability & Student Achievement

Review ELL Program

Advocacy

Review 2021 Legislative Calendar, discuss NASB Legislative Updates and Legislative Committee Report

District/ESU Resources [Budget]

Board Finance Committee Report; Review all Grants [Current grant status, term, purpose, value received, and proposed grant applications.]

Reports

Remind board members to review their NASB Awards of Achievement points report. Board Committees; Superintendent; Administrators

Staff

Certified Staff Non-Renewal, RIF, and Termination Notices; Due April 15 § 79-831

Board Professional Development

NSBA National Conference

UPCOMING NETWORKING & EVENTS



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

BUDGET & FINANCE WORKSHOPS

MARCH 31 | NORFOLK APRIL 7 | GERING APRIL 20 | LINCOLN

AGENDA

5:00 PM REGISTRATION
5:30 PM DINNER & WORKSHOP
8:30 PM ADJOURN

TO REGISTER

Go to www.NASBonline.org, and log in
Registration fees for each event are as follows:

| | |
|---------------------------|------|
| Budget & Finance Workshop | \$65 |
| Cancellation Fee | \$20 |

SUGGESTED AUDIENCE

School Board Members; Superintendents/ESU Administrators
15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



2021 NEW BOARD MEMBER WORKSHOP

Wednesday, April 14, 2021

Kearney Holiday Inn | 9:00 AM to 4:30 PM CT

AGENDA

Board Role and Responsibilities; Open Meetings Law, Advocacy, Board Meeting Protocols, Board-Superintendent Relations; At the Board Table; Board Leadership

Register Now by emailing schoolboards@NASBonline.org

NASB Member: \$95/person Non-Member: \$200/person

Members who registered for the 2020 New Board Member Workshop or Webinars will only be assessed a \$25 fee for meals.

SUGGESTED AUDIENCE

Newly elected or appointed and experienced board members, superintendents and ESU administrators

Contact Makenzie Barry at mbarry@NASBonline.org or 800-422-4572 with questions.



NEBRASKA ASSOCIATION OF SCHOOL BOARDS

SIMPLIFY THE PROCESS OF KEEPING YOUR MANUAL CURRENT

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

FAST
SERVICE
CLOUD-BASED
FULLY-ONLINE
SEARCHABLE
UP-TO-DATE
WATCH...

SPARQ
ONLINE
PUBLISHING



LEARN MORE AND WATCH AN INTRO VIDEO NOW AT

<http://members.nasbonline.org/index.php/programs-services/policy-services>



onesource
The Background Check Company

ONE SOURCE CERTIFIED CONTRACTORS PROGRAM

is a FREE and reliable solution to screen temporary workers accessing your school(s).

GET STARTED TODAY! _____

Neal Josten | 402.933.9999 ext. 5600
njosten@onesourcebackground.com
onesourcebackground.com



RELY ON NASB'S NATURAL GAS PROGRAMS



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere



NASB's natural gas programs were created to fulfill two needs that many local districts had in dealing with utility costs – competitive prices and budget certainty. NASB has over 100 school districts and ESUs across Nebraska participating in our NJUMP and CJUMP purchasing consortiums to leverage their purchasing power and achieve lower utility bills. With this year's timely purchase of supplies at very competitive prices, we've continued to add new members for next year.

Superintendents and their business managers have their hands full with a huge range of responsibilities to oversee. Natural gas purchasing is one job your peers in these Interlocals can handle for you. Rather than pricing the entire year's gas needs on one day, the consortiums lock in fixed prices as market opportunities become available by purchasing in layers over time and in varying percentages of total projected volumes. Historically, this approach has achieved a better price for natural gas with a higher level of budget certainty than the districts could have achieved on their own.

The Nebraska Joint Utilities Management Program (NJUMP) purchases natural gas for school districts and ESUs on the Black Hills Energy natural gas pipeline in southeast Nebraska. Choice Joint Utilities Management Program (CJUMP) supplies natural gas on the Black Hills Energy (formerly SourceGas) distribution system in northern, central and western Nebraska. Both programs operate as independent Interlocal Pools created and governed by their own Board of Trustees drawn from consortium members. The trustees hold their annual meeting at the State Education Conference in Omaha each November. NJUMP works with Symmetry Energy Solutions, as its program administrator. CJUMP works with Public Alliance for Community Energy (ACE) in a similar capacity. Both companies provide a wide range of energy products and services to various users of natural gas and can provide an individual user analysis for interested school districts or ESUs.

Now is the time to sign up for membership in NJUMP or CJUMP for the 2020-2021 heating season. For more information, NASB members on the Black Hills Energy distribution system can contact Rick Pemberton of Symmetry Energy Solutions at 785-271-2814 and members on the SourceGas distribution system can contact Mandy Heermann of Public Alliance for Community Energy at 800-454-4759.

Jim Luebbe of the NASB staff can also discuss the program with you and help you enroll in this time-saving, dollar-stretching consortium.



... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE

Contact Shari at sbecker@NASBonline.org for a proposal to facilitate a search for your next Superintendent/ESU Administrator

GALLUP STRENGTHSFINDER

Be deliberate about seeking out opportunities to use your strengths at work. The more you do, the more great days at work you will have.

Caution for those high in *Developer*. Your talents might lead you to become so invested in the growth of others that you ignore your own development. Remember that you cannot give what you do not have.

We are scheduling Gallup work sessions for Spring and Summer for board/leadership teams to understand each other's talents and create a culture for leadership success. Call Shari today to get on the calendar.

- Shari -

... ALICAP & INSURANCE

MARK YOUR CALENDARS!

ALICAP is hosting a Summer Workshop in 3 locations:

June 29th in Gering

June 30th in Kearney

July 1st in Lincoln

Session topics will include Cyber Security and Sexual Abuse and Molestation, with target attendees being IT directors and school administrators. Registration details will be available in April.

Thanks, Megan!

... TECHNOLOGY

Find out what's new to Sparq meetings in our latest newsletter

Reminder: If your district has settled, please enter your updated data into the Contract Settlement Form or forward a copy of the Negotiated Contract to dmiller@nasbonline.org.

Welcome New Subscribers
City of Friend

Darion

dmiller@NASBonline.org

Nicole

nkobus@NASBonline.org

www.sparqdata.com



Paul Grieger
(800) 528-5145
pgrieger@dadco.com



Cody Wickham
(866) 809-5596
cwickham@dadco.com



Andy Forney
(866) 809-5443
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



D A DAVIDSON

450 Regency Parkway, Suite 400 | Omaha, NE 68114
dadavidson.com | D.A. Davidson & Co. member FINRA and SIPC

... MEMBER ENGAGEMENT

The NASB team continues to hand deliver Membership Guide packets to all districts and ESUs. If we haven't seen you yet, we'll be there soon!

The time has come to begin planning for the 2021 State Education Conference.

You are invited to submit a proposal for a breakout session to showcase innovation in your district.

Visit <https://nasb.envisiams.com/proposals> to submit a breakout session proposal. Deadline for proposal submissions is April 16th.

Sharon

... ADVOCACY & GOVERNMENT RELATIONS

Halfway done with the 2021 Session!

Stay engaged with Leg Notes, NASB's Bills page, upcoming hearings, Call to Actions, Quick Legislative Videos, your NASB Leg Committee and MORE by bookmarking the NASB Government Relations page at:

<http://members.nasbonline.org/index.php/government-relations>

LEGISLATIVE LUNCH

Join us on April 12 at 12:00 PM CT
Details and Zoom Link to Follow

All Day Floor Debate Began March 15

What's moved (Bill Status), priorities (P), positions, talking points (Summary) and more. Sort & see the latest updates to NASB's Bills Page now at:

nasb.envisiams.com/legislative-bills

Bills to keep an eye on ...
LB 408 LB 454 LB 529

NASB's Government Relations team can do a briefing for your board, or anyone in your community.

SHARE YOUR STORY

KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

Call Colby & Matt with any questions!
#liveNASB #weLIVEhere

... ENERGY PURCHASING

We are now entering the enrollment period for the natural gas purchasing programs for next winter's heating season. The Trustees of our NJUMP and CJUMP programs work with market consultants year around to make sound natural gas purchasing decisions for your district.

Contact Jim to learn more!

... POLICY

One of the Board's most important roles is providing oversight of the district's capital reserve funds, typically maintained at a level of three to five months of budgetary needs. The board should receive regular reports of the amounts being held in reserve and the change in those amounts over the previous year.

Contact Jim to learn more!

... BOARD LEADERSHIP

Check out "At the Board Table" on page 6.

Mark Your Calendars for the upcoming NASB New Board Member Workshop, in Kearney (In-Person), on April 14

Marcia, Kori, Melissa & Karla



The Conference for Public Education Leaders
April 8-10

***Use Code NSBA2021**

Board Notes is published on a monthly basis as a member service. Advertising is available in every issue. To advertise or become an Affiliate, please contact Matt Belka for further information. Articles or advertising contained herein do not necessarily represent the views or policies of NASB.

Nebraska Association of School Boards | 1311 Stockwell Street - Lincoln, NE 68502 | Matt Belka, Editor | John Spatz, Publisher

NASB TRAINING, NETWORKING, ENGAGEMENT & EVENTS

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

Join NASB, as we travel the state for various workshops, meetings and events throughout the year.
To learn more, and register, visit the Events tab of www.NASBonline.org

<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

MARCH

NASB MEMBER UPDATE W/ COMMISSIONER BLOMSTEDT | MARCH 29 | 4:00 PM CT

VIRTUAL NAEP STATE CONVENTION | MARCH 30 | ZOOM

BUDGET & FINANCE WORKSHOP | MARCH 31 - NORFOLK

APRIL

BUDGET & FINANCE WORKSHOP | APRIL 7 - GERING



The Conference for Public Education Leaders
April 8-10

*Use Code NSBA2021

NASB LEGISLATIVE LUNCH | APRIL 12 | 12:00 PM CT

NEW BOARD MEMBER WORKSHOP | APRIL 14 | KEARNEY

CALL FOR STATE CONFERENCE PROPOSALS | DUE APRIL 16 | <https://nasb.envisiams.com/session-proposals/myproposals>

BUDGET & FINANCE WORKSHOP | APRIL 20 - LINCOLN

AND BEYOND ...

GOLF & THE NASB SUMMER LEGAL CONFERENCE | JUNE 2-3

ALICAP WORKSHOPS | JUNE 29 - JUNE 30 - JULY 1

AREA MEMBERSHIP MEETINGS | AUGUST TO OCTOBER

2021 STATE EDUCATION CONFERENCE | NOVEMBER 17-19

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda.
Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

YOUR NASB BOARD OF DIRECTORS & STAFF



YOUR NASB LEADERSHIP TEAM



Stacie Higgins
President
Nebraska City



Brad Wilkins
President-Elect
Ainsworth



Kim Burry
Vice President
Bayard



Steve Blocher
Past President
West Point

YOUR REGION DIRECTORS



Region 1
Neal Kanel
HTRS



Region 2
Sarah Centineo
Bellevue



Regions 3, 6 & 7
Shavonna Holman
Omaha



Regions 3, 6 & 7
Tracy Casady
Omaha



Regions 3, 6 & 7
Nancy Kratky
Omaha



Regions 4 & 5
Bob Rauner
Lincoln



Regions 4 & 5
Annie Mumgaard
Lincoln



Region 8
Robin Richards
Ralston



Region 9
Alan Moore
ESU 3



Region 10
Ed Swotek
Malcolm



Region 11
Jim Vlach
Lyons-Decatur Northeast



Region 12
Lisa Wagner
Central City



Region 13
Marilyn Bohn
Ravenna



Region 14
Sandy Noffsinger
Dundy County Stratton



Region 15
Joel Carlson
Cozad



Region 16
Stephanie Summers
David City



Region 17
Michelle Reikofski
Osmond



Region 18
Doug Keener
Mitchell



Region 19
Stacy Jolley
Millard

YOUR NASB STAFF



John Spatz
Executive Director



Makenzie Barry
Events Manager &
Accounting Associate



Craig Caples
Director of Technology



Karla Kruse
Board Leadership/ALICAP
Admin. Assistant



Kori Stanosheck
Board Leadership
Engagement Associate



Shari Becker
Director of Education
Leadership Search Service



Sharon Endorf
Director of
Member Engagement



Jim Luebbe
Director of Policy Services



Lisa Steinkuhler
Executive Admin. Assistant



Matt Belka
Director of Marketing,
Communications & Advocacy



Marcia Herring
Director of Board Leadership



Melissa Lusk
Board Leadership
Development Associate



Sallie Horky Svatora
Chief Operating Officer



Colby Coash
Associate Executive Director/
Dir. of Government Relations



Megan Boldt
Associate Executive Director/
Director of ALICAP



Rachel Horstman
Business Manager



Anne Silkmitter
Education Leadership Search
Service Associate



Vicki Walter-Winters
Legal Admin. Assistant

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

ARCHITECTS



BCDM

Pat Carson - 402-384-6422
pcarson@bcdm.net - bcdm.net
* GOLD LEVEL AFFILIATE

BVH Architecture

Cleve Reeves - 402-475-4551
creeves@bvh.com - bvh.com
* GOLD LEVEL AFFILIATE

CMBA Architects

Brad Kissler - 308-384-4444
kissler.b@cmbaarchitects.com
Jim Brisnehan - 308-384-4444
brisnehan.j@cmbaarchitects.com
Troy Keilig - 308-384-4444
keilig.t@cmbaarchitects.com
cmbaarchitects.com
(Architecture, Master Planning, Interiors, Bond
Promotion/Community Engagement)
* GOLD LEVEL AFFILIATE

Carlson West Povondra Architects

Jamie Eckmann - 402-551-1500
jeckmann@cwparchitects.com - cwparchitects.com
(Architecture, planning, feasibility studies)
* GOLD LEVEL AFFILIATE

DLR Group

Vanessa Schutte - 402-393-4100
vschutte@dlrgroup.com - dlrgroup.com
(Architecture, engineering, Ed. facility planning)

AWARDS

Awards Unlimited

Tim Moravec - 402-474-0815
tmoravec@awardsunlimited.com - awardsunlimited.com
(Trophies, awards, plaques, etc.)

BUILDING CONTROLS/SERVICES

Control Management Inc.

Nathan Haug - 402-571-9454
nathan@cmiomaha.com - cmiomaha.com
(Building Automation, Security and Energy
Optimization for New and Existing Systems)

Johnson Controls

Dave Schwerdtfeger - 402-350-6062
Dave.w.Schwerdtfeger@JCI.com
Shane Breitfelder - 402-450-9677
Shane.Breitfelder@JCI.com -
jci.com
(HVAC, Building Automation, Service Agreements,
Security and Fire, among others)

CONSTRUCTION SERVICES



Ayars & Ayars, Inc.

Darl Naumann - 402-435-8600 - 402-570-9214
dnaumann@ayarsayars.com - ayarsayars.com
(Design-build leader building beneficial relationships,
processes, and projects)
*GOLD LEVEL AFFILIATE

BD Construction

Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com
www.BDconstruction.com
(Construction Management, Facility Planning,
Site Selection, Pre-bond Community Education,
Stakeholder Engagement)
*GOLD LEVEL AFFILIATE

Boyd Jones Construction

Emily Bannick - 402-550-1808
ebannick@boydjones.biz - boydjones.biz
(Construction Management, Pre-Bond,
Pre-Construction, Facility Evaluation,
Early Stage Planning)
* GOLD LEVEL AFFILIATE

Kingery Construction Co

Rod Berens - 402-465-4400
rodb@kccobuilders.com - kccobuilders.com
(Design-Bid-Build, Design-Build, Construction
Management, General Contractor, Pre-Bond/Pre-
Construction Assistance)
* GOLD LEVEL AFFILIATE

Nemaha Sports Construction Inc

Don Traska - 402-434-5488
don.traska@nemaha.net - www.nemaha.net
(Athletic Fields, Parks & Recreation, Hardscapes)
* GOLD LEVEL AFFILIATE

Sampson Construction

Joseph Young - 402-434-5450
joseph.young@sampson-construction.com
www.sampson-construction.com
(Design-Build, Design-Bid-Build, Construction
Manager, Small Projects)
* GOLD LEVEL AFFILIATE

W. A. Klinger

Matt Thompson - 712-233-3233
mthompson@waklinger.com - waklinger.com
(Pre-Construction, Construction Management,
Design-Build, and General Contracting)
* GOLD LEVEL AFFILIATE

ENERGY SERVICES



Ameresco, Inc.

David Goebel - 308-392-3283 - 402-370-8822
dgoebel@ameresco.com - www.ameresco.com
(Capital Improvements, Energy Efficiency &
Renewable Energy Solutions for Buildings)
* GOLD LEVEL AFFILIATE

Facility Advocates

Dave Raymond - 402-206-8777
draymond@facilityadvocates.com - facilityadvocates.com
(Building Construction & Energy Services)
* GOLD LEVEL AFFILIATE

Navitas

Nick Rosenberry - 402-840-0370
nrosenberry@navitas.us.com - navitas.us.com
(Energy Savings, Building Construction, Energy
Management, Guaranteed Results)
* GOLD LEVEL AFFILIATE

Optimized Systems

Mike Taylor - 402-981-1005
mike.taylor@optimized-systems.com
Optimized-Systems.com
(Energy Optimization, Management & Studies,
Metering, Mechanical System Assessments)
* GOLD LEVEL AFFILIATE

Schneider Electric

Tom Bachkora - 402-302-2721
tom.bachkora@se.com - Se.com/us/enable
(Committed to helping schools reach big ambitions
through an energy savings project)
* GOLD LEVEL AFFILIATE

TRANE

Andy Vinckier - 402-596-8000
avinckier@trane.com - trane.com/omaha
(Building Construction & Energy Services)
* GOLD LEVEL AFFILIATE

FINANCIAL SERVICES



Ameritas Investment Company

Michael Shoemaker - 402-467-6986
michael.shoemaker@ameritas.com
(Public Finance)
* GOLD LEVEL AFFILIATE

BOARD NOTES IS PUBLISHED ON A MONTHLY BASIS AS A MEMBER SERVICE. ADVERTISING IS AVAILABLE IN EVERY ISSUE. TO ADVERTISE OR BECOME AN AFFILIATE, PLEASE CONTACT MATT BELKA FOR FURTHER INFORMATION. ARTICLES OR ADVERTISING CONTAINED HEREIN DO NOT NECESSARILY REPRESENT THE VIEWS OR POLICIES OF NASB.

YOUR 2021 NASB AFFILIATES



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

FINANCIAL SERVICES

D.A. Davidson & Co.

Paul Grieger - 402-392-7986 - pgrieger@dadco.com
 Cody Wickham - 402-392-7989 - cwickham@dadco.com
 Andy Forney - 402-392-7988 - aforney@dadco.com
 dadavidson.com
 (Bonds/Election Services, Lease Purchase)
 * GOLD LEVEL AFFILIATE

First National Capital Markets

Tobin Buchanan - 308-352-8328 - tbuchanan@fnni.com
 Carl Dietz - 308-289-3920 - carldietz@fnni.com
 Matt Fisher - 308-380-3831 - mfisher@fnni.com
 fncapitalmarkets.com
 (Public Finance, Election Guidance)
 * GOLD LEVEL AFFILIATE

First Nebraska Credit Union

Michele Byrnes - 402-492-9100
 marketing@firstnebraska.org - firstnebraska.org
 (Taking care of your financial needs!)

Nebraska Liquid Asset Fund - NLAFF

Barry Ballou - 402-705-0350
 balloub@pfm.com - NLAFFpool.org
 (Liquid Asset Fund, financing programs)
 * GOLD LEVEL AFFILIATE

Piper Sandler

Jay Spearman - 402-599-0307
 jay.spearman@psc.com
 (Lease Purchase, Construction Notes, Voted Bonds,
 Refunding Bonds, QCPUF Bonds)
 * GOLD LEVEL AFFILIATE

Wells Fargo Bank

Andrew J. Detlefsen - 402-434-6701
 andrew.j.detlefsen@wellsfargo.com - wellsfargo.com
 (Financial Services, Banking)
 * Silver Level Affiliate

FOOD SERVICE



Lunchtime Solutions

Deni Winter - 605-235-0939 Ext 106
 deni@lunchtimesolutions.com
 lunchtimesolutions.com
 (Progressive Food Service Management)
 * GOLD LEVEL AFFILIATE

Opaa! Food Management of Nebraska

Greg Frost - 816-210-9359
 gfrost@opaafod.com - opaafod.com
 (Contract Food Service Management)

INSURANCE SERVICES



Blue Cross Blue Shield of Nebraska

Cortney Ray - 402-458-4823
 cortney.ray@nebraskablue.com - nebraskablue.com
 (Group health insurance)
 * GOLD LEVEL AFFILIATE

INSURANCE SERVICES

Public Risk Management

Sheri Shonka - 402-884-3751 - 877-649-4612
 sheri.shonka@prmne.com - alicap.org
 (ALICAP, Insurance services)
 * GOLD LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC

William Mueller - 402-434-3399
 mueller@muellerrobak.com
 (Lobby firm)

MENTORING

TeamMates Mentoring

Hannah Miller - 319-610-8538
 hannah@teammates.org - teammates.org
 (Together we transform lives)
 * Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING



Creative Sites, LLC

Julie Kutilek - 402-614-4606 - 800-266-1250
 julie@creativesitesllc.com
 (Playground equipment, Site furnishings)
 * GOLD LEVEL AFFILIATE

Crouch Recreation

Eric Crouch - 402-496-2669
 eric@crouchrec.com - crouchrec.com
 (Playgrounds, Shelters, Scoreboards, Safety Surfacing
 & Site Amenities Manufacturers Rep)
 * GOLD LEVEL AFFILIATE

Fisher Tracks, Inc.

Jordan Fisher - 800-432-3191 - 515-432-3191
 jfisher@fishertracks.com - fishertracks.com
 (Installation, Refurbishment & Design Build of
 All-Weather Running Tracks)

PUBLIC RELATIONS SERVICES



Idea Bank Education

Jack Sheard - 402-463-0588
 jack@ideabankmarketing.com
 IdeaBankEducation.com
 (Full-service agency in Central NE for communication
 & marketing strategy, creative services & web/mobile
 design & development)
 * GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES



One Source

The Background Check Company
 Neal Josten - 402-933-9999 Ext 5600
 njosten@onesourcebackground.com
 onesourcebackground.com
 (Employment, Volunteer, Contractor Screening)
 * GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors

Jason Richards - 402-593-8911
 jprichards@prism-advisors.com
 prism-advisors.com
 (PEOPLE, PROCESS & SYSTEMS. IT strategic
 planning and project management)

TECHNOLOGY/SOFTWARE



Filament Essential Services

Dan Kunzman - 402-479-6663
 dank@fes.org - www.filamentservices.org
 (SOCS websites+apps, Marketing/Branding/Video,
 Data. A new division of FES)
 * GOLD LEVEL AFFILIATE

Sparq Data Solutions

Craig Caples - 402-423-4951
 ccaples@sparqdata.com - sparqdata.com
 (Paperless Board Meetings, Staff Negotiations,
 Public Document Management, Document
 Imaging & Scanning)
 * GOLD LEVEL AFFILIATE

THERAPY SERVICES

Central Nebraska Rehabilitation Services

Mary Walsh-Sterup
 308-675-1853 ext. 3222
 mary@cnrehab.com - cnrehab.com
 (Providing PT, OT and Speech therapy
 in the school system)

TRANSPORTATION



Master's Transportation

Amber Bryant - 800-783-3613
 abryant@mastertransportation.com
 www.mastertransportation.com
 (Your trusted source for safe, reliable, and
 innovative group transportation solutions.)
 * GOLD LEVEL AFFILIATE



1311 STOCKWELL STREET
LINCOLN, NE 68502
WWW.NASBONLINE.ORG

RETURN SERVICE REQUESTED



NASB BOARD NOTES

A monthly publication from the Nebraska Association of School Boards



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

IN THIS EDITION

EDUCATION COMMISSION OF THE STATES WELCOMES NASB'S JOHN SPATZ
UPCOMING MEMBER CALLS & ENGAGEMENT OPPORTUNITIES
NATIONAL SCHOOL BREAKFAST WEEK 2021
UPGRADE YOUR WEBSITE, LOGO AND DATA SECURITY
CALL FOR STATE EDUCATION CONFERENCE PROPOSALS
AT THE BOARD TABLE
UPCOMING NETWORKING & EVENTS
SIMPLIFY THE PROCESS OF KEEPING YOUR MANUAL CURRENT
RELY ON NASB'S NATURAL GAS PROGRAMS
TRAINING, NETWORKING, ENGAGEMENT & EVENTS
NASB AFFILIATES
... AND MUCH MORE!

AS WELL AS "THIS MONTH IN ..."

... ADVOCACY & GOVERNMENT RELATIONS
... ALICAP & INSURANCE
... BOARD LEADERSHIP
... ENERGY PURCHASING
... MEMBER ENGAGEMENT
... POLICY
... SEARCH, STRENGTHS & AWARDS
... TECHNOLOGY

MARCH 2021

#liveNASB

#weLIVEhere

www.NASBonline.org

STATE OF NEBRASKA
GAME AND PARKS COMMISSION
LAND AND WATER CONSERVATION FUND
PROJECT AGREEMENT
(33-129/7-83)

Game & Parks Commission
REVISED
JUN 13 1985
Planning & Programming Division

| | |
|--|----------------|
| Political Subdivision | Project Number |
| Table Rock Schools | 31-00731 |
| Project Title | |
| Ballfield Lighting Replacement | |
| Project Period | |
| 8/23/85 to 12/31/85 | |
| Project Scope (Description of the Project) | |

The Table Rock School, District 23, will renovate the existing sports and playfields.

Project Cost:

| | |
|----------------------|-------------|
| Total Cost | \$34,000.00 |
| Fund Support Ceiling | |
| Federal | |
| Percent | 50 |
| Amount | \$17,000.00 |
| State | |
| Percent | -0- |
| Amount | \$-0- |

The following are hereby incorporated into this agreement:

1. General Provisions
2. Project Application and Attachments

By virtue of authority contained in Sections 37-427 to 37-249 inclusive, Revised Statutes of Nebraska, the State of Nebraska, represented by the Nebraska Game and Parks Commission, hereinafter referred to as the State or the Commission does on this day hereby enter into an agreement with Table Rock School hereinafter referred to as the Political Subdivision for the purposes of executing and administering the provisions of the Land and Water Conservation Fund Act of 1965, P.L. 88-578 (78 Stat. 897), hereinafter referred to as the Act, as applicable to agreements of this nature.

In consideration of the covenants of the Political Subdivision as hereinafter set forth, including such project plans, specifications, and estimates as may be attached hereto and made a part of this agreement, the State hereby agrees to obligate to the Political Subdivision the amount of money specified herein, and when funds are available, to reimburse the Political Subdivision that portion of the obligation which is required to pay the State's share of the cost of the project stage based on the percentage of assistance herein described, and to pay the Political Subdivision all appropriate federal funds received for project expenditures.

The Political Subdivision agrees to execute the project stage as set forth herein in a timely and businesslike manner for the purposes intended and in accord with the following terms, conditions, and covenants:

SPECIAL PROVISIONS

The following special project terms and conditions were added to this agreement before it was signed by the parties hereto:

In witness whereof, the parties hereto have executed this agreement as of the date entered on the first page hereof and the covenants herein shall extend to and be binding upon the successors of the parties to this agreement.

THE STATE OF NEBRASKA

By *Clarence E. Howell* Date 6/10/85
State Liaison Officer
Nebraska Game and Parks Commission

POLITICAL SUBDIVISION

Table Rock School, District 23 Date 6-11-85
Sponsor
Duan Stubb Supt
Signature Title

LAND AND WATER CONSERVATION FUND PROJECT AGREEMENT

General Provisions

Part I - Definitions

- A. The term "project" means the conditions outlined in the project agreement.
- B. The term "Manual" as used herein means the Land and Water Conservation Fund Manual.
- C. The term "State" as used herein means the State of Nebraska.
- D. The term "Commission" as used herein means the Nebraska Game and Parks Commission.
- E. The term "NPS" as used herein means the National Park Service, United States Department of the Interior.

Part II - Continuing Assurances

The parties to the project agreement specifically recognize that the Land and Water Conservation Fund assistance project creates an obligation to maintain the property described in the project agreement consistent with the Land and Water Conservation Fund Act and the following requirements.

Further, it is acknowledged intent of the parties hereto that recipients of assistance will use moneys granted hereunder for the purposes of this program, and that assistance granted from the Fund will result in a net increase, commensurate at least with the Federal cost-share, in a participant's outdoor recreation. It is intended by both parties hereto that assistance from the Fund will be added to, rather than replace or be substituted for, State and local outdoor recreation funds.

- A. The Political Subdivision agrees, as recipient of this assistance, that it will meet the following specific requirements and the terms of the project agreement.
- B. The Political Subdivision agrees that the property described in the project agreement and the dated project boundary map made part of that agreement is being acquired or developed with Land and Water Conservation Fund assistance, or is integral to such acquisition or development, and that, without the approval of the Nebraska Game and Parks Commission, it shall not be converted to other than public outdoor recreation use but shall be maintained in public outdoor recreation in perpetuity or for the term of the lease in the case of leased property. The Commission shall approve such conversion only if it is in accord with the then existing comprehensive statewide outdoor recreation plan and only upon such conditions as deemed necessary to assure the substitution of other recreation properties of at least equal fair market value and of reasonably equivalent usefulness and location. This replacement land becomes subject to the same conditions regarding use for outdoor recreation purposes as stated above. The approval of conversion shall be by written consent of the Commission. Prior to the completion of this project, the Political Subdivision and the Commission may mutually alter the area described in the project agreement and the dated project boundary map to provide the most satisfactory public outdoor recreation unit, except that acquired parcels must be maintained in outdoor recreation use.

In the event, the Commission provides Land and Water Conservation Fund assistance for the acquisition and/or development of property subject to reversionary interests with full knowledge of those reversionary interests, conversion of said property to other than public outdoor recreation uses as a result of such reversionary interest being exercised is approved. In receipt of this approval, the Political Subdivision agrees to notify the Commission of the conversion as soon as possible and to seek approval of replacement property in accord with the conditions set forth in these provisions. The Political Subdivision further agrees to effectuate such replacement within a reasonable period of time, acceptable to the Commission, after the conversion of property takes place. These provisions are also applicable to: leased properties acquired and/or developed with fund assistance where such lease is terminated prior to its full term due to the existence of provisions on such lease known and agreed to by the Commission; and properties subject to other outstanding rights and interests that may result in a conversion when known and agreed to by the Commission.

- C. The Political Subdivision agrees that the benefit to be derived by the State from the full compliance by the Political Subdivision with the terms of this agreement is the preservation, protection, and the net increase in the quality of public outdoor recreation facilities and resources which are available to the people of the Political Subdivision and of the State, and such benefit exceeds to an immeasurable and unascertainable extent the amount of money furnished by the State by way of assistance under the terms of this agreement, the Political Subdivision agrees that payment by the Political Subdivision to the State of an amount equal to the amount of assistance extended under this agreement by the State would be inadequate compensation to the State for any breach by the Political Subdivision of this agreement. The Political Subdivision further agrees, therefore, that the appropriate remedy in the event of a breach by the Political Subdivision of this agreement shall be the specific performance of this agreement.
- D. The Political Subdivision agrees to comply with the policies and procedures set forth in the Land and Water Conservation Fund Manual.
- E. The Political Subdivision agrees to operate and maintain, at its sole expense, or cause to be operated and maintained, the property or facilities acquired or developed pursuant to this agreement in the manner and according to the standards set forth in the Manual, including, but not necessarily limited to the following:
- (a) The property shall be maintained so as to appear attractive and inviting to the public.
 - (b) Sanitation and sanitary facilities shall be maintained in accordance with applicable State and local public health standards.
 - (c) Reasonable precautions will be taken for public safety which are commensurate with the use and objectives of the property and facilities developed under this project agreement.
 - (d) Buildings, roads, trails, and other structures and improvements shall be kept in reasonable repair so as to prevent undue deterioration and to encourage public use.
 - (e) The facility shall be kept open for public use at reasonable hours and times of the year, according to the type of area or facility.
 - (f) All new utility lines will be buried.
 - (g) Install and maintain a Land and Water Conservation Fund recognition sign.
- F. The Political Subdivision agrees that a permanent record shall be kept in the project public property records and available for public inspection to the effect that the property described in the scope of the project agreement, and the dated project boundary map made part of that agreement has been acquired or developed with Land and Water Conservation Fund assistance and that it cannot be converted to other than public outdoor recreation use without the written approval of the Commission.
- G. **Nondiscrimination**
1. The Political Subdivision shall comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Department of Interior Regulation (43 CFR 17) issued pursuant to that title, to the end that, in accordance with Title VI of that act and in accordance with the rules effectuating Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112, as amended), no person in the United States shall, on the ground of race, religion, color, national origin, or handicap, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in the use of any property or facility acquired or developed pursuant to the project agreement. The Political Subdivision shall immediately take any measures necessary to effectuate this provision. This assurance shall be binding on the Political Subdivision to which Fund Assistance or property acquired or developed with Fund assistance has been transferred for public recreation purposes.
 2. The Political Subdivision shall comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

3. The Political Subdivision shall comply with the regulations and guidelines promulgated pursuant to the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) by the Secretary of the Interior, the NPS and the State of Nebraska.
4. The provisions of the first three paragraphs apply to any part of the recreation system within which the assisted facility or property exists.
5. The Political Subdivision shall not discriminate against any person on the basis of residence except to the extent that reasonable differences in admission or other fees may be maintained on the basis of residence as set forth in the Manual.

Part III – Project Assurances

A. Applicable Federal Circulars

The Political Subdivision shall comply with applicable regulations, policies, guidelines and requirements including Office of Management and Budget Circulars No. A-95 (Evaluation, review, and coordination of Federal assistance programs and projects) and A-102 (Uniform administrative requirements for grants-in-aid to State and Local governments) and A-87 (Cost principles applicable to grants and contracts with State and Local governments) as they relate to the application, acceptance and use of Federal Funds for this federally assisted project.

B. Project Application

1. The Application for Federal and/or State assistance bearing the same project number as the agreement and associated documents is made a part of the agreement.
2. The Political Subdivision possesses legal authority to apply for the grant, and to finance and construct the proposed facilities. A resolution, motion or similar action has been duly adopted or passed authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the Political Subdivision to act in connection with the application and to provide such additional information as may be required.
3. The Political Subdivision has the ability and intention to finance the local share of the costs for the project. Sufficient funds will be available to assure effective operation and maintenance of the facilities acquired or developed by the project.

C. Project Execution

1. The project period shall begin with the date entered on the first page of the project agreement or the effective date of a waiver of retroactivity and shall terminate at the end of the stated or amended project period unless the project is completed or terminated sooner in which event the project period shall end on the date of completion or termination.
2. The State shall transfer to the project sponsor identified in the Application for Federal Assistance all funds granted hereunder.
3. The Political Subdivision will cause work on the project to be commenced within a reasonable time after receipt of notification that funds have been approved and assure that the project will be prosecuted to completion with reasonable diligence.
4. The Political Subdivision will require the facility to be designed to comply with the Architectural Barriers Act of 1968 (Public Law 90-480), and the General Services Administration's Accessibility Standards (PBS [PCD]: DG6, Oct. 14, 1980) and with all State Statutes regarding handicapped accessibility, including but not limited to Nebraska Revised Statutes 1943, Reissue of 1976, Sections 72-1101 through 72-1124. The Political Subdivision will be responsible for conducting inspections to insure compliance with these specifications by the contractor, or self compliance in the event of force account construction projects.

5. The Political Subdivision shall secure completion of the work in accordance with approved construction plans and specifications, and shall secure compliance with all applicable Federal, State, Local laws and regulations.
6. In the event the project covered by the project agreement, cannot be completed in accordance with the plans and specifications for the project; the Political Subdivision shall bring the project to a point of recreational usefulness agreed upon by the Political Subdivision and the Commission.
7. The Political Subdivision will provide and maintain competent and adequate architectural/engineering supervision and inspection at the construction site to insure that the completed work conforms with the approved plans and specifications; that it will furnish progress reports and such other information as the Commission may require.
8. The Political Subdivision will comply with the terms of Title II and Title III, the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646), 94 Stat. 1894 (1970), and the applicable regulations and procedures implementing such Act for all real property acquisitions and where applicable shall assure that the Act has been complied with for property to be developed with assistance under the project agreement. In addition the Political Subdivision will comply with all State Statutes regarding acquisition of real property and relocation including, but not necessarily limited to Revised Statutes Supplement 1973, Sections 25-2501 through 25-2506 and Revised Statutes of Nebraska 1943, Reissue of 1976, Sections 76-1201 through 76-1213.
9. The Political Subdivision will comply with the provisions of: Executive Order 11988, relating to evaluation of flood hazards; Executive Order 11288, relating to the prevention, control, and abatement of water pollution, and Executive Order 11990 relating to the protection of wetlands.
10. The Political Subdivision will comply with all applicable State Statutes regarding acquisition and/or development of flood plains including but not necessarily limited to Nebraska Revised Statutes 1977, Volume 1, Sections 2-1506.01 through 1506.27.
11. The Political Subdivision will comply with the flood insurance purchase requirements of section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified as an area having special flood hazards by the Flood Insurance Administration of the Federal Emergency Management Agency. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
12. The Political Subdivision will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities, pursuant to 40 CFR, Part 15.20 and that it will notify the Commission of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be utilized in the project is under consideration for listing by the EPA. The Political Subdivision agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act of 1970. The Political Subdivision further agrees to insert this clause into any contract or subcontract in excess of \$100,000.
13. It will assist the State in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1974 (16 U.S.C. 469a et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to effects (see 36 CFR Part 800.8) by the activity, and notifying the Commission of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

D. Construction contracted by the political subdivision shall meet the following requirements:

1. Contracts for construction in excess of \$10,000 shall be awarded through a process of competitive bidding involving formal advertising, with adequate purchase description, sealed bids, and public openings. Copies of all advertisements, bids, and a copy of the contract shall be retained for inspection by the Commission. **In the event that State and Local laws require competitive bidding on contracts in amounts less than \$10,000 the lower amount shall govern.**

2. The Political Subdivision shall inform all bidders on contracts for construction that Federal and/or State funds are being used to assist in construction.
3. Written change orders shall be issued for all necessary changes in the facility being constructed under contract. Such change orders shall be submitted to the Commission for approval and shall be made a part of the project file and should be kept available for audit.
4. Contracts for construction shall include a provision for compliance with the Copeland "Anti-kickback" Act (18 U.S.C. 874) as supplemented by Department of Labor regulations (29 CFR, Part 3).
5. The Political Subdivision will comply with other procurement standards of OMB Circular A-102 Attachment, except for provisions related to compliance with Davis Bacon Act requirements (unless required by a program providing supplemental funding.) Should supplemental funding be provided which requires compliance with Davis Bacon Act requirements all construction contracts awarded by the Political Subdivision in excess of \$2,000 shall include a provision for compliance with such Act (40 U.S.C. 276a to a7) and as supplemented by Department of Labor Regulations (29 CFR, Part 5).
6. The Political Subdivision shall comply with Executive Order 11246, as amended, regarding equal opportunity for all persons, without regard to race, color, religion, sex, or national origin, employed or seeking employment with contractors performing under federally assisted construction contracts. In addition to Executive Order 11246, the following specific requirements shall be carried out by the State:
 - (1) The Political Subdivision shall include the following in solicitation for offers and bids on federally assisted construction contracts over \$10,000:
 - a. "Notice of Requirement for Affirmative Action to Ensure Equal Employment Opportunity," including goals which are to be inserted by contracting officer or applicant.
 - b. "Standard Federal Equal Employment Opportunity Construction Contract Specification".
 - (2) The Political Subdivision shall include the following in construction contracts over \$10,000:
 - a. Equal Opportunity Clause.
 - b. "Standard Federal Equal Employment Opportunity Construction Contract Specification".
 - c. A Non-Segregated Facilities Certification signed by the prime contractor and subcontractor.
 - (3) The Political Subdivision shall provide notice of contract awards subject to these provisions to Director of OFCCP within 10 days after the award (Notice includes name, address and telephone number of contractor, employer identification number, dollar amount of contract, estimated starting and completion dates, contract number and geographical area in which the contract is to be performed).
 - (4) The Political Subdivision shall cooperate with the Director of NPS and the Director of OFCCP in the implementation of the program.
 - (5) The Political Subdivision shall insure that EEO posters are displayed on Federally assisted construction sites.
 - (6) The Political Subdivision shall insure that contractors engaged in Federally assisted construction contracts are providing data and reports to the appropriate OFCCP regional office as required or requested.
 - (7) The Political Subdivision shall insure that the provisions of the Equal Opportunity Clause are followed for construction contracts involving force account labor.
 - (8) The Political Subdivision shall carry out sanctions and penalties imposed upon the federally assisted construction contractor or subcontractor by the Secretary of Labor pursuant to the Executive Order 11246, as amended, and

refrain from entering into any contract subject to this Order, or extension or other modification of such a contract with a contractor debarred from Government contracts under Executive Order 11246, as amended.

- (9) The Political Subdivision shall incorporate, or cause to be incorporated, into all construction contracts exceeding \$10,000 the following provisions:

"During the performance of this contract, the contractor agrees as follows:

a. "The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, sex, or national origin. Such action shall include, but not be limited to, the following: employment; upgrading; demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

b. "The contractor will state, in all solicitations or advertisements for employees placed by or on behalf of the contractor, that all qualified applicants will receive consideration for employment without regard to race, religion, color, sex, or national origin.

c. "The contractor will send to each labor union or representative or workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contract's commitments under Section 202 of Executive Order No. 11246 as amended (3 CFR 169 [1974]), and shall post copies of notices in conspicuous places available to employees and applicants for employment.

d. "The contractor will comply with all provisions of Executive Order No. 11246, as amended, and the rules, regulations, and relevant orders of the Secretary of Labor.

"The contractor will furnish all information and reports required by Executive Order No. 11246, as amended, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

e. "In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, this contract may be cancelled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order No. 11246, as amended, and such other sanctions may be imposed and remedies invoked as provided in Executive Order No. 11246, as amended, or by rule, regulations, or order of the Secretary of Labor, or as otherwise provided by law.

f. "The contractor will include the provisions of Paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order No. 11246, as amended, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the contracting agency may direct as a means of enforcing such provisions, including sanctions for non-compliance: Provided, however, that in the event the contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the contracting agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

7. The Political Subdivision shall (1) comply with the above provisions in construction work carried out by itself, (2) assist and cooperate actively with the Secretary of the Interior and the Secretary of Labor in obtaining the compliance of contractors and subcontractors with the above contract provisions and with the rules, regulations, and relevant orders of the Secretary of Labor, (3) obtain and furnish to the Secretary of the Interior and to the Secretary of Labor

such information as they may require for the supervision of such compliance, (4) enforce the obligation of contractors and subcontractors under such provisions, rules, regulations, and orders, (5) carry out sanctions and penalties for violation of such obligations imposed upon contractors and subcontractors by the Secretary of Labor or the Secretary of the Interior pursuant to Part II, Subpart D, of Executive Order No. 11246, as amended, and (6) refrain from entering into any contract with a contractor debarred from Government contracts under Part II, Subpart D, of Executive Order No. 11246, as amended. In addition, the State agrees that if it fails or refuses to comply with these undertakings, the NPS may take any or all of the following actions: Cancel, terminate, or suspend in whole or in part this grant; refrain from extending any further assistance to the applicant under the program with respect to which the failure or refusal occurred until satisfactory assurance of future compliance has been received from such applicant; and refer the case to the Department of Justice of appropriate legal proceedings.

E. Conflict of Interests

1. No official or employee of the Local, State or Federal Government who is authorized in an official capacity to negotiate, make, accept, or approve, or to take part in such decisions regarding a contract or subcontract in connection with this project, shall have any financial or other personal interest in any such contract or subcontract.
2. No person performing services for the Local, State or Federal Government in connection with this project shall have a financial or other personal interest other than employment or retention by the Local, State, or Federal Government, in any contract or subcontract in connection with this project. No officer or employee of such person retained by the Local, State or Federal Government shall have any financial or other personal interest in any real property acquired for this project unless such interest is openly disclosed upon the public records of the Political Subdivision, and such officer, employee or person has not participated in the acquisition for or on behalf of the political subdivision.
3. No member of or delegate to Congress shall be admitted to any share or part of this agreement, or to any benefit to arise hereupon, unless such benefit shall be in the form of an agreement made with a corporation for its general benefit.
4. The Political Subdivision, the State and the National Park Service shall be responsible for enforcing the above conflict of interest provisions.

F. Hatch Act

The Political Subdivision will comply with the provisions of the Hatch Act which provides that no officer or employee of the Political Subdivision whose principal employment is in connection with any activity which is financed in whole or in part pursuant to this agreement, shall take part in any of the political activity proscribed in the Hatch Political Activity Act, 5 U.S.C. Sec. 118k (1964), with the exceptions therein enumerated.

G. Project Costs

Project Costs eligible for assistance shall be determined upon the basis of the criteria set forth in the Manual and OMB Circular A-87. It is expressly agreed and understood by the Political Subdivision that only those project expenditures incurred within the project period specified by this agreement will be subject to reimbursement under the agreement, except as may be otherwise provided by the Manual.

H. Project Administration

1. The Political Subdivision shall promptly submit such reports and documentation as the Commission may request.
2. The Political Subdivision shall use any funds received by way of advance payment from the Commission under the terms of this agreement solely for the project described herein.
3. Any moneys advanced to the Political Subdivision are "public moneys" (owned by the Federal government) and shall be deposited in a bank with FDIC insurance coverage and the balances exceeding the FDIC coverage shall be collaterally secured as provided for in 12 U.S.C. 265.

4. Properties and facilities acquired or developed with Fund assistance shall be available for inspection by the Commission and/or the NPS at all times.
5. The Political Subdivision may use any generally accepted accounting system, provided such system meets the minimum requirements set forth in the Manual and supplemental instructions which may be issued by the Commission.
6. Any deviations, which will result in a change of project scope or objectives, shall be submitted to the Commission for prior approval.
7. The acquisition cost of real property shall be based upon value determined by a licensed appraiser. The reports of such appraisers shall be submitted to the Commission for approval.
8. All development plans and specifications shall be submitted for approval by the Commission prior to commencement of any site preparation or construction and no such site preparation or construction may be undertaken until so approved. When approved, development plans and specifications will become a part of this project agreement and execution of the project must be in accord with the approved plans and specifications.

I. Retention and Custodial Requirements for Records

1. Financial records, supporting documents, statistical records, and all other records pertinent to this agreement shall be retained for a period of three years; except the records shall be retained beyond the three-year period if audit findings have not been resolved.
2. The retention period starts from the date of the final audit report for the project.
3. The Political Subdivision is authorized to substitute microfilm copies in lieu of original records.
4. The Commission, the Secretary of Interior, and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers, and records of the Political Subdivision which are pertinent to this project for the purpose of making audit, examination, excerpts and transcripts.

J. Project Termination

The essence of this agreement is a net gain in the quantity and quality of public outdoor recreation facilities and resources which shall become available to the citizens of the Political Subdivision and the State through the execution of this agreement. Failure of the Political Subdivision to comply with the terms of this agreement, except as provided herein, shall be cause for termination and suspension of all obligations of the State and Commission hereunder and of any future Federal assistance to the Political Subdivision under P.L. 88-578 (78 Stat. 897) and Chapter 6 Laws 1965.

1. The Commission may temporarily suspend assistance under the project pending corrective action by the Political Subdivision or pending a decision to terminate the grant by the Commission.
2. The Political Subdivision may unilaterally terminate the project at any time prior to the first payment on the project. After the initial payment, the project may be terminated, modified, or amended by the Political Subdivision only by mutual agreement.
3. The Commission may terminate the project in whole, or in part, at any time before the date of completion, whenever it is determined that the grantee has failed to comply with the conditions of the grant. The Commission will promptly notify the Political Subdivision in writing of the determination and the reasons of the termination, together with the effective date. Payments made to Political Subdivisions under projects terminated for cause shall be in accord with the legal rights and liabilities of the parties.
4. The State may terminate grants in whole, or in part at any time before the date of completion, when both parties agree that the continuation of the project would not produce beneficial results commensurate with the further expenditure of funds. The two parties shall agree upon the termination conditions, including the effective date, and, in the case of partial termination, the portion to be terminated. The Political Subdivision shall not incur new obligation for the terminated portion after the effective date, and shall cancel as many outstanding obligations as possible. The State may allow full credit to the Political Subdivision for the share of the noncancellable obligations, properly incurred by the grantee prior to termination.

5. Termination either for cause or for convenience requires that the project in question be brought to a state of recreational usefulness agreed upon by the Political Subdivision and the Commission or that all funds provided under the Land and Water Conservation Fund be returned to the Commission.

K. Lobbying with Appropriated Funds

Land and Water Conservation Fund moneys will be used in conformance with 18 USC 1913 which states that: "No part of the money appropriated by any enactment of Congress shall, in the absence of express authorization by Congress, be used directly or indirectly to pay for any personal service, advertisement, telegram, telephone, letter, printed or written matter, or other device, intended or designed to influence in any manner a Member of Congress, whether before or after the instruction of any bill or resolution proposing such legislation or appropriations; but this shall not prevent officers or employees of the United States or of its departments or agencies from communicating to Members of Congress on the request of any Member or to Congress, through the proper official channels, requests for legislation or appropriations which they deem necessary for the efficient conduct of the public business."

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
Land and Water Conservation Fund Project Agreement

| | |
|--|---|
| State Nebraska | Project Number 31-00731 |
| Project Title Ballfield Lighting Replacement Table Rock School | |
| Project Period Date of approval to December 31, 1987 | Project Stage Complete Covered by this Agreement |

Project Scope (Description of Project)

The Table Rock School, District 23, will renovate the existing sports and playfields.

| | |
|--|--|
| Project Cost | The following are hereby incorporated into this agreement: |
| Total Cost \$ <u>34,000.00</u> | 1. General Provisions (LWCF Manual) |
| Fund Support not to exceed 50% Fund Amount \$ <u>17,000.00</u> | 2. Project Application and Attachments. |
| Cost of this Stage \$ <u>34,000.00</u> | 3. _____ |
| Assistance this Stage \$ <u>17,000.00</u> | 4. _____ |

The United States of America, represented by the Director, National Park Service, United States Department of the Interior, and the State named above (hereinafter referred to as the State), mutually agree to perform this agreement in accordance with the Land and Water Conservation Fund Act of 1965, 78 Stat. 897 (1964), the provisions and conditions of the Land and Water Conservation Fund Grants Manual, and with the terms, promises, conditions, plans, specifications, estimates, procedures, project proposals, maps, and assurances attached hereto or retained by the State and hereby made a part hereof.

The United States hereby promises, in consideration of the promises made by the State herein, to obligate to the State the amount of money referred to above, and to tender to the State that portion of the obligation which is required to pay the United States' share of the costs of the above project stage, based upon the above percentage of assistance. The State hereby promises, in consideration of the promises made by the United States herein, to execute the project described above in accordance with the terms of this agreement.

The following special project terms and conditions were added to this agreement before it was signed by the parties hereto:

The grantees shall comply with Executive Order 12432, Minority Business Enterprise Development as found on the back of this form.

In witness whereof, the parties hereto have executed this agreement as of the date entered below.

THE UNITED STATES OF AMERICA
BY 5/23/85 J. Skipski
LAND & WATER CONSERVATION
FUND PROJECT OFFICER
(Signature)

National Park Service
United States Department
of the Interior

Date 5/23/85

STATE
Nebraska
By [Signature]
(Signature)

Eugene T. Mahoney
(Name)
Director & State Liaison Officer
(Title)

MINORITY BUSINESS ENTERPRISE DEVELOPMENT

The grantee shall comply with Executive Order 12432, Minority Business Enterprise Development, as follows:

It is the national policy to place a fair share of purchases with minority business firms. The Department of the Interior is strongly committed to the objectives of this policy and encourages all recipients of its grants and cooperative agreements to take affirmative steps to ensure such fairness. In particular, recipients should:

1. Place minority business firms on bidder's mailing lists.
2. Solicit these firms whenever they are potential sources of supplies, equipment, construction, or services.
3. Where feasible, divide total requirements into smaller needs, and set delivery schedules that will encourage participation by these firms.
4. Use the assistance of the Minority Business Development Agency of the Department of Commerce, the Small Business Administration, the Office of Small and Disadvantaged Business Utilization, Department of the Interior (DOI), the Business Utilization and Development Specialists who reside in each DOI bureau and office, and similar State and local offices where they exist.

For any project involving \$500,000 (Federal share) or more in grant assistance (except for projects involving acquisition only) the grantee shall submit prior to the commencement of construction and every fiscal year quarter thereafter, (until project completion), reports documenting the efforts to hire minority business firms. These reports (DI-1925) will be submitted to the National Park Service Regional Office for receipt within 5 days after the end of the fiscal year quarter.

FEDERAL ASSISTANCE

| | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|---|--|--|-----|--------------|--|-----|----------|--|-----|----------|--------|-----|----------|--|-----|----------|-----------|-----|--|--|
| 1. TYPE OF SUBMISSION (Mark appropriate box) <input type="checkbox"/> NOTICE OF INTENT (OPTIONAL) <input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION | | a. NUMBER 31-00731 | 2. APPLICATION IDENTIFIER NOTE TO BE ASSIGNED BY STATE | a. NUMBER NE 85 85 02 05006 | | | | | | | | | | | | | | | | | | |
| | | b. DATE Year month day 19 85 01 29 | | b. DATE ASSIGNED Year month day 19 85 03/08 | | | | | | | | | | | | | | | | | | |
| Least Blank | | | | | | | | | | | | | | | | | | | | | | |
| 4. LEGAL APPLICANT/RECIPIENT a. Applicant Name: Nebraska/Game and Parks Commission b. Organization Unit: Nebraska Game and Parks Commission c. Street/P.O. Box: 2200 No. 33rd St., P.O. Box 30370 d. City: Lincoln 2830 e. State: Nebraska f. Contact Person (Name & Telephone No.): Delvin M. Whiteley (402) 464-0641 | | | 5. EMPLOYER IDENTIFICATION NUMBER (EIN) N/A | | | | | | | | | | | | | | | | | | | |
| 7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project.) BALLELD LIGHTING REPLACE TABLE ROCK | | | 6. EMPLOYER IDENTIFICATION NUMBER (EIN) N/A 8. PROGRAM (From CFDA) MULTIPLE <input type="checkbox"/> a. NUMBER 1 5 9 1 6 b. TITLE Outdoor Recreation Acquisition, Development Planning | | | | | | | | | | | | | | | | | | | |
| 9. AREA OF PROJECT IMPACT (Names of cities, counties, states, etc.) Table Rock, Nebraska | | | 10. ESTIMATED NUMBER OF PERSONS BENEFITING N/A | | | | | | | | | | | | | | | | | | | |
| 12. PROPOSED FUNDING <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>a. FEDERAL</td> <td>\$17,000</td> <td>.00</td> </tr> <tr> <td>b. APPLICANT</td> <td></td> <td>.00</td> </tr> <tr> <td>c. STATE</td> <td></td> <td>.00</td> </tr> <tr> <td>d. LOCAL</td> <td>17,000</td> <td>.00</td> </tr> <tr> <td>e. OTHER</td> <td></td> <td>.00</td> </tr> <tr> <td>f. Total</td> <td>\$34,000</td> <td>.00</td> </tr> </table> | | | a. FEDERAL | \$17,000 | .00 | b. APPLICANT | | .00 | c. STATE | | .00 | d. LOCAL | 17,000 | .00 | e. OTHER | | .00 | f. Total | \$34,000 | .00 | 11. TYPE OF ASSISTANCE A-State Grant D-Insurance B-Intermediate E-Other C-Supplemental Grant F-Loan Enter appropriate letter(s) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| a. FEDERAL | \$17,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| b. APPLICANT | | .00 | | | | | | | | | | | | | | | | | | | | |
| c. STATE | | .00 | | | | | | | | | | | | | | | | | | | | |
| d. LOCAL | 17,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| e. OTHER | | .00 | | | | | | | | | | | | | | | | | | | | |
| f. Total | \$34,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| 13. CONGRESSIONAL DISTRICTS OF: a. APPLICANT: 01 b. PROJECT: 01 | | | 14. TYPE OF APPLICATION A-New C-Revision E-Augmentation B-Renewal D-Continuation Enter appropriate letter(s) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| 15. PROJECT START DATE Year month day 19 85 05 01 | | | 16. PROJECT DURATION 24 Months | | | | | | | | | | | | | | | | | | | |
| 18. DATE DUE TO FEDERAL AGENCY Year month day 19 85 01 29 | | | 17. TYPE OF CHANGE (For 14c or 14e) A-Increase Dollars F-Other (Specify): N/A B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation Enter appropriate letter(s) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| 19. FEDERAL AGENCY TO RECEIVE REQUEST a. ORGANIZATIONAL UNIT (IF APPROPRIATE): National Park Service b. ADMINISTRATIVE CONTACT (IF KNOWN): Midwest Region c. ADDRESS: 1709 Jackson St., Omaha, Nebraska 68102-2571 | | | 20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER N/A | | | | | | | | | | | | | | | | | | | |
| 22. THE APPLICANT CERTIFIES THAT: To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. | | | a. YES, THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE 01/29/85 | | | | | | | | | | | | | | | | | | | |
| 23. CERTIFYING REPRESENTATIVE a. TYPED NAME AND TITLE: Eugene T. Mahoney, Director and State Liaison Officer b. SIGNATURE: <i>Delvin M. Whiteley</i> 01/29/85 | | | b. NO, PROGRAM IS NOT COVERED BY E.O. 12372 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| 24. APPLICATION RECEIVED Year month day 19 85 04 30 | | | 25. FEDERAL APPLICATION IDENTIFICATION NUMBER N/A | | | | | | | | | | | | | | | | | | | |
| 27. ACTION TAKEN <input checked="" type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE <input type="checkbox"/> e. DEFERRED <input type="checkbox"/> f. WITHDRAWN | | | 26. FEDERAL GRANT IDENTIFICATION 31-00731 | | | | | | | | | | | | | | | | | | | |
| 28. FUNDING <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>a. FEDERAL</td> <td>\$ 17,000</td> <td>.00</td> </tr> <tr> <td>b. APPLICANT</td> <td></td> <td>.00</td> </tr> <tr> <td>c. STATE</td> <td></td> <td>.00</td> </tr> <tr> <td>d. LOCAL</td> <td>17,000</td> <td>.00</td> </tr> <tr> <td>e. OTHER</td> <td></td> <td>.00</td> </tr> <tr> <td>f. TOTAL</td> <td>\$ 34,000</td> <td>.00</td> </tr> </table> | | | a. FEDERAL | \$ 17,000 | .00 | b. APPLICANT | | .00 | c. STATE | | .00 | d. LOCAL | 17,000 | .00 | e. OTHER | | .00 | f. TOTAL | \$ 34,000 | .00 | 29. ACTION DATE Year month day 19 85 05 23 | |
| a. FEDERAL | \$ 17,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| b. APPLICANT | | .00 | | | | | | | | | | | | | | | | | | | | |
| c. STATE | | .00 | | | | | | | | | | | | | | | | | | | | |
| d. LOCAL | 17,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| e. OTHER | | .00 | | | | | | | | | | | | | | | | | | | | |
| f. TOTAL | \$ 34,000 | .00 | | | | | | | | | | | | | | | | | | | | |
| 30. STARTING DATE Year month day 19 85 05 23 | | | 31. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number) J. A. Skipski (402) 221-3203 FTS 864-3203 | | | | | | | | | | | | | | | | | | | |
| 32. ENDING DATE Year month day 1987 12 31 | | | 33. REMARKS ADDED <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | |

SECTION I, Item 7. - Summary Description of Project #31-00731

The Table Rock School, District 23, will renovate the existing sports and playfields.

SECTION III, Item 33. - Remarks Added

There are no other Federal funds in this project.

RESOLUTION

The School District, No. 33, of Table Rock, Nebraska intends to participate in the Land and Water Conservation Fund Program for the purpose of replacing antiquated 40-year old lighting system on school ballfield.

The Superintendent of Schools, Dr. Duane Stehlik, is authorized to sign documents to obtain financial assistance, including a project agreement with the State of Nebraska, and

The Superintendent of Schools, Dr. Duane Stehlik, is designated as Project Liaison Officer to work with the Nebraska Game and Parks Commission in carrying out the project.

The School District, No. 33, of Table Rock, Nebraska has the ability to finance its share of the cost of the proposed project and the financial capability to operate and maintain the completed facility.

The School District, No. 33, of Table Rock, Nebraska will not discriminate against any person on the basis of race, color, or national origin in the use of any property or facility acquired or developed pursuant to the project proposal, and shall comply with the terms and intent of Title VI of the Civil Rights Act of 1964, P. O. 88-354 (1964), and any of the regulations promulgated pursuant to such Act by the Secretary of the Interior and contained in 43 CFR 17.

No property acquired and/or developed under this project shall, without the approval of the Nebraska Game and Parks Commission and the Secretary of Interior, be converted to non-public outdoor recreation uses. Such approval may be granted only if it is in accord with the then existing comprehensive statewide outdoor recreation plan (SCORP) and only upon such conditions as deemed necessary to assure the substitution of other recreation properties of at least equal fair market value and of reasonably equivalent usefulness and location.

The School District, No. 33, of Table Rock, Nebraska will, after acquisition and development, exert every effort to preserve the existing beauty and enhancement of the proposed project area and will bury all proposed utility lines within the area.

The School District, No. 33, of Table Rock, Nebraska agrees to comply with all state and federal requirements in making the facilities accessible to the handicapped.

Adopted unanimously at the regular monthly board meeting held of the Table Rock Public Schools, District No. 33, Pawnee County, on Monday, April 4, 1983.

Harold Kottala
President

Dary Bada
Member

Larint Triska
Secretary

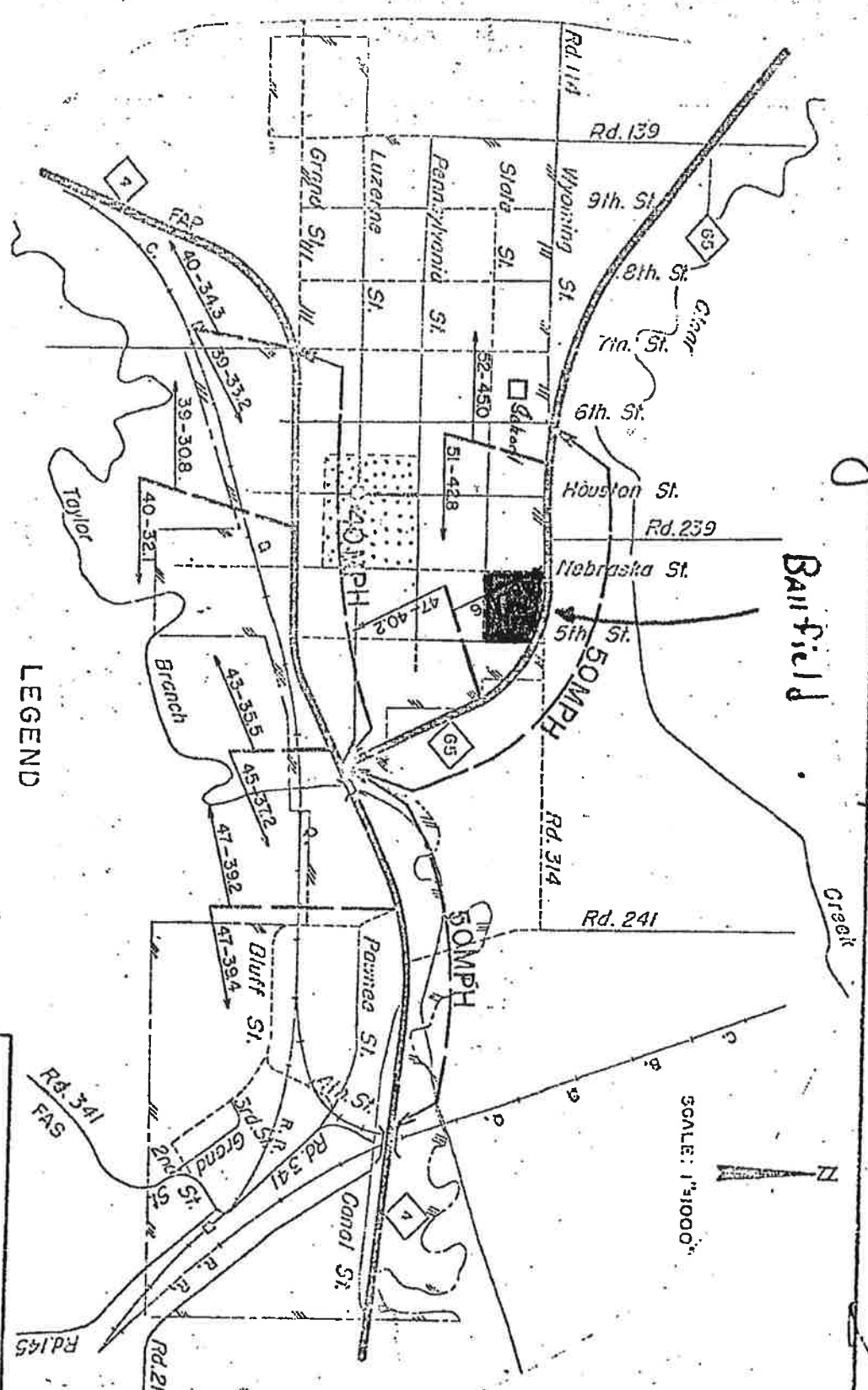
Donald L. Dike
Member

Charles Branch
Treasurer

Larry [unclear]
Member

Project # 31-00731

Bairfield

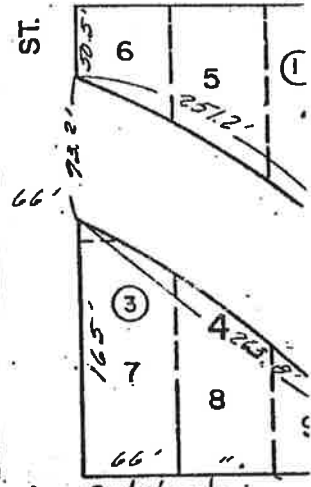
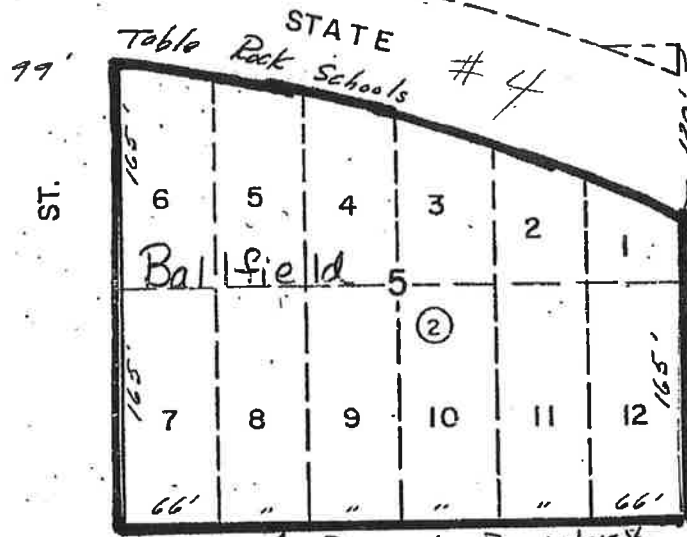


LEGEND

- CENTRAL BUSINESS DISTRICT
- CORPORATE LIMIT
- 85% - Av. Sp. SURVEY RESULTS
- 30 MPH RECOMMENDED SPEED ZONE

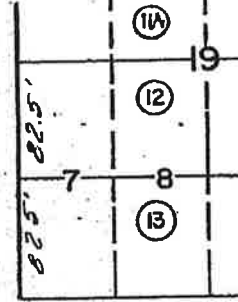
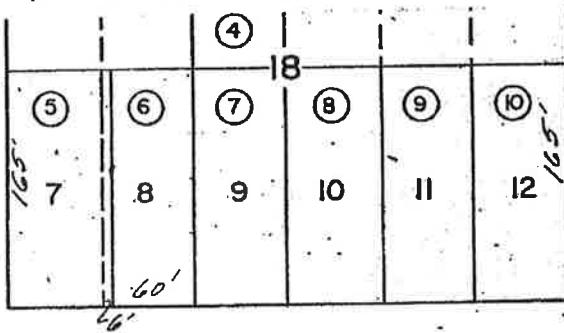
SCALE: 1"=1000'

| | |
|---|---------------|
| STATE OF NEBRASKA DEPARTMENT OF ROADS TRAFFIC ENGINEERING SECTION | |
| SPEED SURVEY TABLE ROCK | |
| APPROVED: | DATE: May 27 |
| HWYS. N-48-N-65 | Pownee County |
| TES 640-01 | |
| ORD NO. _____ | |
| AUTH. NO. _____ | |
| # 505 | LVM. JUNE '67 |



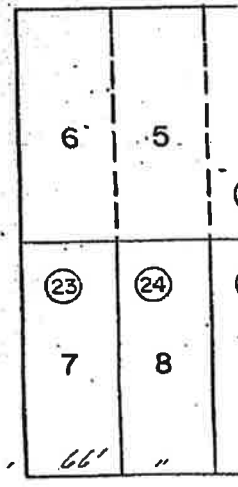
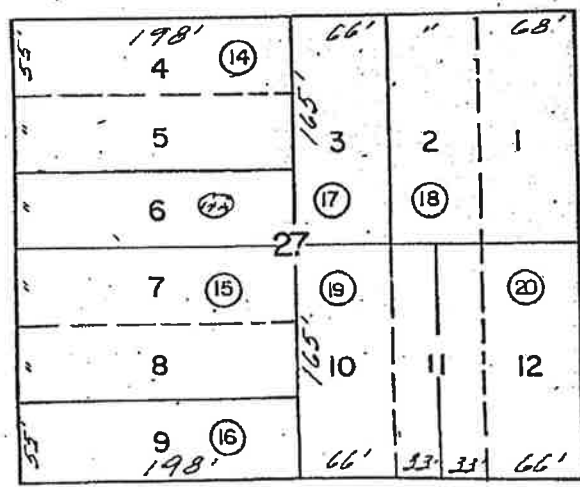
No Outstanding Rights 1/28/85 ST.

All of Block Five (5), in the Original Town of Table Rock, Pawnee County, Nebraska, except tract deeded to the State of Nebraska in deed dated January 2, 1946 and recorded March 25, 1946 in Book 47 at page 613, Pawnee County Nebraska Records,



BOOK 1 PAGE 39

PENNSYLVANIA



NEBRASKA

FIFTH

99'

Table Rock Football Field

Allen Fankhauser has been in contact with Attorney General's office and this is what we have found out.

- We can not trade fixtures for fixtures, meaning that the grant was used for football field lights and we can't install playground equipment and have the grant tied to that.
- There has been a similar situation in the recent past with another district and they made them purchase ground, install a playground (because they used their grant for a playground), so they are using that as precedence for this.
- Even if we found something to purchase in Humboldt, it takes a year to get it approved through the federal government, so we would not be able to sell it for a year.
- It has to be maintained as an open outdoor recreational area.
- We could **give** the property to the Village of Table Rock or Pawnee County if they would accept it. They would assume the responsibilities of the grant. I talked with 2 village board members and they indicated to me that they would not accept it because it would just be a maintenance issue to them, however, maybe they could convert it to a campground and maybe generate some revenue (especially when the mine is being installed). If we did this we would not be required to get and pay for an appraisal, so the only funds we would be paying out would be attorney fees. However, we would not be receiving anything for the football field.

why can't give to Jeger Pride Foundation (are a 501(c)3).

Nov. 2016

In 1985 the Table Rock Steinauer school district #23 entered in to a grant with the State of Nebraska, Game and Parks Commission, Land and Water Conservation for \$17,000. The district provided matching funds, and had ballfield lighting replaced. When Table Rock Steinauer merged with Humboldt and formed HTRS in 2002, the property became the property of the newly formed district and was used as an 8-man football field until this past year.

The catch is that this grant is “perpetual.” That means it never ends. That seems unrealistic. “Forever” is unrealistic. So “forever” this land has to be maintained, with minimum maintenance, as an outdoor recreational facility.

We can transfer the grant to another property. That would require the purchase of property of equal or greater value by a “yellow book” appraisal, which could cost up to \$5000. The grant can not be transferred to property the district already owns. This is another reason it seems unrealistic.

This property could be given away, but the recipient has to be a public entity, and the grant follows the property, so no one wants it! We have not been successful in giving it away.

We have reached out for help from Game and Parks Commission and have met with Schuyler Sampson, Michelle Stryker and Roger Knowlton with National Park Service. We have also been in contact with Senator Watermeier’s office and Senator Fischer’s office, but have not had any success to this point in getting anything changed.

All of this adds up to fiscal irresponsibility for our district and taxpayers. We are forced to maintain a property in a town where we no longer have a school. It has to remain open to the public, but for what? No one uses it. We can’t use it to make a profit, so we are wasting taxpayers’ money to maintain this property when it could be used by a patron to possibly build a business that would enhance the Village of Table Rock. This is why this whole situation seems so ridiculous!

October 10, 2016 - Football field - Allen Fankhauser is working to see if we can get out of the "perpetuity" clause of the grant. The original grant was for \$17,000 and was for the lights at the field. There are two things I've asked him to check on. One is if the grant is still binding since was with an entity that is no longer in existence, Table Rock schools. And secondly, is it possible to pay back the \$17,000 and be out from under the grant. Then we could sell it, hopefully get at least that much and walk away from it.

December 12, 2016 - We continue to try to find a solution to the football field at Table Rock. Allen Fankhauser is meeting with Rick Kunze on Friday and with the Village of Table Rock on Monday night. We can not give the property to the Tiger Foundation. But we can give it to the Village and the Foundation could maintain it. I don't think there is any way that we can sell the property without tying another property to the grant. The Village also meets on Monday night. Allen is going to try to get back to our meeting on Monday in time to let us know what the Village has decided.

April 10,, 2017 - Meeting with Roger Knowlton, Schulyer Sampson and Michelle Stryker. A few days after the meeting Senator Fischer's office called. She said they would take it to the federal level.



U.S. SENATOR DEB FISCHER CONSTITUENT SERVICES REQUEST FORM

Personal Information

Name: Humbolt-Table Rock-Steinauer Schools (HTRS) **Date of Birth:** _____
Address: 810 Central Ave. **City/State/Zip:** Humboldt, NE 68376
Phone: 402-862-2235 **Email:** sherriedmundson@htrstitans.org

Additional Information

Veterans Claim No: _____ **Medicare Claim No:** _____
Immigration A# or Receipt #: _____

Third Party Proxy Designation (Optional)

If you want another individual to be involved in your case, indicate below. Include Power of Attorney if applicable:

Name: Sherri Edmundson **Relationship to Individual:** Superintendent
Address: 810 Central Ave. **City/State/Zip:** Humboldt, NE 68376
Phone: 4002-862-2235 **Email:** sherriedmundson@htrstitans.org

Please briefly state your request for assistance, including any agencies or elected offices you have contacted:

Please see attached letter to Senator Dan Watermeier. It explains the
circumstances of our situation very well. We have had several communications
with Schuyler Sampson of the Planning and Programming Division of the Game
and Parks Commission of Nebraska.

Disclosure Authorization

The Privacy Act of 1974 prohibits the government and private entities under contract to administer government programs from revealing information from the personal files of individuals without the express permission of the person involved. Disclosure of personal records to a United States Senator who is acting on behalf of a constituent is prohibited unless the individual to whom the record pertains consents. I, the undersigned, herby authorize Senator Deb Fischer and her staff to receive information pertinent to my request for assistance indicated above.

NAME (please print): Sherri L. Edmundson for HTRS Schools
SIGNATURE: *Sherri L. Edmundson*
DATE: January 19, 2017

Return Information:

U.S. Senator Deb Fischer, Attn: Brandi McCaslin
 1110 Circle Drive, Suite F2
 Scottsbluff, NE 69361

Phone: (308) 630-2329
 Fax: (308) 630-2321
 Email: Brandi_McCaslin@fischer.senate.gov



Superintendent Sherri Edmundson
P 402-862-2235 F 402-862-3135

Principal Lisa Othmer
Assistant Principal Kari Lottman
P 402-862-2151 F 402-862-2152

810 Central Ave, Humboldt, NE 68376

January 10, 2017

Senator Dan Watermeier
Room # 2108
P.O. Box 94604
Lincoln, NE 68509

Dear Senator Watermeier:

I am writing on behalf of the Board of Education for HTRS School District #70 in Southeast Nebraska. We recently closed an attendance center in Table Rock and have moved all students and staff to the Humboldt attendance center. The Table Rock school building has been sold, but we have learned that the football field can not be sold because it is tied to a State of Nebraska Game & Parks Commission Land & Water Conservation Fund grant that was implemented in 1985 - 32 years ago.

We have learned that this grant is perpetual, meaning that it never ends. This property is tied to this grant forever! Since there is no longer a school in that community, this property is not only a financial burden to the district and taxpayers, but it also is impeding the development of new economic business in Table Rock.

We have been working closely with Schuyler Sampson of the Planning and Programming Division of the Game and Parks Commission to find a solution, but there doesn't seem to be one. We are only allowed to give it to a public entity, and they won't accept it. We can't sell it without a yellow book appraisal and purchasing another property that would then be tied to the grant perpetually. We have offered to repay the grant and that isn't allowed.

We are concerned that a \$17,000 grant that was implemented 32 years ago for wooden light poles for a district that is no longer in existence can hold our current school system hostage forever. Surely there is something or some way that this issue can be resolved.

We respectfully request a meeting with you at your earliest convenience. We can come to Lincoln to meet with you, or you are welcome to come to Humboldt to meet with us. Please let me know what date and time will work in your schedule.

Thank you for your time and for looking in to this matter.

Respectfully,

Sherri L. Edmundson
HTRS Superintendent

Mission Statement: Family, educators and community united in providing quality education for lifelong learning in a changing world.



Sherri Edmundson <sherriedmundson@htrstitans.org>

Bfit

Kellie Workman <kellieworkman@htrstitans.org>

Mon, Mar 29, 2021 at 3:10 PM

To: Sherri Edmundson <sherriedmundson@htrstitans.org>

Monthly is typically \$45,000.

We've paid ESU4 \$235,767 for Bfit/Elementary Learning Center since Aug 2020.

I attached the spreadsheet with Bfit highlighted and totaled so you can see the breakdown of their entire bill if you'd like.

Kellie

On Wed, Mar 24, 2021 at 8:54 AM Sherri Edmundson <sherriedmundson@htrstitans.org> wrote:

[Quoted text hidden]



InvoiceListingDetail.xlsx

19K

Humboldt Table Rock Steinauer ESU4

Invoice Listing - Detail

56,555.12

| Chart of Account Number | Detail Description | Detail Amount |
|-------------------------|----------------------|------------------|
| 01 1292 591 003 | 0-2 sped dir | 243.00 |
| 01 1291 591 003 | 3-5 sped dir | 243.00 |
| 01 2153 591 003 | 0-2 audiology | 104.19 |
| 01 2152 591 003 | 3-5 audio | 104.19 |
| 01 1200 591 001 | 0-2 early c | 300.00 |
| 01 1200 591 001 | 0-2 early ch consult | 254.17 |
| 01 1200 591 001 | 3-5 early ch consult | 254.16 |
| 01 1200 591 001 | SA sped dir | 4,374.00 |
| 01 2151 591 000 | SA audiology | 1,875.37 |
| 01 2141 591 000 | SA psych | 3,000.00 |
| 01 1200 591 001 | BFit | 44,603.04 |
| 01 2152 340 003 | SA deaf ed | 1,200.00 |

56,555.12

| Chart of Account Number | Detail Description | Detail Amount |
|-------------------------|--------------------|------------------|
| 01 1292 591 003 | 0-2 sped dir EC | 243.00 |
| 01 1291 591 003 | 3-5 sped dir EC | 243.00 |
| 01 2153 591 003 | 0-2 EC audiolog | 104.19 |
| 01 2152 591 003 | 3-5 EC audiolog | 104.19 |
| 01 1292 591 003 | 0-2 EC | 300.00 |
| 01 1292 591 003 | 0-2 EC consult | 254.17 |
| 01 1291 591 003 | 0-3 EC consult | 254.16 |
| 01 1200 591 003 | Elem Dir | 2,187.00 |
| 01 1200 591 001 | Sec Dir | 2,187.00 |
| 01 2151 591 000 | elem Audiolog | 937.69 |
| 01 2151 591 000 | Sec audiolog | 937.68 |
| 01 2151 591 000 | Elem deaf ed | 1,200.00 |
| 01 1200 591 003 | Elem BFit | 44,603.04 |
| 01 2141 591 000 | elem.sec Psych | 3,000.00 |

59,638.53

| Chart of Account Number | Detail Description | Detail Amount |
|-------------------------|---------------------|------------------|
| 01 1292 591 003 | EC 0-2 sped dir | 243.00 |
| 01 1291 591 003 | EC 3-5 sped dir | 243.00 |
| 01 2153 591 003 | EC 0-2 audiology | 104.19 |
| 01 2152 591 003 | EC 3-5 audiology | 104.19 |
| 01 1292 591 003 | EC 0-2 EC | 300.00 |
| 01 1292 591 003 | EC 0-2 consult | 254.17 |
| 01 1291 591 003 | EC 3-5 consult | 254.16 |
| 01 1200 591 001 | SA elem sped dir | 2,187.00 |
| 01 1200 591 001 | SA sec sped dir | 2,187.00 |
| 01 2151 591 000 | SA elem Audiolog | 937.68 |
| 01 2151 591 000 | SA sec Audiolog | 937.68 |
| 01 2151 591 000 | SA elem deaf ed | 1,200.00 |
| 01 1200 591 001 | SA elem BFit | 47,686.45 |
| 01 2141 591 000 | SA elem Psych | 1,500.00 |
| 01 2141 591 000 | SA sec Psych | 1,500.00 |

63,013.31

| Chart of Account Number | Detail Description | Detail Amount |
|-------------------------|--------------------|---------------|
| 01 1292 591 003 | EC 0-2 sped dir | 194.40 |
| 01 1291 591 003 | EC 3-5 sped dir | 194.40 |
| 01 2153 591 003 | EC 3-5 audiolog | 79.18 |
| 01 2152 340 003 | EC 0-2 audiolog | 79.18 |
| 01 1292 591 003 | EC 0-2 | 300.00 |

| | | |
|------------------------|------------------------|------------------|
| 01 1292 591 003 | EC 0-2 consult | 254.17 |
| 01 1291 591 003 | EC 3-5 consult | 254.16 |
| 01 1200 591 003 | elem sped dir | 1,749.60 |
| 01 2151 591 000 | elem audiol | 712.64 |
| 01 2151 591 000 | elem deaf ed | 672.00 |
| 01 1200 591 003 | elem learn cntr | 53,261.33 |
| 01 1200 591 001 | secd sped dir | 1,749.60 |
| 01 2151 591 000 | secd audiol | 712.65 |
| 01 2141 591 000 | secd psych | 1,400.00 |
| 01 2141 591 000 | elem psych | 1,400.00 |

56,555.12

| Chart of Account Number | Detail Description | Detail Amount |
|-------------------------|--------------------|------------------|
| 01 1200 591 003 | sped dir elem | 2,187.00 |
| 01 1200 591 001 | sped dir second | 2,187.00 |
| 01 2141 591 000 | psych | 3,000.00 |
| 01 2152 340 003 | deaf ed | 1,200.00 |
| 01 1200 591 003 | elem BFIT | 44,603.04 |
| 01 6406 591 003 | sped dir 3-5 | 243.00 |
| 01 2152 591 003 | audiology 3-5 | 104.19 |
| 01 1291 591 003 | EC consult | 254.16 |
| 01 6408 591 003 | sped dir 0-2 | 243.00 |
| 01 2153 591 003 | audiol 0-2 | 104.19 |
| 01 1200 591 003 | 0-2 EC | 300.00 |
| 01 1200 591 003 | 0-2 EC consult | 254.17 |
| 01 2151 591 000 | sa audiol | 1,875.37 |

10,000.00

| | |
|---------------------------------------|---------------|
| Description: dvlg and network support | Detail Amount |
| Chart of Account Number | 7,000.00 |
| 01 2230 643 000 | 3,000.00 |
| 01 2230 643 000 | |

100.00

| | |
|--------------------------------------|---------------|
| Description: Engaging Educators Conf | Detail Amount |
| Chart of Account Number | 100.00 |
| 01 2213 330 000 | |

Paid to ESU

302,417.20

\$ 234,756.90 SUM of BFIT

Martin Kulldorff @MartinKulldorff · Mar 15

No. Thinking that everyone must be vaccinated is as scientifically flawed as thinking that nobody should. COVID vaccines are important for older high-risk people, and their care-takers. Those with prior natural infection do not need it. Nor children.

This Tweet is misleading. Learn why health officials recommend a vaccine for most people.

EndemicEquilibrium @ElectraAscendin · Mar 15

Replying to @MartinKulldorff

Dr Kulldorff, do you think younger age groups and/or ppl who already had the virus need to be vaccinated? I am not an antivaxxer but I am "vaccine hesitant" about this one. It seems to be a religious mantra now that everyone MUST be vaccinated

**NIOBRARA COUNTY SCHOOL DISTRICT #1**

George Mirich Superintendent
P.O. Box 629 619 West Fifth St
Lusk, WY 82225
(307) 334-3793-(307) 334-0126 FAX

March 23, 2021

Niobrara County School District #1 approves variance to statewide health order #1, Sec. 5, items a-g.

This means:

- a. 6 feet of separation is no longer required
- b. gatherings of large groups are limited only by capacity
- c. face coverings are no longer required
- d. no health exceptions are necessary for face coverings
- e. separation and face coverings during transportation are no longer required
- f. visitors to facilities are no longer required to have face coverings
- g. high frequency hand hygiene no longer required in the facilities

This variance will remain in effect unless infections rise and spread is a threat. Students, teachers, staff, and visitors are still encouraged to stay home when you are sick. All persons are also encouraged to wash hands frequently, wear a mask if you would like, avoid large congested gatherings, and do what you need to do to stay healthy.

If you have questions or comments, please contact your school or district office.

George Mirich, Superintendent
Niobrara County School District #1

Expect More! Do More!

VAERS COVID REPORTS

50,861 Reports Through March 26, 2021*

[jump to browse reports](#) ▾

2249

DEATHS

4824

HOSPITALIZATIONS

8287

URGENT CARE

7813

OFFICE VISITS

379

ANAPHYLAXIS

435

BELL'S PALSY

Heart Attacks

479

Miscarriages

81

Severe Allergic Reaction

2815

Thrombocytopenia/Low Platelet

309

*VAERS FHS releases COVID Data weekly, but they release LAST WEEK'S data. So an update will always lag a week behind. When



Southeast District Health Department

Serving: Johnson, Nemaha, Otoe,
Pawnee, and Richardson Counties

FOR IMMEDIATE RELEASE

APRIL 5, 2021

CONTACT: GRANT BRUEGGEMANN, EXECUTIVE DIRECTOR
GRANT@SEDHD.ORG or (402) 274-3993

COVID-19 Variant Identified in Southeast Health District

AUBURN – The Southeast District Health Department (SEDHD) has confirmed the first known case of the U.K. variant of COVID-19, known as B.1.1.7, in the district. The B.1.1.7 variant was identified in a specimen collected from an adult in Otoe County and processed by the Nebraska Public Health Lab.

“While expected, confirming the presence of B.1.1.7 in the district is an important reminder to the community that we must continue to practice preventative measures to control the spread of the virus,” said SEDHD Health Director Grant Brueggemann.

The latest data suggests current vaccines still provide protection against variants. SEDHD strongly encourage residents to take these preventive actions to help slow the spread of COVID-19:

- Wear a mask.
- Watch your distance and stay at least six feet away from others.
- Wash your hands.
- Stay home if you're sick.
- Avoid crowded places, close contact, and confined spaces.
- Get vaccinated as soon as COVID-19 vaccine is available to you.

For more information on COVID-19, www.sedhd.org, call the Health Department at 402-274-3993 or visit [CDC.gov/coronavirus](https://www.cdc.gov/coronavirus).

###

Prevent Getting Sick

- Protect Yourself
 - Get a Vaccine
 - Masks
 - Hand Sanitizer
 - Wearing Gloves
 - Cleaning Your Home
 - Improving Ventilation in Your Home
- Protect your Home from COVID-19
- Social Distancing
 - Household Checklist
 - Living in Close Quarters
 - Living in Shared Housing
- If You Are Sick
 - People at Increased Risk
 - Daily Activities & Going Out
 - Travel
 - Children & Teens
 - Stress & Coping

What is social distancing?

Social distancing, also called "physical distancing," means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing, stay at least 6 feet (about 2 arm lengths) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing masks, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.


Why practice social distancing?

COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. Spread happens when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to stay at least 6 feet away from others when possible, even if you—or they—do not have any symptoms. Social distancing is especially important for people who are at higher risk for severe illness from COVID-19.

If you are sick with COVID-19, have symptoms consistent with COVID-19, or have been in close contact with someone who has COVID-19, it is important to stay home and away from other people until it is safe to be around others.

COVID-19 can live for hours or days on a surface, depending on factors such as sunlight, humidity, and the type of surface. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes. However, this is not thought to be the main way the virus spreads. Social distancing helps limit opportunities to come in contact with contaminated surfaces and infected people outside the home.

Although the risk of severe illness may be different for everyone, anyone can get and spread COVID-19. Everyone has a role to play in slowing the spread and protecting themselves, their family, and their community. In addition to practicing everyday steps to prevent COVID-19, keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread in communities.



We must halt all ongoing Covid-19 mass vaccination campaigns as a temporary health benefit to the most vulnerable groups does not justify a public health disaster of international concern.

Geert Vanden Bossche, DVM, PhD virology, independent seasoned vaccine researcher, previous SPO at the Bill & Melinda Gates Foundation and SPM at GAVI is urging WHO and world political leaders to immediately halt all ongoing Covid-19 mass vaccination campaigns as there is compelling evidence that they will soon dramatically worsen the consequences of the current pandemic.

Attached to this letter, you will find a *summary* of the manuscript I am currently in the process of finalizing. I initially intended to attach the manuscript in full to my letter. However, given the exceptional urgency of my call, I have no choice but to send you the summary (+ conclusion) in advance. I will post the manuscript in full on LinkedIn as soon as I can (presumably in the course of next week).

In the upcoming manuscript I will share my insights on the immune pathogenesis of Coronavirus pandemics. Those are based on an in-depth analysis of Covid-19-relevant scientific literature (key references will be appended) and backed by my deep vaccine knowledge and relentless perseverance in unraveling the host's immune defense mechanisms and strategies viruses have evolved to escape those. Understanding the interplay between the virus and the host immune system is a prerequisite for designing vaccines able to counter the immune subversive strategy of infectious pathogens. I do not think that it is reasonable for WHO or any other health authority to approve 'emergency use' of vaccines aimed at conducting mass vaccination campaigns in the very heat of an infectious pandemic without having gained an in-depth understanding of how this may impact on the outcome of the pandemic.

In particular, lack of understanding of the consequences of immune pressure on highly mutable viruses has now allowed for the approval of a number of Covid-19 vaccines that are completely contraindicated for fighting a pandemic, regardless of the technology used. ***Although safe and efficacious and providing temporary relief to part of the population and to healthcare facilities, these vaccines will soon come with a heavy toll to be paid by the entire population if mass vaccination campaigns continue.***

Again, given the urgency of my call, I will neither allow time for peer-review, nor for English proofreading, nor for fine-tuning the wording or for screening the manuscript for redundancy. As I merely seek to provide enough of compelling scientific proof for sounding this warning bell, I will not deal with relevant matters as exhaustively as I would normally do. Clearly, the upcoming manuscript is not meant to be submitted to a scientific peer-reviewed journal but to explain the scientific rationale behind **my cry of distress and urgent wake-up call. May they for God's sake draw the world's attention to what I think is now likely to become the biggest and most tragic mistake made in the history of public health in general and in the field of vaccination in particular.**

To support my wake-up call and credibility, I am not nearly as much relying on my credentials (which you can find at LinkedIn: <https://www.linkedin.com/in/geertvandenbossche/>) as I am on a diversified set of relevant scientific reports from the literature and on the evolution of the pandemic itself. The latter is now featured by the emergence of much more infectious viral variants.

Nevertheless, you may still opt for now to not believe the statements, conclusions and forecasts that will be made in this manuscript and which have already been summarized as attached. However, I have no doubt that in the days and weeks to come ‘doubting Thomas’ will have to admit that he was proven wrong. In the meantime, these disastrous vaccination campaigns will likely be intensified and even extended to younger age groups. Given the power, influence and blind ambition of the stakeholders driving these campaigns, it is going to be incredibly difficult to stop this act of complete madness. When all of them will finally have to admit the catastrophic consequences of this ‘experiment’, precious time and, more importantly, many more lives will have been lost. Eventually, complete lockdowns will likely be imposed for an indefinite period of time as a last resort.

Although largely based on direct or indirect scientific evidence, the views expressed in the manuscript will be my personal views. Of course, I take full accountability of what I am saying and I can only hope that those who’re in charge will be sufficiently convinced to take their responsibility and stop all ongoing Covid-19 vaccination campaigns immediately. There should be no excuse and certainly no complaints about lack of warnings by dedicated experts. I cannot emphasize enough that continuing these vaccination endeavors will dramatically prolong, instead of shorten, the current pandemic and take a much higher toll in terms of disease and fatality rates in all of the population. It goes without saying that a such enhancement of this crisis will come with unbearable socio-economic consequences for many years to come.

The manuscript will provide compelling evidence that – as far as acute self-limiting viral infections are concerned - the natural course (i.e., without human intervention!) of a Coronavirus pandemic is typically featured by 3 waves that ultimately flatten as the infection merges into a seasonal ‘common cold.’ However, it is difficult to predict how long it would take a natural Covid-19 pandemic to ‘downgrade’ to yet another kind of seasonal ‘common cold’ without human intervention. Maybe somewhere between 2 to 4 years, but that’s a personal guess. This is, of course, not to say that in the meantime one should not do whatever is possible to mitigate the disease in those developing severe symptoms. **But first, “do no harm”** (“primum non nocere”): Given the huge amount of immune escape that will be provoked by mass vaccination campaigns and flanking containment measures, it is difficult to imagine how human interventions would not cause the Covid-19 pandemic to turn into an incredible disaster for global and individual health.

I would have been able to put the appended manuscript together without having dedicated the last 10 years of my career to designing an entirely new vaccine concept that aims at enabling our immune system to kill a multitude of infectious (and even, noninfectious) diseases without allowing the pathogen, or any ‘variant’ editions thereof, to escape the immune response induced. In contrast, all of the current Covid-19 vaccines rely on strengthening adaptive (as opposed to innate) immunity in general, and humoral (i.e. antibodies) in particular. Hence, none of them will prevent immune escape and, for that matter, all will be subject to anti-viral resistance. Adapting the composition to the new circulating variants does not solve the problem as science tells us that this will even accelerate the rate of immune escape (in asymptomatic Covid-19 carriers).

Isn’t it surprising that while we have now become so well aware of all dramatic consequences and threats surrounding microbial resistance to antibiotics, we still don’t believe that fighting viruses in ways

that do not completely kill them opens the door to vaccine resistance? While we have been taught to always take the medication for as long as prescribed, even if we were already feeling much better, we still don't seem to believe that viruses can escape to specific antibodies if antibody concentrations or affinity are no longer sufficient to neutralize the virus. Widespread use of antibiotics is generally acknowledged to raise a serious global concern about antimicrobial resistance, but nobody seems to bother about resistance to vaccines that are used in mass vaccination campaigns in the context of an ongoing pandemic. Since those are conducted against a huge infectious background, a multitude of vaccinees will be in the process of seroconverting while being exposed to circulating infectious virus. Prophylactic vaccines against viral or other infectious diseases are typically administered well in advance of a likely risk of infectious exposure. While this is ensuring full-fledged protection to the infectious agent, it is also preventing immune escape and hence, resistance to the vaccine. Aren't we not already witnessing an increasing number of cases of Covid-19 vaccinated people who still shed virus and sometimes even develop mild symptoms? Aren't these cases compelling enough in proving how easily Covid-19 viruses can escape antibody responses? How can we then be so excited about current Covid-19 vaccines knowing that they allow immune escape and thus, enable the virus to select more infectious variants? And do we really think that going for a one dose shot (instead of the prescribed 2-dose vaccination schedule), as some propose, is not going to even expedite immune escape?

In our naïve and simplistic attempt to prevent the pandemic from running its natural course, we are in fact providing the beast with an even much better opportunity to escape host immunity than natural infection does. The only way to do better than the natural pandemic is to *eradicate* Covid-19 right away. To do so, there is probably no other way but to concentrate on vaccination strategies that allow DURABLE priming of innate immune killer cells (i.e., NK cells), the activation of which has already been shown to correlate with full viral clearance in asymptotically Covid-19-infected subjects. As innate cytotoxic cells enable non-antigen-specific killing of the virus, they don't drive immune escape.

By implementing immune intervention strategies that capitalize on empowering these innate immune cells to acquire immunologic memory, it must be possible to *fully, broadly and durably* protect human populations *against all Covid-19 editions, and even against Coronaviruses at large*. The 'sterilizing' immunity they provide would not only protect people who would 'naturally' become asymptotically infected (but, unfortunately, only enjoy natural protection for as long as they keep their innate immune system well-trained through moderate but regular pathogen exposure) but also subjects who would 'naturally' develop (severe) symptoms or even succumb to the disease.

In conclusion, fostering the development of NK cell-based vaccines should become a *public health priority*. As will become obvious from the manuscript, NK-cell based hold great promise for stopping this pandemic at its source while also ensuring future preparedness to emerging pandemic threats at large.

G. Vanden Bossche

NONCONFIDENTIAL- DO COPY- DO DISTRIBUTE

Immediate cancellation of all ongoing Covid-19 mass vaccination campaigns should now become *THE most acute health emergency of international concern.*

Executive summary (see also slide appended on p.6 below)

The manuscript, which is in now in the process of being finalized, should shed some light on how the virus and especially its interaction with the host immune system determines the *natural* course (i.e., *without* human intervention) of a Coronavirus (CoV) pandemic. The interplay between host immune defense and viral immune escape determines the course of a natural CoV pandemic (including a natural Covid-19 pandemic).

In the clinic, viral immune escape is known to occur when the neutralizing capacity of serum antibodies (Abs) does not suffice to fully eliminate highly mutable viruses (e.g., CoV) for lack of their concentration or affinity. In a CoV pandemic setting, seroconversion occurs against a background of high infectious pressure and is, therefore, prone to promote viral immune escape.

The first wave of disease¹ (and mortality) primarily affects elderly people (or otherwise immunocompromised subjects). *Selective* (i.e., adaptive) immune escape is expected to cause this wave to transition into a more severe, second wave in younger age groups. Subsequently, *non-selective* (i.e., innate) as well as *selective* immune escape operated by increasingly infectious viral variants will trigger a third wave. The latter would primarily affect subjects who recovered from disease they contracted during the first wave as their seroneutralising Abs do no longer properly match the new circulating viral variants. This third wave of disease (and mortality) would come to an end when those who recovered from the disease will have mounted new functional Abs against these immune escape variants. As seroconversion in this population will now occur much faster (due to recall of cross-reactive T helper memory cells) and as the majority of the young and middle-aged population will either be seronegative or have seroconverted already by the time the third wave starts to expand, chances are slim for the virus to escape the host's Ab response. Asymptomatic², seronegative individuals (i.e., the vast majority of young and middle-aged people) may spread virus upon (re-)infection and hence, constitute a relevant source of viral transmission. However, CoV infection in these asymptomatic carriers is abrogated after a short period of viral shedding. Viral clearance in these subjects is likely to occur through activation of NK cells. The latter are capable of recognizing CoV-associated, antigen (Ag)-nonspecific patterns on the surface of CoV-infected epithelial target cells. As killing by NK cells is, therefore, not Ag-specific and as seroconversion

¹ For the purpose of the manuscript, 'disease' refers to *severe* Covid-19 disease with involvement of lower respiratory airways

² For the purpose of the manuscript, 'asymptomatic' infection refers to CoV infection which does not cause clinically relevant symptoms or only causes a mild level of disease (i.e., only involving upper respiratory airways)

in asymptotically infected subjects is only short-lived, viral immune escape does not normally occur. Consequently, new, more infectious, variants are unlikely to emerge from this population as long as viral infectiousness does not dramatically increase.

At the point of 'no immune escape', the pandemic will be under control and merge into an endemic infection. However, as long as the point of 'no immune escape' isn't reached, any additional immune selection pressure, for example as a result of suboptimal concentration or affinity of Ag-specific (e.g., spike protein-specific) Abs, will allow the virus to rapidly unfold more infectious, immune escape variants. Additional immune selection pressure, especially when exerted during the second wave of a CoV pandemic, is likely to precipitate and amplify viral immune escape. This might even cause the second and third wave to merge into a single huge wave of mortality and disease that affects all layers of the population (possibly, with the exception of small children).

Especially mass vaccination campaigns, particularly when conducted in the midst of a pandemic, are prone to exerting enormous immune pressure on circulating virus strains. This is because the vaccine is used in an increasingly infectious context (as escape variants are more infectious). Mass vaccination campaigns will accelerate the emergence of even more infectious immune escape variants. This because the number of vaccine recipients who seroconvert within a given time period will dramatically increase³. In addition, Ag-specific, high affinity Abs induced by any of the current vaccines will outcompete natural, *broadly* protective mucosal IgM antibodies as the latter only bind with low affinity to the receptor-binding domain of CoV (RBD). This will particularly affect natural resistance of younger age groups which - thanks to a well-trained innate immune system- resisted disease during the first wave. The new circulating CoV variants may now even be able to escape the host's CoV variant-nonspecific line of immune defense at the mucosal portal of entry. These age groups may, therefore, become more susceptible to symptomatic infection and shedding caused by more infectious variants.

But mass vaccination campaigns will also have severe consequences for those who got vaccinated first (mostly the elderly or people with underlying disease or those who are otherwise immunocompromised). In the highly likely event that mass vaccination will soon result in antiviral resistance (see below), these people will have no single bit of immunity left to rely upon. In contrast to the infectious circulating virus, current vaccines do either not contain any critical killer cell motif or fail to activate dedicated killer cells. It goes, therefore, without saying that vaccine-induced immune responses will inevitably result in a dramatic enhancement of morbidity and mortality rates in *all* of the human population (except for small children?).

³ Alike naturally infected subjects, vaccine recipients need time to mount a full-fledged Ag-specific Ab response

Further to all of the above, low exposure to circulating CoV strains (e.g., due to stringent containment measures) will increasingly weaken innate mucosal immunity for lack of training. Again, this is particularly relevant for those who - thanks to their sufficient and adequate innate immune defense – got away with asymptomatic infection during the first wave. Stringent and widespread infection prevention measures are now increasingly compromising their innate immunity and rendering them more susceptible to symptomatic infection. Especially the younger age groups may, therefore, end up with relatively higher morbidity and mortality rates, even regardless of the emergence of more infectious viral variants. This is to say that broadly implemented infection prevention measures will only amplify the already detrimental consequences of ongoing mass vaccination campaigns. It is reasonable to assume that the combination of non-selective and selective immune escape will cause morbidity and mortality rates in younger age groups to explode.

The more Covid-19 vaccination campaigns in the young and middle-age groups will be delayed (i.e., relative to their initiation in the elderly), the more they will enhance morbidity and mortality rates in this group: By the time mass vaccination campaigns are about to start in the young and middle-aged groups, a substantial number of these people will already have been infected with Covid-19. Enhanced rates of infection by highly infectiousness viral variants significantly has now increased the likelihood for them to become re-infected while being in the process of seroconverting. So, by the time vaccinations will be initiated, viral immune escape in this group may already be fueling a vicious circle of enhanced viral infectiousness resulting in more seroconversion and hence, more immune escape. Mass vaccination campaigns in this group will only dramatically deteriorate the situation as they will lead to a fast and massive increase in the number of asymptomatic subjects that are in the process of seroconverting against a highly infectious background. and, therefore, prone to promoting viral immune escape. As there is naturally no reason for them to isolate, there will be plenty of opportunity for the highly infectious circulating strains to replicate in the presence of suboptimal Ab titers and, therefore, to escape the host's immune control.

Hence, the more vaccination campaigns in this group get delayed, the more selection of even more infectious viral variants will be expedited. The ensuing exponential increase in viral immune escape rates will ultimately enable viral variants to even break through vaccine-mediated protection in the vaccinated elderly. As their Abs increasingly mismatch the ever more infectious emerging variants, they will no longer manage to control viral replication and shedding and rapidly allow for massive viral immune escape. Because seroprotective Abs primarily confer protection through targeting Covid-19's RBD, the virus will now increasingly select mutations in this particular part of the spike protein as those most readily enable the virus to escape vaccine-induced Abs. This will inevitably precipitate resistance to the vaccine. As

a result of mass vaccination, people who got the vaccine first will suddenly no longer be protected and, despite vaccination, fall prey to a wave of catastrophic morbidity and mortality.

There can, therefore, be no doubt that current vaccination strategies are rendering the impact of mass vaccination campaigns even more catastrophic and only adding to the magnitude of a pending global health disaster. However, mass vaccination also harms individual health as vaccine-induced variant-specific Abs will outcompete natural variant-nonspecific mucosal Abs for binding to CoV variants and thereby deprive individuals from their broadly protective natural (life)line of immune defense.

As large scale vaccination campaigns combined with the sustained implementation of several containment measures will only expedite the occurrence of viral escape mutations, the illusory hope that current Covid-19 vaccines could generate herd immunity should once and for all be thrown overboard. Along the same line of reasoning, it is not unthinkable that Covid-19 will, once again, cross species barriers. One can definitely not rule out that with growing immune-mediated selection of virus variants, Covid-19 is ultimately going to be able to jump to other animal species, especially industrial livestock (e.g., intensive pig and poultry farms with high stocking density) as i) these species are already known to host several different Coronaviruses and ii) variability/ mutations in the very same spike protein, and particularly in the RBD, are known to be responsible for shifts in host tropism/ susceptibility. Similar to the situation with influenza virus, these animal species could then constitute a reservoir for SARS-COVID-2 virus. Depending on the prevalence of circulating animal CoVs in those farms (and hence, the level of trained immunity), those animals could now serve as asymptomatic carriers, thereby constituting a serious threat to humans.

Conclusion:

The combination of mass vaccination and infection prevention measures is a recipe for a global health disaster. Following the science, one has to conclude that all age groups (possibly with the exception of small children) will be heavily affected and subject to rates of morbidity and mortality that raise much faster and much higher than those expected to occur during the *natural* course of a CoV pandemic. This will particularly apply if the sequence of mass vaccinations following the first infectious wave parallels that of natural infection (i.e., immunocompromised people and elderly first, followed by the younger age groups).

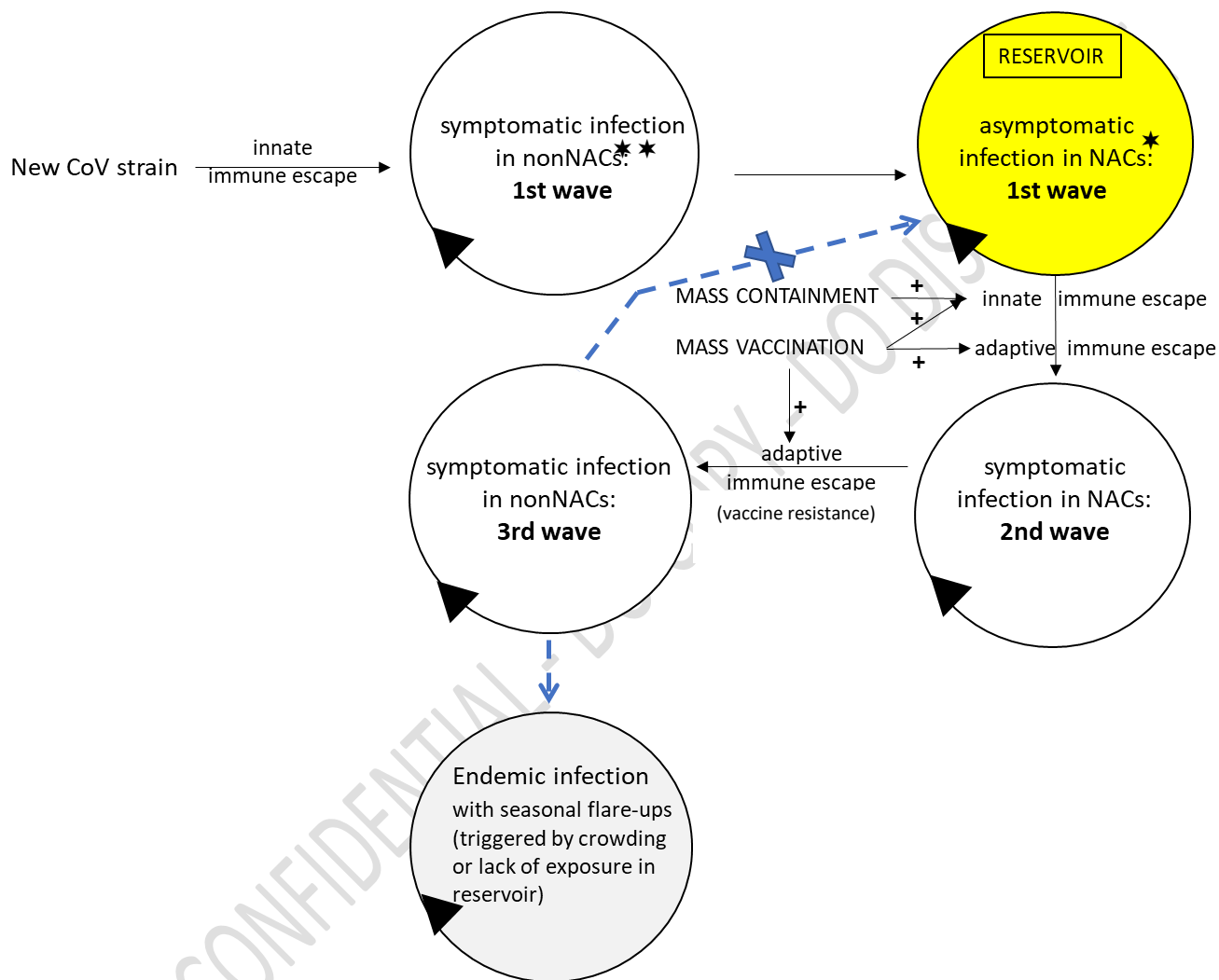
No one, for that matter, should be granted a right to implement large-scale pharmaceutical and non-pharmaceutical immune interventions, especially not during a viral pandemic, and certainly not without an in-depth understanding of the immune pathogenesis of a viral pandemic. When one follows the science, and nothing but the science, it becomes extremely difficult to not label

ongoing mass vaccination campaigns as a crime, not only to public health but also to individual health.

To substantiate the reasoning above, the manuscript will first explain how components of the innate immune system can protect against Covid-19 and render infections asymptomatic. It will then go on to explain in more detail why and how, in an immunologically Covid-19-naïve population, selective (i.e., adaptive) immune escape shifts the first wave of disease and death from the elderly (and immunocompromised) subjects to those who at the outset of the pandemic got away with asymptomatic infection (i.e., the younger and middle-aged population segment). Similarly, it will be explained how viral immune escape in the asymptotically infected population finally shifts back the burst of morbidity and mortality to the elderly, and how the population eventually controls the pandemic by controlling viral immune escape. This will already illustrate the critical importance of desiccating the changing contribution of innate and adaptive immunity to the population's overall immune defense against a viral pandemic. Understanding these dynamics helps to comprehend the sophisticated course of a natural CoV pandemic, how it eventually merges into an endemic infection and why human intervention has a highly detrimental impact on the refined interplay between the virus and its host. In regard of the latter, the devastating global health impact of ongoing mass vaccination campaigns and accompanying stringent and widespread containment measures will be explained in more detail as the global and individual health consequences could simply be unbearable for many years to come.

After the introductory section on innate immune defense mechanisms relevant to Covid-19, other relevant topics will be addressed in form of questions and answers. Last, a section will be dedicated to the scientific rationale for using NK cell-based vaccines that could provide sterilizing immunity and hence, wipe out Covid-19 and related variants all together.

The natural course of a CoV pandemic is controlled by the population's innate and adaptive immunity and dramatically aggravated by antibody-based vaccines when used in mass vaccination campaigns conducted in the course of the pandemic and flanked by stringent containment measures



★NAC: Natural asymptomatic carrier : for the purpose of this manuscript, NAC is defined as a subject disposing upon a level of innate immunity high enough to resist disease

★★nonNAC: For the purpose of this manuscript, nonNAC is defined as a subject who is not endowed with a level of innate immunity high enough to be able to resist disease when exposed to infectious virus during the first wave

NONCONFIDENTIAL - DO COPY - DO DISTRIBUTE

Medical Event Following Vaccination To Be Investigated

For Immediate Release: 4/9/2021

CONTACTS

Paul Baltés, Nebraska Medicine Office of

Communications, pbaltés@nebraskamed.com

Bill O'Neill, UNMC Office of Communications, (402) 559-9152, woneill@unmc.edu

Phil Rooney, Douglas County Health Department, (402) 444-

6427, Phillip.Rooney@douglascounty-ne.gov

Khalilah LeGrand, Office of Communications, (402) 471-

9313, khalilah.legrand@nebraska.gov

Lincoln – The Department of Health and Human Services (DHHS) and Douglas County Health Department (DCHD) are aware of an individual who experienced a significant medical event involving thromboembolic occurrence (blood clots) two weeks after receiving the Johnson & Johnson/Janssen Pharmaceuticals COVID-19 vaccine and received treatment at the Nebraska Medicine. The individual is in their late 40s. Any significant medical event that occurs after vaccination is taken very seriously and is thoroughly investigated. DHHS will work closely with DCHD, the patient's medical team, and CDC to ensure any potential connection to vaccination is investigated.

The incident has been entered into VAERS, the Vaccine Adverse Event Reporting System, a national vaccine safety surveillance program run by CDC and the FDA. Anytime a death or any adverse event occurs post-vaccination, the case must be reported into VAERS. This process allows the CDC and FDA to closely monitor and assess any adverse events, for ongoing safety evaluations. As is standard protocol for any significant incident reported in VAERS, it will be fully reviewed. The event occurred in early April and the individual received the vaccine in mid-March.

Some individuals registered for an upcoming vaccination clinic in Douglas County who expected to receive the Johnson & Johnson vaccine were notified that an alternate vaccine would be used due to inventory availability; this is not a result of this incident. However, if they would like to receive the Johnson & Johnson vaccine they will be offered first preference at a clinic next week.

An analysis of phase 3 clinical trial data with approximately 40,000 people showed similar rates of embolic and thrombotic events between those who received the vaccine and those who received a placebo. Among those who received the vaccine, 14 people (.0006 or .06%) developed embolic or thrombotic events. Among those who received a placebo, 10 people (.0005 or .05%) developed embolic or thrombotic

events (<https://www.fda.gov/media/146338/download> , pg. 46). Given the reassuring similarity of events between those who received the vaccine and those who received a placebo, FDA authorized the vaccine for use in the United States.

Over 31,700 Johnson & Johnson vaccinations have been administered in Nebraska and over 4.5 million have been administered nationally to-date. All of the authorized COVID-19 vaccines in the U.S., Pfizer, Moderna and Johnson & Johnson/Janssen had 100% efficacy against COVID-19-related hospitalizations and deaths in phase 3 clinical trials. Vaccinations remain our best defense against COVID-19, our best chance at protecting ourselves and those we love.

Nebraska's Chief Medical Officer Dr. Gary Anthonie said, "We are continuing to monitor this and other instances of adverse reactions that occur following vaccination. While we understand that this may raise concerns, we must not forget that vaccinations are our absolute best chance against the spread of virus that has taken the lives of far too many in our state and the country. I cannot stress how important it is for individuals concerned about vaccination to discuss their concerns with their medical provider."

DHHS will share the results of the CDC review once it is finalized.



AMERICA'S FRONTLINE DOCTORS

AFLDS WHITE PAPER: COVID-19 EXPERIMENTAL VACCINE CANDIDATES

**THE VERIFIED SCIENTIFIC DATA
AND POLICY IMPLICATIONS**

America's Frontline Doctors White Paper On Experimental Vaccines For COVID-19

TABLE OF CONTENTS

| | |
|--|----|
| <u>Executive Summary</u> | 1 |
| <u>FAQs</u> | 2 |
| <u>I. COVID-19: Policy Myths</u> | 4 |
| <u>II. COVID-19 Medical Myths: Low Infection Fatality Ratio (IFR)</u> | 10 |
| <u>III. COVID-19 Experimental Vaccines Trials</u> | 11 |
| <u>IV. COVID-19 Experimental Vaccines Controversies</u> | 13 |
| Brand New Technology | |
| Failure of Previous Coronavirus Vaccines | |
| No Animal Studies | |
| Known Complications | |
| Unknown Complications | |
| Pharmaceutical Companies are Immune from All Liability | |
| An Experimental Vaccine is Not Safer than a Very Low IFR | |
| No Proof the Vaccine Stops Transmission of the Virus | |
| Unknown Mortality or Hospital Admission Benefit | |
| The Vaccine Lasts Unknown Duration | |
| The Data Has Not Been Independently Peer-Reviewed & Published | |
| <u>V. EXPERIMENTAL COVID-19 Vaccines</u> | 17 |
| <u>VI. COVID-19 Experimental Vaccines & Antibody- Enhancement</u> | 18 |
| <u>VII. COVID-19 Experimental Vaccines & Other Known Problems</u> | 21 |
| <u>VIII. COVID-19 Experimental Vaccines & Other Unknown or New Problems</u> | 23 |
| <u>IX. Pharmaceutical Companies Conflict of Interests</u> | 25 |
| <u>X. Experimental Vaccines & Legal Issues for Patients</u> | 26 |
| <u>XI. COVID-19 Experimental Vaccines & Unusual Processes</u> | 28 |
| <u>XII. AFLDS Recommendations Regarding Experimental Covid-19 Vaccines</u> | 32 |
| <u>XIII. Call To Action</u> | 33 |

Executive Summary

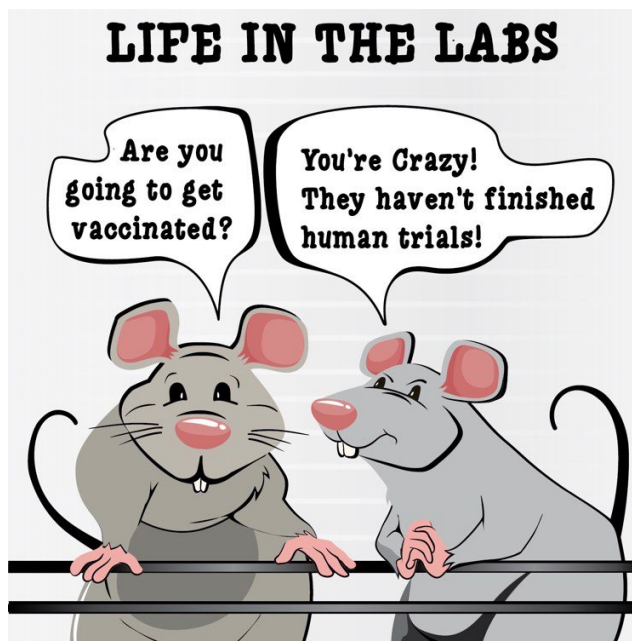
Simone Gold, MD, JD, James Todaro, MD, Lee Merritt, MD, Richard Urso, MD, Robin Armstrong, MD, Scott Barbour, MD, Jeff Barke, MD, Mark McDonald, MD, Teryn Clark, MD, Shelley Cole, MD, Geoff Mitchell, MD, JD

This document represents the preliminary findings of an investigation conducted by the member-physicians of America's Frontline Doctors.

We are recommending caution for patients and policy makers and employers. Additional transparency and more research are needed before we ask Americans to embark on the largest experimental medical program in US history. The unknowns must be addressed through a scientifically rigorous process.

Mandates for experimental medical therapies are neither permissible nor advisable. Ordinary Americans should not be compelled to sign up for a "vaccine passport" or similar mandate just to travel on an airplane or see a concert with friends. The potential for third-party abuse of private health information and real medical risk to individuals remains much too high. Concentrations of private power pose a threat to privacy and other civil liberties and policy makers must proceed with caution.

We also ask our public health agencies to avoid prioritization of experimental biological agents based on race. Zero-pressure "opt-out" policies should be continued with the COVID-19 vaccine just as they have with previous inoculations. Furthermore, the CDC's tiers of prioritization place seniors not residing in long-term-care facilities last in line for immunization, even though patient experience and data tell us that 70 percent of US deaths have occurred among those 70 and older.



Frequently Asked Questions

Is America's Frontline Doctors (AFLDS) associated with any other group?

No. Our member-physicians are completely independent with no financial or corporate obligation to any related organization. We are associated with neither the pharmaceutical industry nor the so-called “anti-vaxxer” movement. We are not opposed to childhood inoculations, vaccination programs, or similar initiatives of public health. As practicing physicians, we have all been vaccinated. However, we oppose mandatory vaccination compelled by government or private interests, e.g., employers, airline carriers, concert venues, and so on, unless medically necessary based on mortality rates and other factors. This is of urgent concern since the current initiative uses an “investigational,” or experimental, vaccine.

What does AFLDS mean by “experimental vaccine”?

According to the Food and Drug Administration, “An **investigational** drug can also be called an **experimental** drug and is being studied to see if your disease or medical condition improves while taking it.” *See pg. 15.* The Pfizer and Moderna and AstraZeneca applications properly identify their new agents as “investigational,” which is normal at this very early stage of development. All the vaccine candidates are categorized as experimental for the following four reasons:

- the pharmaceutical companies have applied for investigational use status
- adverse events will be settled under the legal standard for experimental medications
- recipients are enrolled as subjects in a medical trial to gather data on side effects.
- persons are enrolled in a pharmaco-vigilance tracking system for at least two years
 - many groups of persons have not been studied *at all*, including: prior COVID-19 patients, pregnant women, youths, elderly
- no published animal studies data

Is the vaccine safe?

Vaccine safety requires proper animal trials and peer-reviewed data, neither of which has occurred during operation warp speed. This is especially concerning considering the fatal failure of prior coronavirus vaccine attempts such as SARS-CoV-1, the virus that is 78% identical to SARS-CoV-2 (COVID-19). Prior coronavirus (and other respiratory) vaccines have failed due to the scientific phenomena known as pathogenic priming that makes the vaccine recipient *more* likely to suffer a sudden fatal outcome due to massive cytokine storm when exposed to the wild virus. In addition to pathogenic priming there are three other potential safety issues that are being minimized. While we are hopeful that the vaccine is both effective and safe, hope is not science. Because these experimental vaccines have *not* been tested in accordance with the usual standards, we have serious concerns about safety.

Is AFLDS suggesting that the COVID vaccine is unsafe?

No. We are saying that *by definition* it is unsafe to widely distribute an experimental vaccine, because taking a vaccine is completely different than taking an ordinary medication. In contrast to taking a medication for an actual disease, the person who takes a vaccine is typically completely healthy *and would continue to be healthy without the vaccine*. As the first rule of the Hippocratic Oath is: do no harm, vaccine safety must be *guaranteed*. That has not yet happened. More studies of the vaccine's safety and efficacy should be conducted and published, and more transparency about possible risks provided to the public before Americans enter the largest experimental medication program in our history.

Is AFLDS arguing that the COVID vaccine is ineffective?

After it has been proved safe, the vaccine might be demonstrated to be effective in COVID-19 in certain categories, although we do not know that yet with a high degree of confidence. That is because the only group that really may benefit is the advanced elderly, and there is very limited data on efficacy and almost none on safety in this group. For healthy persons ≤ 69 , it is impossible to state that a vaccine is effective simply because the lethality of the virus itself is virtually nonexistent. *See pg. 13.*

Why should Americans approach the vaccine's accelerated rollout with caution?

There are medical privacy and other civil liberties concerns surrounding the experimental vaccine that have not been properly addressed. In particular, granting third-party access (including technology platforms, governments, private enterprise) to patient data in the form of a proposed "vaccine passport" or other mechanism ought to receive additional scrutiny through legislative deliberation before airlines, concert venues and transit operators mandate its use. *See pg. 30.*

Why should experimental vaccine prioritization concern African Americans and other ethnic minorities?

The Centers for Disease Control has three major phases for initial vaccination of the US population: 1a, 1b and 1c. We already know that Phase 1a will target healthcare workers and those living in long-term-care facilities. The remaining categories are less defined. For example, 1b consists of "essential workers" broadly categorized, but includes professional occupations in which black Americans are overrepresented. In addition, federal agency guidance has made early outreach to black and minority communities a top priority. AFLDS will never support prioritization of an experimental vaccine based on race. The only prioritization for a *voluntary* experimental medication must be based upon medical risk. Under this paradigm the prioritization should be to offer this first to SNF (and similar groups) patients on a voluntary basis *See pg. 25.*

Why is the FDA not prioritizing older persons?

Persons over 70 with co-morbid conditions should be *offered* (not mandated) access to this experimental medication first. That is person living in SNFs and similar groupings. The next priority is all persons over 70, and persons with co-morbid conditions, which are more common as Americans age, meaning persons over 60 with co-morbid conditions. Any other priority is inconsistent with the science.

I. COVID-19: Policy Myths

COVID-19 was first identified in Wuhan China in December 2019. It spread from China to Europe and ultimately it swept the globe with the first non-travel cases in USA in late February. Since then COVID-19 has dominated every news story, every day, in every national and international conversation. Such omnipresent media attention is unprecedented for a pandemic. The American public heard about Zika, Ebola, Swine Flu, but nothing like this. Scientists know that there are pandemics every few years. In fact, this is the third respiratory virus that escaped from China in the past 25 years; first the bird flu, then SARS, then H7N9.

The most recent large pandemic to affect USA prior to COVID-19 was the Hong Kong Flu of 1968-69. As of mid-2020, it was similar size to COVID-19. (By CDC calculations, at this time COVID-19 has overtaken the Hong Kong Flu in deaths but the CDC numbers are widely accepted as inflated as deaths “with” COVID are counted alongside deaths “from” COVID.) As reported in the New York Times in 1968-69: “Hong Kong Flu Attacks Thousands Here Swiftly” and “Hong Kong Flu is Affecting Millions in Wide Areas Around the World.” 100,000 Americans died (equivalent to about 150-175k today with COVID due to higher population, obesity, and older age).

Despite the similar scope, the national response was completely different. American life continued entirely normally during the Hong Kong Flu, with no suggestion of locking down anything – in fact the Woodstock Festival took place in the midst of the Hong Kong Flu. We start with this to remind the reader that current information must be understood in the context of other events or the reader will be easily misled.

There has been massive disinformation from the beginning of the COVID-19 pandemic, starting with its name. Everyone recalls that its name was initially the Wuhan Virus. That is because epidemics have historically been named for the location from where they arise or are associated. Consider: Rocky Mountain Spotted Fever, Spanish Flu, Middle East Respiratory Syndrome, Lyme Disease, Zika, Ebola as some examples. The re-branding as COVID-19 took significant media effort and signaled a massive disinformation was coming. The Chinese Communist Party made it known that it did not want this to be called the Wuhan Virus, and that it should just be called “the coronavirus.” But this proved very confusing to doctors who already knew of six other coronaviruses. So it was renamed a third time, as COVID-19, which stands for Corona Virus Disease – 2019.

Following its re-branding as COVID-19, the disinformation regarding the pandemic continued in many other areas. Most notable was selling the lie to the American and European people that hydroxychloroquine is an unsafe medication. This incredibly safe medication, which halts SARS-Co-V-2, was rebranded as unsafe in 2020.

This disinformation campaign largely succeeded – until America’s Frontline Doctors came forward. We revealed four levels of censorship regarding HCQ safety: the scientists, the media, Big Tech, and the government itself.

The Scientists:

The two most famous medical journals in the world were caught red-handed publishing fraud.¹ The sheer number and magnitude of the things that went wrong or missing in their studies were too enormous to attribute to mere incompetence. The data upon which these studies were based were so ridiculously erroneous that it only took two weeks for an eagle-eyed physician to publicly demand an explanation.² In pursuing a fraudulent headline maligning HCQ, the third most famous medical journal in the world, Journal of the American Medical Association (JAMA), literally printed evidence of a crime.^{3 4}

The Media & The Elite: The media then took the fraudulent data and scared Americans and Europeans away from this safe, early treatment.

- USA Today: “Coronavirus Patients who took HCQ had higher risk of death, study shows.”⁵
- NY Times:⁶
“The FDA warned [HCQ] could cause serious heart problems.
“My concern would be that the public ... would believe that taking this drug ... is [safe]. In fact, there are serious hazards.
“What is irresponsible is the example he is setting.
“The President’s statement was “highly irresponsible”
- The World Health Organization ordered nations to stop using HCQ and CQ,⁷ WHO Chief Tedros suspended trials being held in hundreds of hospitals across the world⁸
- The EU governments France, Italy, and Belgium banned HCQ for COVID-19 trials⁹

Big Tech Censorship: Physician writings that explained the safety of HCQ were disappeared from the internet without a trace.¹⁰

Government Punishment of Doctors: Many doctors have personally attested to the following four punishments Governors/State Medical Boards have taken/forced:¹¹

¹ [https://www.theguardian.com/commentisfree/2020/jun/05/lancet-had-to-do-one-of-the-biggest retractions-in-modern-history-how-could-this-happen](https://www.theguardian.com/commentisfree/2020/jun/05/lancet-had-to-do-one-of-the-biggest-retractions-in-modern-history-how-could-this-happen)

² https://www.youtube.com/watch?v=4HYK5pL2Z_s

³ <https://jamanetwork.com/journals/jamacardiology/fullarticle/2765631>

⁴ https://www.americasfrontlinedoctors.com/custom_videos/brave-doctors-threatened-come-forth/

⁵ <https://www.usatoday.com/story/news/health/2020/05/22/COVID-19-study-links-hydroxychloroquine-higher-risk-death/5244664002/>

⁶ <https://www.nytimes.com/2020/05/18/us/politics/trump-hydroxychloroquine-COVID-coronavirus.html>

⁷ <https://www.reuters.com/article/us-health-coronavirus-indonesia-chloroqu/exclusive-indonesia-major-advocate-of-hydroxychloroquine-told-by-who-to-stop-using-it-idUSKBN23227L>

⁸ <https://medicalxpress.com/news/2020-05-trial-hydroxychloroquine-COVID-treatment.html>

⁹ <https://www.reuters.com/article/health-coronavirus-hydroxychloroquine-fr/eu-governments-ban-malaria-drug-for-COVID-19-trial-paused-as-safety-fears-grow-idUSKBN2340A6>

¹⁰ <https://docs.google.com/document/d/1HY50zIjuSIVKltTk5UegfgqdiHN9ehLxLqLES9nwDZ8/edit?ts=5f106ac5>

¹¹ <https://aapsonline.org/judicial/aaps-v-fda-hcq-6-2-2020.pdf>

- doctors have been sanctioned, disciplined, interrogated
- pharmacists have been empowered to over-ride physicians
- watching patients get sicker and die
- physicians self-censoring due to fear of retribution

At the same time Americans were being aggressively fed these four levels of lies, other countries were not.

On February 19, 2020, before a single case of non-travel COVID-19 was in the USA, the Chinese government mandated that this drug be used for COVID-19. “The drug [chloroquine] is recommended to be included in the next version of the Guidelines for the Prevention, Diagnosis, and Treatment of Pneumonia Caused by COVID-19 issued by the National Health Commission of the People’s Republic of China for the treatment of COVID-10 infection in larger populations in the future.”¹²

This was followed two weeks later by the printing of a successful trial of chloroquine in France, and another two weeks later by a report of 1450 patients successfully treated with only two deaths.^{13 14} On March 22 the country of India had made it their national policy to recommend HCQ broadly to its population, a policy from which it has never deviated, and it continues to enjoy a death rate a fraction (~10%) of the USA even in the most densely populated slums.¹⁵ (It is truly astonishing to read articles by authors desperately trying to credit everything *but* this HCQ policy. Some authors credit “gargle & spit”, testing, isolation in the slums and early detection.¹⁶

Since February through December there have been 195 HCQ studies worldwide. 100% of the studies that gave HCQ early, showed dramatic improvement, and 75% of those studies that gave HCQ late, also showed substantial improvement. The Senate Homeland Security & Governmental Affairs Committee held a hearing on November 19, 2020 on early treatment and heard testimony under oath from many physicians that if USA normalized its HCQ policy, deaths would plummet to a fraction of what they are.

The reasons for the lies exceed the scope of this paper, but it is impossible to discuss any COVID-19 medications without understanding that there would be no inter/national discussion on other treatments or vaccines, if all people hadn’t been massively lied to that a cheap, safe drug was unsafe.

¹² https://www.jstage.jst.go.jp/article/bst/14/1/14_2020.01047/_article

¹³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7135139/>

¹⁴ <https://academic.oup.com/aje/article/doi/10.1093/aje/kwaa093/5847586>

¹⁵ <https://www.mohfw.gov.in/pdf/AdvisoryontheuseofHydroxychloroquinasprophylaxisforSARSCoV2infection.pdf>

¹⁶ <https://blogs.bmj.com/bmj/2020/05/01/rolling-out-mass-hydroxychloroquine-prophylaxis-for-covid-19-in-indias-slums-risks-public-trust/>

HCQ derives from quinine, found in tree barks, and has been used many billions of times for decades across the world. It is considered one of the safest medications in the world, safer than Motrin or Tylenol, and is called “Sunday-Sunday” in much of Africa because people simply take the pill weekly – no different than an American who takes Tylenol. It is sold next to the vitamins in stores and it is on the WHO list of Essential Medications that all countries must have. For a detailed explanation of HCQ effectiveness, the reader is referred to www.AFLDS.com (hydroxychloroquine section) that includes many reference articles. We discuss its effectiveness here only to demonstrate the extent of the lies – first that it is not safe, second that it is not effective. All leaders must be aware of the following facts.

- Countries where HCQ is widely available, which are typically third world countries that have malaria or citizens who travel to malaria-endemic regions, have 1-10% of the death rates of first world nations where HCQ is severely restricted.
- HCQ availability correlates with COVID-19 death rates. We see this across the world and amongst USA states.
- A typical headline from the Washington Post April 6, 2020 was that Africa was going to be decimated by this virus. “Coronavirus presents a crisis for Africa” and per the UN: “Pandemic crisis may kill up to 3.3 million Africans.” (It is 1-2% of that.)
- Contrary to expert predictions and media headlines, the *lowest* death rates from COVID-19 are in the poorest countries with no masking, no social distancing, limited medical care, no ICUs ... but with easy access to hydroxychloroquine/chloroquine.

<https://www.washingtonpost.com/opinions/2020/04/06/coronavirus-presents-cr/>

Started Yahoo Image Search

The Washington Post
 Opinion | Coronavirus

Wellness Inspired by her grandmother, she sets up virus kits for isolated rural...

Answer Sheet - Perspective Model disaster: Tens of millions of citizens worldwide at risk of mortalit...


Answer Sheet - Perspective How 'good' modeling can make for 'bad' demogra...

Local Plot: not of biological incidents, it's a 100-year-old coronavirus ...

Coronavirus Latest news U.S. news World news FAQ Vaccine tracker Coronavirus living Extraordinary people

Opinion

Coronavirus presents a crisis for Africa. We have a duty to help.



South African community activists participated in a walk to lobby for lockdown on Monday, January 20, 2020.

Opinion by **Michael Gerson**
 Coronavirus

April 6, 2020 at 6:09 a.m. EDT

The first line of history's judgment on the Trump administration has already been written: For 70 days the president slept as the novel coronavirus spread.

President Trump's coronavirus response became a spectacular failure of competence. But it began as a failure of imagination. As the evidence of a dangerous virus mounted, Trump could not conceive of a problem immune to his peculiar brand of "leadership."

<https://www.aa.com.tr/en/africa/pandemic-crisis-may-kill-up-to-33m-africans-...>

Getting Started Yahoo Image Search


100 years
 TURKEY WORLD ECONOMY POLITICS ENERGY SPORTS INFOGRAPHICS ANALYSIS VID

AFRICA, LATEST ON CORONAVIRUS OUTBREAK

Pandemic crisis may kill up to 3.3M Africans: UN body

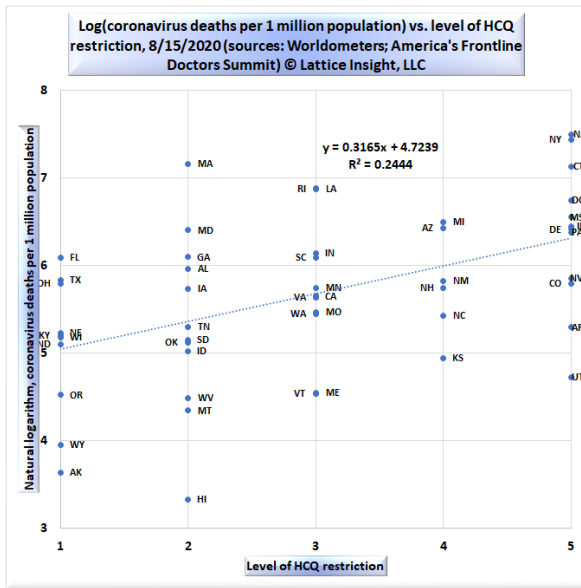
There are over 17,000 confirmed cases across continent

Feb 17h | 17.04.2020

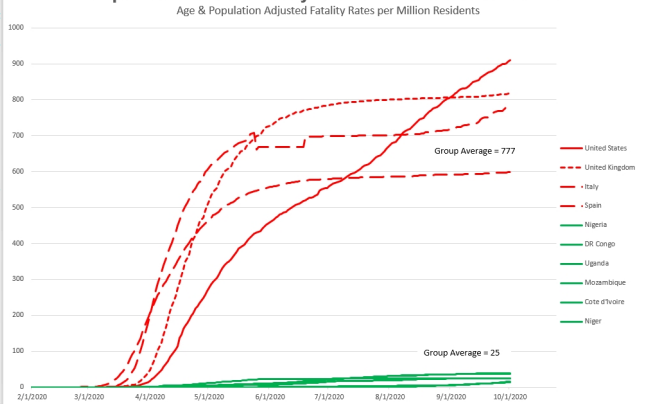


ANKARA

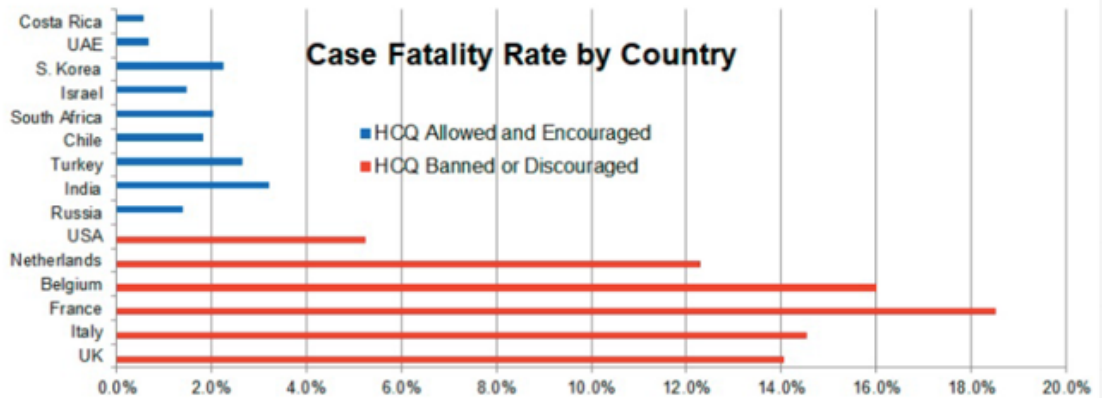
Without adequate intervention measures, estimates show that between 300,000 and 3.3 million African people could lose their lives due to coronavirus, the UN Economic Commission for Africa (ECA) said in a report on Friday.



Improved COVID Fatality Rates in sub-Saharan Africa



Access to hydroxychloroquine compared to COVID-19 deaths across the USA, worldwide, and Europe vs. Africa. Everywhere HCQ is used, the death rates are *much* lower.



Id. ¶ 29.

America's Frontline Doctors successfully challenged the narrative that HCQ was unsafe. In response to our efforts, many states were forced to revert back to the pre-COVID rules of no restriction on HCQ. We have also made it possible for any person to obtain HCQ legally by consulting with a telemedicine physician. We did this because Americans are dying and we felt an obligation to help, and also because we care deeply about our profession and watching the media and politicians lie to the American people that a drug was unsafe when it was not unsafe was unacceptable to us as practicing physicians.

We are here for the same reason today.

We did not think it bold to stand before the American people and declare that a drug that has been used hundreds of billions of times, by everyone from newborns to the extreme elderly by the healthy and the critically ill, all over the world for decades was safe. We thought it was self-evident.

Likewise, we do not think it is bold to stand before the American people and declare that an investigational biological agent that did not exist four months ago, that has only been given to a few thousand people, and not tested at all on the elderly, not tested at all in women who are or intend to become pregnant, should NOT be considered safe. We think this too is self-evident. It is impossible to say that a drug with an extensively documented and strong safety record for fifty years¹⁷ ¹⁸ is dangerous but a brand new medication is safe.

the database in 1968 through 2019 and into the beginning of 2020 shows 1,064 adverse event reports for HCQ, including 200 deaths for all of the cardiac causes that could be both specifically and broadly classified as rhythm-related. Of these, 57 events, including 10 deaths, were attributed to TdP tachycardia and long QT-interval syndrome combined. This concerns the entirety of HCQ use over more than 50 years of data—probably millions of uses and longer-term use than the 5 days recommended for COVID-19

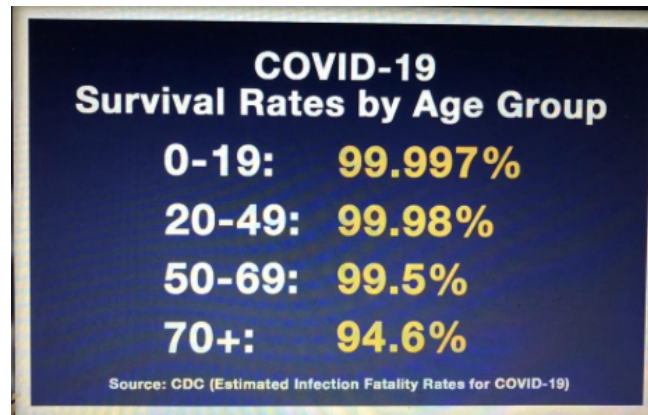
¹⁷ US Food & Drug Administration. FDA Adverse Events Reporting System (FAERS) Public Dashboard. <https://fis.fda.gov/sense/app/d10be6bb-494e-4cd2-82e4-0135608ddc13/sheet/7a47a261-d58b-4203-a8aa-6d3021737452/state/analysis>

¹⁸ <https://academic.oup.com/aje/article/189/11/1218/5847586>

II. COVID-19 Medical Myths: Low Infection Fatality Ratio (IFR)

The most enduring myth regarding COVID-19 is that this is a highly lethal infection. It is not. The data is unequivocal:

- COVID-19 kills very rarely and is mostly limited to the medically fragile
- COVID-19 is less deadly than influenza in children
- COVID-19 is similar lethality in the middle adult years and treatable



When talking about the risk/benefit ratio of any treatment we must consider the Infection Fatality Ratio or IFR. The IFR for COVID-19 varies dramatically by age, from a low of 0.003% for Americans under age 19 to as high as 5.4% for those 70 years of age and above.¹⁹ That is an 1800x risk difference based upon age! It is quite clear that young people are at a statistically insignificant risk of death from COVID-19. Nearly 80% of all coronavirus-related deaths in the US through November 28, 2020 have occurred in adults 65 years of age and older and only 6% of the deaths had COVID-19 as the only cause mentioned. On average, there were 2.6 additional conditions or causes per death.²⁰

For most people under the age of 65, the study found, the risk of dying from COVID-19 isn't much higher than from getting in a car accident driving to work. In California and Florida, the fatality risk for the under-65 crowd is about equal to driving 16 to 17 miles per day. While higher in hot spots like New York (668 miles) and New Jersey (572 miles), the death risk is still lower than the public perceives. The risk climbs especially for those over age 80. According to the Foundation for Research on Equal Opportunity, Americans over 85 are about 2.75 times more likely to die from COVID-19 than those 75 to 84, seven times more likely than those 65 to 74 and 16.8 times more than those 55 to 64.²¹

For children COVID-19 is much less lethal than influenza. During the 2018-19 flu season, the CDC reported approximately 480 flu deaths among children ages 0-17. Comparably, 90 youths have died from coronavirus complications from the beginning of the pandemic through mid-

¹⁹ <https://www.cdc.gov/coronavirus/2019-ncov/hcp/planning-scenarios.html>

²⁰ https://www.cdc.gov/nchs/nvss/vsrr/COVID_weekly/index.htm#Comorbidities

²¹ <https://www.wsj.com/articles/the-COVID-age-penalty-11592003287>

August, according to the American Academy of Pediatrics. More than 46,000 children were hospitalized for flu in that 2018-19 period, with the hospitalization rate among children 5 to 17 of 39.2 children per 100,000 children. For COVID-19, that hospitalization rate is 6 per 100,000 children ages 5 to 17, according to the CDC. In a report detailing the differences between COVID-19 and the flu, the CDC states, "the risk of complications for healthy children is higher for flu compared to COVID-19."²²

III. COVID-19 Experimental Vaccines Trials

Vaccines against COVID-19 are now being approved for experimental use. This will be the shortest time scientists have ever been able to develop a new vaccination for a major disease. It not only typically takes years to create a new vaccination, but very often, despite the best efforts of scientists, a successful vaccine proves impossible. For example, scientists (including Dr. Fauci) tried to create an HIV vaccine for more than forty years.

The technology used for the first COVID-19 vaccinations being brought to market by Pfizer and Moderna uses an "mRNA" or "messenger RNA" technique. The COVID-19 virus is an RNA virus, meaning that the viral genetic code is carried in the virus' **ribonucleic acid** or RNA. The messenger RNA is the instruction manual that cells use to manufacture proteins. The mRNA *vaccine* instructs human cells to manufacture a specific COVID-like protein. This protein, once formed, then stimulates our immune system to produce an antibody to fight against this COVID-19-like protein. The hope is that the antibody would be ready to attack the real virus should it be encountered "in the wild."

This is the first time that an mRNA mechanism is being used in a vaccination. For the most part, mRNA technology is used in cancer therapy. It has had some success in producing various proteins to attack and disrupt certain cancer cells. Most of the commentary so far suggests that it may not be too much of a leap to use this approach in a vaccination therapy.

The AstraZeneca COVID-19 vaccination uses a different mechanism. It takes an adenovirus that has been modified to include genetic material from the SARS-CoV-2 virus so that it introduces the immune system to the spike protein of the COVID-19 virus. The immune system then produces antibodies against the spike protein. The good news is the AstraZeneca vaccine can be stored at normal refrigeration temperatures for up to 6 months. The bad news is it is only about 70 percent effective. This may become the preferred vaccination in third world countries because of the storage conditions.

The three SARS-CoV-2 vaccines nearest to FDA public distribution are two mRNA vaccines developed by Pfizer/BioNTech and Moderna, and one viral vector vaccine developed by AstraZeneca. All three companies recently released in November scant preliminary data reports on efficacy from Phase III trials in November. Only Pfizer's vaccine was recently published peer-reviewed papers on the findings.

²² <https://amp.statesman.com/amp/113718780>

Based on company press releases, all three Phase III trials include:

- 1:1 placebo controlled trial with saline injection
- Two doses administered approximately 21-28 days apart
- Efficacy was only measured beginning 28 days after the first dose (basically beginning at the time of the second dose)

Pfizer/BioNTech

- Trial launched on July 27, 2020
- 41% of participants between ages 56 and 85
- 43,931 participants enrolled (1:1 ratio) with 97% receiving a second dose of the vaccine or placebo
- The final efficacy analysis was conducted at 170 confirmed cases of COVID-19 with 162 in the placebo group and 8 in the vaccinated group
- 10 severe cases of COVID-19 in the placebo group and 1 in the vaccinated group
- 95% effective against COVID-19, fairly consistent across all ages
- Fatigue and headache were the most frequent Grade 3 adverse events at 3.8% and 2.0%, respectively, and mostly experienced in the younger age group

Moderna

- Trial launched on July 27, 2020
- 23% of participants over age 65
- 30,000 participants enrolled (1:1 ratio)
- The primary efficacy analysis was conducted at 196 confirmed cases of COVID-19 with 185 in the placebo group and 11 in the vaccinated group
- 30 severe cases of COVID-19 in the placebo group and zero in the vaccinated group. (Recently, a sudden death of a Philadelphia priest who participated in the trial and received his second dose on October 1st is under investigation.)
- 94.1% effective against COVID-19, fairly consistent across all ages
- Limited data on adverse events

AstraZeneca

- Trial launched on September 1, 2020
- Age distribution unknown
- 23,000 participants enrolled (1:1 ratio)
- A preliminary efficacy analysis was conducted at 131 confirmed cases of COVID-19 with about 77 in the placebo group and 54 in the vaccinated group
- No hospitalizations or severe cases of COVID-19 in the vaccinated group
- Data on adverse events not reported
- Reported to be 70% effective against COVID-19, fairly consistent across all ages. Notably, however, 2,741 participants mistakenly received a half dose of the vaccine initially followed by a full second dose as opposed to the protocol regimen of two full doses. In a subgroup analysis, the vaccine in this “mistake” group was found to be 90% effective compared to 62% effective in the group that received two full doses.

At first glance, all three trials appear very large with considerably higher enrollment than most Phase III trials, which typically range between 300 and 3,000 participants. Notably, however, there are actually very few participants who received the vaccine AND developed COVID-19. While this may (or may not) imply that the vaccine is effective, the much bigger problem is that it tells us almost nothing about how exposure to COVID-19 affects people who receive the vaccine. For example, in the Pfizer/BioNTech and Moderna trials, only 8 and 11 vaccinated participants, respectively, developed COVID-19.

This is an alarmingly small number when taking into consideration the novelty of SARS-CoV-2 and the possibility of the adverse effect known as pathogenic priming, which has been seen repeatedly with prior coronavirus vaccines.

Pathogenic priming includes the deleterious effect of antibody-dependent enhancement (ADE) whereby a vaccine or reinfection could result in a **more severe** or lethal disease, should the person become infected with SARS-CoV-2 in the wild. This phenomenon has been well-documented with prior vaccines. The most recent terrible headlines related to this was a vaccine for Dengue Persons who received the vaccine and then encountered the virus in the wild suffered worse outcomes at an alarming rate. This is why the Dengue vaccine (“Dengvaxia”) was only approved for very restricted use by the FDA—despite years of active research and development. In the Philippines, the former head of the Dengue department of the Research Institute for Tropical Medicine (RITM) was indicted in 2019 by the Department of Justice for "reckless imprudence resulting [in] homicide," because they "facilitated, with undue haste," Dengvaxia's approval and its rollout among Philippine schoolchildren.²³

The antibody-dependent enhancement effect in the COVID-19 Experimental Vaccines will be further discussed in Section VI. But what is clear is that the Phase III trials from Pfizer, Moderna and AstraZeneca provide little to no insight into ADE and Vaccine-Associated Hypersensitivity (VAH). Not only is the sample size of vaccinated participants who developed COVID-19 very small, but, based on the information publicly available, it is unknown which strains of SARS-CoV-2 afflicted the participants in the trials.

IV. COVID-19 Experimental Vaccines Controversies:

Scientists have the same concerns for the experimental vaccines as for all drugs. Is the proposed treatment safe and is it effective.

Safety Concerns Regarding the Experimental COVID-19 Vaccines

1. Brand New Technology. No vaccine based on messenger RNA has ever been approved for any disease, or even entered final-stage trials until now, so there’s no peer-reviewed published

²³ <https://www.sciencemag.org/news/2019/04/dengue-vaccine-fiasco-leads-criminal-charges-researcher-philippines>

human data to compare how mRNA stacks up against older technologies.²⁴ How well mRNA vaccines will actually prevent COVID-19 remains unknown. This new technology is less stable than older technologies, for example, requiring deep freezing temperatures up to negative 70 degrees Celsius for Pfizer's vaccine. This differs from other vaccines that are typically kept in ordinary refrigerators. Recently a vaccine candidate had to be halted because test subjects has 'false positive' HIV test results – in other words, unexpected things must be expected with brand new experimental technology.²⁵

2. Failure of Previous Coronavirus Vaccines.

Despite trying for decades, scientists have never been able to create a successful coronavirus vaccine. Whenever they *think* they have, the experimental coronavirus vaccine has failed and animals who got the experimental vaccine died.²⁶

3. No Independently Published Animal Studies.

Most other previous vaccines have performed and published results on animal studies prior to giving to humans. This is critical because deadly effects are often not seen until this step. Vaccines that have been given to humans prior to animal trials have *frequently* resulted in deaths that caused the governments to yank the vaccines. Most scientists believe that human death is inevitable if there are no prior peer-reviewed animal studies.²⁷

4. Known Complications.

One of the known complications of vaccines is something called *immune enhancement*. One type of immune enhancement is known as Antibody Dependent Enhancement (ADE). This is a process where a virus leverages antibodies to aid infection. In short, the anti-COVID antibodies, stimulated by a vaccine, *amplify* the infection rather than prevent its damage. This paradoxical reaction has been seen repeatedly in other vaccines and animal development trials especially with *coronavirus* vaccine trials.²⁸

Other known complications of vaccines include neurological diseases such as transverse myelitis, Bells' Palsy multiple sclerosis, autism, and Guillain-Barre. For example, in 1976 the government attempted a mass vaccination of the population with a newly created Swine Flu vaccine. The vaccination program was aborted after about 450 people came down with Guillain-Barre. The extremely limited COVID-19 vaccine data already has at least two transverse myelitis cases²⁹ and four Bell's Palsy cases that may be linked to vaccination..

²⁴ <https://www.bloomberg.com/features/2020-moderna-biontech-COVID-shot/> August 11, 2020

²⁵ <https://www.cnn.com/2020/12/10/australia/australia-vaccine-hiv-intl-hnk/index.html>

²⁶ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3335060/>

²⁷ <https://www.pfizer.com/news/press-release/press-release-detail/pfizer-and-biontech-announce-data-preclinical-studies-mrna> We learn about these studies only from the company itself.

²⁸ <https://academic.oup.com/jid/article/222/12/1946/5891764>

²⁹ <https://www.nature.com/articles/d41586-020-02706-6>

Four Pfizer vaccine volunteers develop Bell's palsy...

Bell's palsy is a condition that causes a weakness or paralysis of the muscles in the face...

The condition causes one side of your face to droop or become stiff.
zeenews.india.com/world/covid-19...



NEWS • 25 SEPTEMBER 2020

COVID-vaccine results are on the way – and scientists' concerns are growing

Researchers warn that vaccines could stumble on safety trials, be fast-tracked because of politics or fail to meet the public's expectations.

5. Unknown Complications.

There are entire populations for whom we don't know the data. For example, we have no knowledge of the immune response in vaccinated individuals who later contract the disease, and we also do not know the effects on disease course in vaccinated individuals with waning immunity. We do not know the effects on the elderly. We do not know the effect on the pregnant or soon to be pregnant. There is no actual data *at all* for an enormous percentage of the population, probably more than half.

Just by the mere fact that these trials were launched within the past six months, we cannot know of any long-term effects or interactions with other viruses such as influenza or the seasonal cold, especially considering that two of the vaccines nearest to public distribution take an entirely novel approach with mRNA.

The mechanism of action of the experimental mRNA vaccines includes a possible auto-immune rejection of the placenta. In layman's terms, the vaccine may permanently interfere with a woman's ability to maintain a pregnancy. The vaccine companies themselves acknowledge the possibility of ill effects on a pregnancy on the vaccine bottle, which says the following: "it is unknown whether COVID-19 mRNA VaccineBNT162b2 has an impact on fertility. And women of childbearing age are advised to avoid pregnancy for at least two months after their second dose."³⁰

6. Pharmaceuticals are Immune from All Liability.

The same companies (and executives) that profit from this vaccine are immune from all liability. In 1986, Congress passed the National Childhood Vaccine Injury Act (NCVIA). It provides immunity from liability to all vaccine manufacturing companies. With COVID-19 experimental

³⁰https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941452/Information_for_healthcare_professionals.pdf

vaccine, AstraZeneca goes even further in acknowledging that this is an emergency situation and requested no liability from the EU. “This is a unique situation where we as a company simply cannot take the risk if in ... four years the vaccine is showing side effects,” Ruud Dobber, a member of Astra’s senior executive team, told Reuters.³¹

7. An Experimental Vaccine Is Not Safer Than a Very Low IFR.

The IFR was always known to be very low for the young and healthy middle aged, and it has now been shown to be extraordinarily low. We are getting better and better at *treating* COVID-19: the death *rate* in terms of population continues to fall, hospital stays for COVID-19 get shorter and hospital mortality from COVID-19 plummets.

Questions Regarding the Effectiveness of the COVID-19 Experimental Vaccines

1. No Proof the Vaccine Stops Transmission of the Virus.

The trial data on the vaccinations released so far has not addressed the issue of *transmission* of the virus. That is, the efficacy data is primarily based on *symptoms*, not on transmission. Could the vaccine create asymptomatic carriers that can unknowingly transmit the virus? The scientists are very upfront about the fact that they don’t know if the vaccine even stops the spread of the virus!³² Dr. Corey who oversees the vaccine trials for the NIH COVID-10 Prevention Network says: “the studies aren’t designed to assess transmission. They don’t ask that question and there’s really no information on this at this point in time.”

Scientists involved in oversight of the Operation Warp Speed COVID-19 vaccine trials are tempering excitement about efficacy, noting that **the studies haven't shown yet whether the products can prevent transmission** of the SARS-CoV-2 virus.

"We don't know if people can become infected and thus also transmit even with vaccination," said former US Food and Drug Administration

Commissioner Margaret Hamburg, MD, in a November 18 briefing on COVID-19 vaccines sponsored by the American Public Health Association (APHA) and the National Academy of Medicine (NAM).

For that reason and others — including if there isn't significant uptake of vaccine — **"people can expect to still be wearing masks, still be asked to follow non-pharmaceutical public health measures** that we've all come to know so well," she said.

³¹ <https://www.reuters.com/article/us-astrazeneca-results-vaccine-liability/astrazeneca-to-be-exempt-from-coronavirus-vaccine-liability-claims-in-most-countries-idUSKCN24V2EN>

³² <https://www.medscape.com/viewarticle/941388>

2. Unknown Mortality or Hospital Admission Benefit.

Currently the pharmaceutical companies believe that their first COVID-19 vaccines are ~95% effective. Pharmaceutical companies typically believe their vaccinations are more effective than they actually are. For example, CDC data show that the influenza vaccine was 38% effective in 2017-18, 20% in 2018-19, and 39% in 2019-20 even though its efficacy was expected to be much higher when it was first introduced in 1938. Even if the COVID-19 vaccine is really 95% effective in the real world, the survival rate of those contracting the disease is already so much higher than that. If you are less than 70 years old you have a 99.5% chance of survival, if you are less than 50 years old you have a 99.98% chance of survival, and if you are less than 20 years old, you have a 99.997% chance of survival.

Notably, the vaccine trials had too few positive cases to assess with statistical significance any benefit in secondary outcomes such as decreased mortality or hospitalization. (ref: <https://www.bmj.com/content/371/bmj.m4037>)

3. The Vaccine Lasts Unknown Duration.

We know very little about the longevity of the immunity acquired for COVID-19 from natural infections or from the vaccines. Will the vaccination give long lasting immunity or will another vaccination be needed next year? Recent studies have shown that the body's immune response to the virus, as measured in levels of antibodies and T-cells, tends to wane over time. "We don't know how long immunity lasts," said Akiko Iwasaki, professor of immunobiology at Yale University. We have no lasting immunity from influenza, for example, because the virus is constantly mutating, we are required to get a new shot each year. Pharmaceutical companies and researchers guess that the COVID-19 vaccine should be annual, but with little scientific basis for this timeline.

V. COVID-19 Experimental Vaccines

Precise language is an important way to combat disinformation. There are no COVID-19 vaccines. The correct terminology is that there are experimental COVID-19 vaccines, also known as investigational COVID-19 vaccines. Multiple types of vaccines are being tried; here is an overview of the categories. The ones closest to mass distribution are the mRNA vaccines.³³

One reason we must call this what it is, which is *experimental*, is because the American public has been primed to receive this biological agent simply because the word *experimental* has gone missing. Almost no normal person would volunteer to be the first to receive an experimental drug unless they were very sick and there were no alternatives. With COVID-19 the vast majority of people do not get very sick, and there are many alternative treatments. We must insist on using the correct language of *experimental vaccine*.

³³ <https://www.nature.com/articles/d41586-020-01221-y>

The other reason we must call this what it is, *experimental*, is because having an experimental status has important legal implications. These agents are being distributed under an EUA (emergency use authorization)³⁴ which determines how future harm to patients will be compensated.

Note the language the Pharmaceutical company uses in its December 10, 2020 Advisory Report to the FDA. We must use the same language but not all Americans know or understand the word “investigational.”

Pfizer-BioNTech COVID-19 Vaccine
VRBPAC Briefing Document

1. Executive Summary

On November 20, 2020, Pfizer and BioNTech (the Sponsor) submitted an Emergency Use Authorization (EUA) request to FDA for **an investigational COVID-19 vaccine** (BNT162b2) intended to prevent COVID-19 caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The vaccine is based on the SARS-CoV-2 spike glycoprotein (S) antigen encoded by RNA and formulated in lipid nanoparticles (LNPs). The proposed use under an EUA is “for active immunization for the prevention of COVID-19 caused by SARS-CoV-2 in individuals 16 years of age and older.” The proposed dosing regimen is 2 doses, 30 µg each, administered 21 days apart.

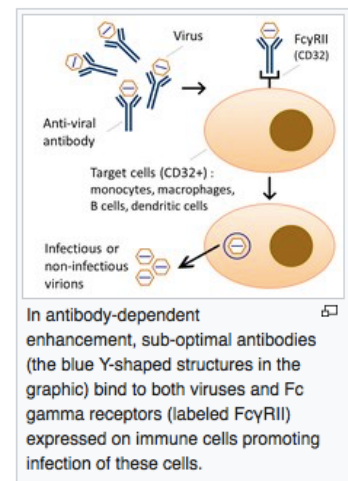
VI. COVID-19 Experimental Vaccines & Antibody-Dependent Enhancement

A well-documented and serious side effect of vaccines is known as pathogenic priming or antibody dependent or immune enhancement. It is difficult to prove, with doctors and scientists and the public tend to initially deny its existence by saying a person(s) has “a worse virus.” One way we learn that ADE is a real effect is by comparing vaccinated and unvaccinated populations. If entire populations are immediately vaccinated with these experimental vaccines, the true incidence of ADE will never be known, as many cases will just be falsely described as a “new strain” or “more severe strain.”

Although most readers have never heard of it, *antibody-dependent-enhancement* is so well known, it even has its own Wikipedia page: https://en.wikipedia.org/wiki/Antibody-dependent_enhancement screenshot date December 8, 2020. Note that coronaviruses are commonly implicated.

³⁴https://www.fda.gov/media/144245/download?utm_campaign=The%20DC%20Today&utm_medium=email&_hsmi=102466647&_hsenc=p2ANqtz--L3Cb8f16aCL4ZBDWT3IZC_zZIx7sEiXXY-NBi9i0yP1Zc8nr5FhINXL6DoyCwMg_jYSRIeJsPg0iB1pBhWWpyYreSQ&utm_content=102466647&utm_source=hs_email

Antibody-dependent enhancement (ADE), sometimes less precisely called **immune enhancement** or **disease enhancement**, is a phenomenon in which binding of a virus to suboptimal antibodies enhances its entry into host cells, followed by its replication.^{[1][2]} Antiviral antibodies promote viral infection of target immune cells by exploiting the phagocytic FcγR or complement pathway.^[3] After interaction with the virus the antibody binds Fc receptors (FcR) expressed on certain immune cells or some of the complement proteins. FcγR binds antibody via its fragment crystallizable region (Fc). This interaction facilitates uptake of the virus via phagocytosis of the virus-antibody complex by the immune cells. Consequently, FcR-bearing myeloid cells such as monocytes, macrophages, dendritic cells, and certain granulocytes are permissive to antibody-dependent enhancement infection, through phagocytic uptake of the immune complexes.^[4] Usually the process of phagocytosis is accompanied by the virus degradation, however, if the virus is not neutralized (either due to low affinity binding or targeting to a non-neutralizing epitope), antibody binding might result in a virus escape and therefore, enhanced infection. Thus, phagocytosis can cause viral replication, with the subsequent death of immune cells. The virus “deceives” the process of phagocytosis of immune cells and uses the host's antibodies as a Trojan horse. ADE may occur due to the non-neutralizing characteristic of the antibody, which bind viral epitopes other than those involved in a host cell attachment and entry. ADE may also happen due to the presence of sub-neutralizing concentrations of antibodies (binding to viral epitopes below the threshold for neutralization).^[4] In addition ADE can be induced when the strength of antibody-antigen interaction is below the certain threshold.^{[5][6]} This phenomenon might lead to both increased virus infectivity and virulence. The viruses that can cause ADE frequently share some common features such as antigenic diversity, abilities to replicate and establish persistence in immune cells.^[1] ADE can occur during the development of a primary or secondary viral infection, as well as after vaccination with a subsequent virus challenge.^{[1][7][8]} It has been observed mainly with positive-strand RNA viruses. Among them are Flaviviruses such as Dengue virus,^[9] Yellow fever virus, Zika virus,^{[10][11]} Coronaviruses, including alpha- and betacoronaviruses,^{[12][13]} Orthomyxoviruses such as influenza,^[14] Retroviruses such as HIV,^{[15][16][17]} and Orthopneumoviruses such as RSV.^{[18][19][20]}



ADE is especially tricky because it is a delayed reaction. Initially all seems well. The person seems to have a great immune response but then becomes deadly when the person is exposed to the virus in the wild. It is well known that you must do animal testing first to try to rule out ADE. Strong vaccine advocates Dr. Offit and Dr. Hotez, who would be expected to be enthusiastic about these experimental vaccines, have not really endorsed these new experimental vaccines, because previous coronavirus vaccines have a long history of failure due to “antibody dependent enhancement.”

Antibody Dependent Enhancement (ADE), is when anti-COVID antibodies, created by a vaccine, instead of protecting the person, cause a more severe or lethal disease when the person is later exposed to SARS-CoV-2 in the wild. The vaccine amplifies the infection rather than preventing damage. It may only be seen after months or years of use in populations around the world. This paradoxical reaction has been seen in other vaccines and animal trials. One well-documented example is with the Dengue fever vaccine, which resulted in avoidable deaths.^{35,36}

Dengue fever has 100-400 million infections, 500,000 hospitalizations, and a 2.5% fatality rate annually worldwide. It is a leading cause of death in children in Asian and Latin American countries. Despite over 50 years of active research, a Dengue vaccine still has not gained

³⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7642463/>

³⁶ <https://www.nature.com/scitable/topicpage/host-response-to-the-dengue-virus-22402106/>

widespread approval in large part due to ADE.³⁷ Sanofi Pharmaceutical spent 20 years and nearly \$2 billion to develop the Dengue vaccine and published their results in the NEJM, which was quickly endorsed by the WHO. But there were scientists who clearly stated the danger, which the Philippines ignored, and they decided to give it to hundreds of thousands of children in 2016. Later when they were exposed in the wild, many got severely ill and 600 children died. Criminal charges were filed against the decision-makers.³⁸

This same thing happened in the 1960's with Respiratory Syncytial Virus (RSV) – they also skipped the animal studies and gave the vaccine to 35 children and initially it looked like it worked well. But when those children were exposed to the wild virus, they got much sicker and then two of the kids died, which became a scandal. RSV typically is mild in children – whereas vaccinating children for it led to death.³⁹

This has happened with other coronaviruses. SARS-CoV-1 had about 35 vaccine candidates, the best four were trialed in ferrets and it looked like it worked well. But when those ferrets were challenged in the wild they got very ill and died. Extremely concerning is that this antibody-dependent amplification, ADE, has long been known from experiments with corona vaccines in cats, for example. In the course of these studies all cats that initially tolerated the vaccination well died after catching the wild virus.⁴⁰

The original SARS-CoV, a coronavirus 78% similar to the current SARS-CoV-2 causing COVID-19, caused an epidemic in 2003. Scientists attempted to create a vaccine. Initially it appeared promising, but ultimately it was abandoned because although the mice tolerated the vaccine and produced antibodies, when the mice were exposed to the actual virus in the wild, they died due to what we would think of as sudden severe cytokine storm.⁴¹

Conclusions

These SARS-CoV vaccines all induced antibody and protection against infection with SARS-CoV. However, challenge of mice given any of the vaccines led to occurrence of Th2-type immunopathology suggesting hypersensitivity to SARS-CoV components was induced. Caution in proceeding to application of a SARS-CoV vaccine in humans is indicated.

SARS-CoV-2, which can lead to COVID-19, was first documented less than one year ago with scant information on the disease course and interactions with immune systems from the various

³⁷ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7642463/>

³⁸ <https://childrenshealthdefense.org/news/COVID-19-robert-f-kennedy-jr-and-del-bigtree-talk-about-the-vaccine/>

³⁹ <https://www.reuters.com/article/us-rsv-shot/research-shows-why-1960s-rsv-shot-sickened-children-idUSTRE4BM4SH20081223>

⁴⁰ <https://2020news.de/en/dr-wodarg-and-dr-yeardon-request-a-stop-of-all-corona-vaccination-studies-and-call-for-co-signing-the-petition/?fbclid=IwAR3yoj0SCIK8WaaS0-w1vLoi-g4qNYydTxT3aK01NJDwHut3jWpygtmnbnY>

⁴¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3335060/>

SARS-CoV-2 strains. We do know that SARS-CoV-2 is unique from other coronaviruses in that select individuals mount an aggressive immune response resulting in cytokine storm and death. It is still largely unknown why the immune response to SARS-CoV-2 varies so much from a large percentage of asymptomatic patients to rapid death in others.

Science, Nature, Journal of Infectious diseases and others, have already documented ADE, or vaccine-associated hypersensitivity (VAH) risks in relation to the development of experimental COVID-19 vaccines.^{42 43 44}

The Phase III trials from Pfizer, Moderna and AstraZeneca provide little insight into ADE and VAH. Not only is the sample size of vaccinated participants who developed COVID-19 very small, but, based on the information publicly available, it is unknown which strains of SARS-CoV-2 afflicted the participants in the trials.

This ADE response is so concerning that many scientists already agree the risk is much too high to release these experimental vaccines to the public at large. On December 1, 2020, the ex-Pfizer head of respiratory research Dr. Michael Yeadon and the lung specialist and former head of the public health department Dr. Wolfgang Wodarg filed an application with the European Medicine Agency responsible for approving drugs in the European Union, for the immediate suspension of all SARS CoV 2 vaccine studies, in particular the BioNtech/Pfizer study on BNT162b.^{45 46} One of the biggest reasons they cited was the formation of so-called “non-neutralizing antibodies” can lead to an exaggerated immune reaction, especially when the test person is confronted with the real, “wild” virus after vaccination. This so-called antibody-dependent amplification, ADE, has long been known from experiments with corona vaccines in cats, for example. In the course of these studies all cats that initially tolerated the vaccination well died after catching the wild virus.

If these experimental coronavirus vaccines cause an ADE reaction and millions and millions of Americans have taken this vaccine, instead of a 99.98% cure rate for COVID-19 we could face a 20-30% death rate when all these millions of Americans are exposed to COVID-19 in the wild.⁴⁷

VII. COVID-19 Experimental Vaccines & Other Known Problems

COVID-19 Experimental Vaccines should be expected to have similar problems as other vaccines, including neurologic disorders and possible racial disparities in vaccine

⁴²https://science.sciencemag.org/content/368/6494/945?fbclid=IwAR0BIDm74Kn3bbcX5MP5eLG_zn0kjkP23dSUB0SU-eNY7LKSyaloF7d6L-E

⁴³ <https://www.nature.com/articles/s41564-020-00789-5>

⁴⁴ <https://academic.oup.com/jid/article/222/12/1946/5891764>

⁴⁵ <https://2020news.de/en/dr-wodarg-and-dr-yeadon-request-a-stop-of-all-corona-vaccination-studies-and-call-for-co-signing-the-petition/?fbclid=IwAR3yoj0SCIK8WaaS0-w1vloi-g4qNYydTxT3aK01NJDwHut3jWpygtmnbNY>

⁴⁶ <https://2020news.de/wp-content/uploads/2020/12/>

[Wodarg_Yeadon_EMA_Petition_Pfizer_Trial_FINAL_01DEC2020_EN_unsigned_with_Exhibits.pdf](#)

⁴⁷ This is speculation based upon the deaths of the ferrets in the prior SARS vaccine trials.

responsiveness. Known complications of vaccines include neurological diseases such as transverse myelitis, multiple sclerosis, autism, and Guillain-Barre. For example, in 1976 the government attempted a mass vaccination of the population with a newly created Swine Flu vaccine. The vaccination program was aborted after about 450 people came down with Guillain-Barre. The extremely limited experimental COVID-19 vaccine data already has revealed two transverse myelitis cases.⁴⁸

There is already a large body of knowledge that ethnicity affects responsiveness to a vaccine, which is often underappreciated by scientists and the public.⁴⁹ A too strong immune reaction to a vaccine can result in inflammatory disease like transverse myelitis (inflammation and paralysis of the spinal cord). This raises grave concern about prioritizing African Americans to receive an experimental vaccine when so much available science shows that this demographic is already at a *higher* risk for adverse reactions to vaccines.

- i. Race and ethnicity were shown to affect antibody responses to the rubella vaccine, which elicited significantly higher titers in children of African ethnicity compared to those of European descent or Hispanic ethnicity [1].
- ii. A study conducted in the US found significantly higher seroprevalence rates of antibodies to measles virus in African Americans compared to Caucasians [2]
- iii. and antibody titers to the pertussis vaccine were strongly and consistently higher in African American children compared to Caucasian children [3].
- iv. A similar study conducted in Northern Canada showed that native Inuit and Innu infants developed higher antibody titers to a measles vaccine as compared to those of Caucasian descent [4].
- v. Disparities in serologic responses to vaccines were also observed between different ethnic groups for the *Haemophilus influenzae* type b-tetanus toxoid conjugate vaccine [5], or the *Haemophilus influenzae* type b polysaccharide-*Neisseria meningitidis* outer membrane protein conjugate vaccine [6].
- vi. A fifteen-year study of the hepatitis vaccine on babies found that “white boys were 64% less likely to have autism diagnosis relative to nonwhite boys.”⁵⁰

Lastly, there are already known severe and unique problems with prior attempted coronavirus vaccines. The reason there are no upper respiratory coronavirus vaccines is because the risk/benefit ratio has never been overcome. The vaccine can cause pathogenic priming, increasing lethality whereas the virus itself is often transient and nonlethal. Dr. Hotez, strong vaccine advocate and scientist, testified at the House Science Committee Hearing that these type of vaccines caused worse outcomes including death in children.⁵¹ One animal study of original SARS

⁴⁸ <https://www.nature.com/articles/d41586-020-02706-6>

⁴⁹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5325335/>

⁵⁰ <https://pubmed.ncbi.nlm.nih.gov/21058170/>

⁵¹ Dr. Hotez, immunized and then paradoxical immune enhancement to respiratory virus vaccines –lab animals – same problem. proceed very slowly very cautiously <https://ican.wetransfer.com/downloads/17513d1218048533022b9bc163e9d64520201205190837/94d4f4540e3064b4bbbd42c7cecf67e920201205190837/e70343>

vaccine showed hypersensitivity to the SARS components “Caution in proceeding to application of a SARS-CoV vaccine in humans is indicated.⁵² Previous coronavirus vaccine projects triggered immune responses so strong that the test animals died, and the vaccine trials were halted.⁵³

VIII. COVID-19 Experimental Vaccines & Other Unknown or New Problems

Frontline physicians have a very healthy respect for what is unknown. With these new experimental vaccines more is unknown than known, so this section is by definition, incomplete. But we already have suggestions of where serious problems will arise, based upon early data and mechanism of action. There is evidence to support that the vaccine could cause permanent auto-immune rejection of the placenta.

Placental inflammation resulting in stillbirths mid-pregnancy (second trimester) is seen with COVID-19 and with other similar coronaviruses. The way the experimental vaccines work, it is concerning that that deleterious effect on the placenta, which in the wild only lasts as long as the acute illness, would instead be lifelong.

There is a case report of a woman with a normally developing pregnancy who lost the otherwise healthy baby at five months during acute COVID-19. The mother’s side of the placenta was very inflamed. This “infection of the maternal side of the placenta inducing acute or chronic placental insufficiency resulting in miscarriage or fetal growth restriction was observed in 40% of pregnant women with similar coronaviruses”⁵⁴ Thus far SARS-Co-V-2 appears to be similar.⁵⁵ This issue has not been studied despite saying that “Additional studies of pregnant women with COVID-19 is warranted to determine if SARS-CoV-2 can cause similar adverse outcomes.”

The purported mRNA vaccines may instigate a similar reaction as the virus. There is a component in the vaccine that could cause this same auto-immune rejection of the placenta but indefinitely. In layman’s terms: getting COVID-19 has been associated with a high risk of mid-pregnancy miscarriage because the placenta fails – but the vaccine may do the exact same thing – but not for just the few weeks of being sick – but forever. Meaning repeated pregnancies would keep failing ~ mid-pregnancy. It is completely reckless to give this vaccine to millions of people who would otherwise all be expected to recover, until we know the answer to that question!

i. Here is the scientific theory/explanation for the effect on the placenta (and possibly on sperm): the spike protein of Sars-Cov-2, against which teams are competing to develop a vaccine, is highly homologous with a human HERV protein, syncytin-1. Syncytin-1, which is a HERV derived protein, causes fusion of cells in the trophoblast and has a role in

⁵² <https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0035421&type=printable>

⁵³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3335060/>

⁵⁴ <https://jamanetwork.com/journals/jama/fullarticle/2765616>

⁵⁵ [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30311-1/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30311-1/fulltext)

placentation.⁵⁶ The vaccinations are expected to produce antibodies against spike proteins of SARS-CoV-2. However, spike proteins also contain syncytin-homologous proteins, which are essential for the formation of the placenta in mammals such as humans. It must be absolutely ruled out that a vaccine against SARS-CoV-2 could trigger an immune reaction against syncytin-1, as otherwise infertility of indefinite duration could result in vaccinated women.^{57 58}

Alignment of the endogenous elements Syn1 found on human chromosome 7, or Syn2 found on chromosome 6, or HERV-K expressed from chromosome 6, all show a number of sequence motifs with significant similarity to nCoV2019 spike protein.⁵⁹

ii. As reported by Public Broadcasting Service, regarding placenta science: “The syncytiotrophoblast is the outermost layer of the placenta, the part that is pressed against the uterus. It’s literally a layer of cells that have fused together, forming a wall.... This wall of cells keeps mom and baby working in harmony and not killing each other. There’s no other structure like this anywhere else in the body.”⁶⁰

Many scientists already agree the risk is much too high to release these experimental vaccines to the public at large. On December 1, 2020, the ex-Pfizer head of respiratory research Dr. Michael

XI. Several vaccine candidates are expected to induce the formation of humoral antibodies against spike proteins of SARS-CoV-2. Syncytin-1 (see Gallaher, B., “Response to nCoV2019 Against Backdrop of Endogenous Retroviruses” - <http://virological.org/t/response-to-ncov2019-against-backdrop-of-endogenous-retroviruses/396>), which is derived from human endogenous retroviruses (HERV) and is responsible for the development of a placenta in mammals and humans and is therefore an essential prerequisite for a successful pregnancy, is also found in homologous form in the spike proteins of SARS viruses. There is no indication whether antibodies against spike proteins of SARS viruses would also act like anti-Syncytin-1 antibodies. However, if this were to be the case this would then also prevent the formation of a placenta which would result in vaccinated women essentially becoming infertile. To my knowledge, Pfizer/BioNTech has yet to release any samples of written materials provided to patients, so it is unclear what, if any, information regarding (potential) fertility-specific risks caused by antibodies is included.

According to section 10.4.2 of the Pfizer/BioNTech trial protocol, a woman of childbearing potential (WOCBP) is eligible to participate if she is not pregnant or breastfeeding, and is using an acceptable contraceptive method as described in the trial protocol during the intervention period (for a minimum of 28 days after the last dose of study intervention).

This means that it could take a relatively long time before a noticeable number of cases of post-vaccination infertility could be observed.

Yeadon and the lung specialist and former head of the public health department Dr. Wolfgang Wodarg filed an application with the European Medicine Agency responsible for European approval, for the immediate suspension of all SARS CoV-2 vaccine studies, in particular the BioNTech/Pfizer study on BNT162b.^{61 62} One of the biggest reasons they cited was the possibility of lifelong infertility as described above and copied here.

⁵⁶ <https://bjgplife.com/2020/05/21/of-hervs-and-COVID-19-questions-for-the-future/>

⁵⁷ <https://2020news.de/en/dr-wodarg-and-dr-yeadon-request-a-stop-of-all-corona-vaccination-studies-and-call-for-co-signing-the-petition/?fbclid=IwAR3y0j0SCIK8WaaS0-w1vIoi-g4qNYydTxT3aK01NJDwHut3jWpygtmnbNY>

⁵⁸ <https://2020news.de/wp-content/uploads/2020/12/>

[Wodarg Yeadon EMA Petition Pfizer Trial FINAL 01DEC2020 EN unsigned with Exhibits.pdf](#)

⁵⁹ <https://virological.org/t/response-to-ncov2019-against-backdrop-of-endogenous-retroviruses/396>

⁶⁰ <https://why.org/segments/the-placenta-went-viral-and-protomammals-were-born/>

⁶¹ <https://2020news.de/en/dr-wodarg-and-dr-yeadon-request-a-stop-of-all-corona-vaccination-studies-and-call-for-co-signing-the-petition/?fbclid=IwAR3y0j0SCIK8WaaS0-w1vIoi-g4qNYydTxT3aK01NJDwHut3jWpygtmnbNY>

⁶² <https://2020news.de/wp-content/uploads/2020/12/>

[Wodarg Yeadon EMA Petition Pfizer Trial FINAL 01DEC2020 EN unsigned with Exhibits.pdf](#)

IX. Pharmaceutical Companies Conflict of Interests

When the worldwide government response to COVID-19 swept the globe, there was a rush to manufacture vaccines. What is mostly unknown is that pharmaceutical companies are shielded from paying anything to people who may be hurt by their vaccines. This is a unique carve-out and financial benefit that caused the pharmaceutical industry to explode to many times its former size in the 35 years since this deal was struck.

Since 1986, when pharmaceutical companies could no longer be sued when anything goes wrong with a vaccine, there has been a *huge* increase in vaccines and simultaneously much less caution than there should be when recommending a biological agent to millions of perfectly healthy people. “National Childhood Vaccine Injury Act” of 1986” said that nobody can sue pharmaceutical companies for any vaccine injury. 42 USC §300aa-11. So in 1986 there were 11 vaccines but fast forward to now there are 53 (1986: polio, DTP, MMR and that was it) and hundreds more planned. In that time the vaccine market went from \$1 billion to \$44 billion (that \$1B would be worth \$2.24B today) and it is obvious that pharmaceuticals are incentivized to make more and more vaccines.⁶³

Pharmaceutical companies are now worth \$1.3 trillion.”⁶⁴ They are 2.5x Big Tobacco which is \$500 billion/year⁶⁵ and nearly 100x the NFL. Over the past twenty years, pharmaceutical companies have spent \$4 billion to lobby Congress which is more than aerospace, defense and oil/gas industries combined.⁶⁶

While not alleging any negative purposeful intent, it is obvious that a company that does not *have* to be sure its products are safe will never be *as* careful as a company that cannot afford such mistakes. When there is a rush, as this unprecedented situation has revealed, all sorts of corners have been cut, including long-term studies and animal studies. And the very foundational question of even needing a vaccine has been pushed to the side, in large part due to the very exciting profit anticipated by the pharmaceutical companies. If things were not so rushed and financially incentivized, doctors and scientists would have noticed that a coronavirus vaccine is likely neither desirable nor safe and effective, given its low lethality, history of ADE and prior lethal result of coronavirus vaccines.

⁶³ <https://www.bloomberg.com/features/2020-moderna-biontech-COVID-shot/> August 11, 2020. The possibility of a COVID-19 vaccine has led investors to more than triple the value of Moderna’s shares this year, giving the company a market capitalization of about \$28 billion, an astonishing number for a company with no products. BioNTech shares have more than doubled. A third company with an mRNA-based COVID-19 shot, CureVac AG, has said it’s considering an initial public offering. Both Stéphane Bancel, Moderna’s chief executive officer, and Ugur Sahin, his less flashy counterpart at BioNTech, have become multibillionaires.

⁶⁴ <https://www.statista.com/statistics/263102/pharmaceutical-market-worldwide-revenue-since-2001/>

⁶⁵ <https://www.theguardian.com/business/2012/mar/22/tobacco-profits-deaths-6-million>

⁶⁶ <https://publicintegrity.org/health/opinion-big-pharmas-stranglehold-on-washington/>

X. Experimental Vaccines & Legal Issues for Patients

Once the FDA issues an EUA to permit any COVID-19 vaccine, a plaintiff's options are limited pursuant to the PREP Act. Vaccine manufacturers lobbied for this legislation to preempt state vaccine safety laws in the case of an emergency declaration by the US Department of Health and Human Services (HHS).

“The PREP Act authorizes the Secretary of HHS to issue a declaration (PREP Act declaration) that provides immunity from liability (except for willful misconduct) for claims of loss caused by, arising out of, relating to, or resulting from the administration or use of countermeasures to diseases, threats, and conditions determined by the Secretary to constitute a present, or credible risk of a future, public health emergency to entities and individuals involved in the development, manufacture, testing, distribution, administration, and use of such countermeasures. A PREP Act declaration is specifically for the purpose of providing immunity from liability.”

On March 10, 2020, the Secretary of HHS made a public health emergency declaration for COVID-19, which makes the PREP Act's protections applicable to the COVID-19 pandemic.

The PREP Act provides liability immunity to certain “covered persons” against any claim of loss cause by (or arising out of, relating to, or resulting from) the manufacture, distribution, administration, or use of medical countermeasures, which includes a COVID-19 vaccine. This Act shields the pharmaceutical companies from liability, making it difficult to hold them financially responsible. In other words, it is much more difficult than a regular products liability case. The pharmaceutical company can only be liable if there is “willful misconduct” as defined by the Act, which results in death or serious physical injury. AFLDS are putting the pharmaceutical companies on notice today, before the vaccine is distributed, administered, or used, that if they go forward now, with their intent to achieve a wrongful purpose and despite being informed of the serious potential risks as outlined herein, they are clearly engaging in willful misconduct and are, therefore, no longer protected under the PREP Act.

The PREP Act does *not* shield employers or businesses as “covered persons” and should they attempt to mandate vaccination, they may be liable for resulting harms.

Pursuant to an EUA, each person has a right to decline a medication/biologic that is not fully licensed. The subject needs to be told the risks/benefits and of the right to decline. An experimental treatment cannot be forced. So, for example, if a teachers' union or an airline attempts to mandate a COVID-19 vaccine issued under an EUA, they may very well be liable for bad outcomes.

Many scientists already agree the risk is much too high to proceed with these experimental vaccines. On December 1, 2020, the ex-Pfizer head of respiratory research Dr. Michael Yeadon and the lung specialist and former head of the public health department Dr. Wolfgang Wodarg

filed an application with the Medicine Agency responsible for EU-wide drug approval, for the immediate suspension of all SARS CoV 2 vaccine studies, in particular the BioNtech/Pfizer study on BNT162b (EudraCT number 2020-002641-42). Dr. Wodarg and Dr. Yeadon demand that the studies – for the protection of the life and health of the volunteers – should not be continued until a study design is available that is suitable to address the significant safety concerns expressed by an increasing number of renowned scientists against the vaccine and the study design. Furthermore, they demand that it must be excluded, e.g. by means of animal experiments, that risks already known from previous studies, which partly originate from the nature of the coronaviruses, can be realized. The concerns are directed in particular to the following four points (the first two were stated earlier in this paper):

- The formation of so-called “non-neutralizing antibodies” can lead to an exaggerated immune reaction, especially when the test person is confronted with the real, “wild” virus after vaccination. This so-called antibody-dependent amplification, ADE, has long been known from experiments with corona vaccines in cats, for example. In the course of these studies all cats that initially tolerated the vaccination well died after catching the wild virus.
- The vaccinations are expected to produce antibodies against spike proteins of SARS-CoV-2. However, spike proteins also contain syncytin-homologous proteins, which are essential for the formation of the placenta in mammals such as humans. It must be absolutely ruled out that a vaccine against SARS-CoV-2 could trigger an immune reaction against syncytin-1, as otherwise infertility of indefinite duration could result in vaccinated women.
- The mRNA vaccines from BioNTech/Pfizer contain polyethylene glycol (PEG). 70% of people develop antibodies against this substance – this means that many people can develop allergic, potentially fatal reactions to the vaccination.
- The much too short duration of the study does not allow a realistic estimation of the late effects. As in the narcolepsy cases after the swine flu vaccination, millions of healthy people would be exposed to an unacceptable risk if an emergency approval were to be granted and the possibility of observing the late effects of the vaccination were to follow. Nevertheless, BioNTech/Pfizer apparently submitted an application for emergency approval on December 1, 2020.^{67 68}

The reason it is so important that many scientists including the above, and including the undersigned have been so public with their concerns is that it is premature to plan for widespread release of a vaccine that is in experimental stages. It is willful misconduct to ignore the serious safety concerns.

⁶⁷ <https://2020news.de/en/dr-wodarg-and-dr-yeadon-request-a-stop-of-all-corona-vaccination-studies-and-call-for-co-signing-the-petition/?fbclid=IwAR3y0j0SCIK8WaaS0-w1vIoi-g4qNYydTxT3aK01NJDwHut3jWpygtmnbNY>

⁶⁸ <https://2020news.de/wp-content/uploads/2020/12/>

[Wodarg Yeadon EMA Petition Pfizer Trial FINAL 01DEC2020 EN unsigned with Exhibits.pdf](#)

XI. COVID-19 Experimental Vaccines & Unusual Processes

a. Pharmaco-vigilance tracking system.

The Department of Defense of the federal government has contracted with Google and Oracle to track vaccinated persons. In the document entitled “From the Factory to the Frontlines,” the Department of Health and Human Services (HHS) and the Department of Defense (DOD) stated that, because Warp Speed vaccine candidates use new unlicensed vaccine production methods that “have limited previous data on safety in humans . . . the long-term safety of these vaccines will be carefully assessed using pharmacovigilance surveillance and Phase 4 (post-licensure) clinical trials.”^{69 70} The vaccination effort itself (OWS) is being managed by the military with the DHS and NSA as opposed to what is usually done, which is civilian health agencies. Law enforcement and DHS officials are not to be prioritized and the CDC Advisory Committee on Immunization Practices has identified “critical populations” including ethnic minorities and the mentally challenged.

b. Priming of Racial Minorities to Accept Experimental Vaccinations.

There is scant evidence that race is an *independent* risk factor for severe COVID-19 disease and there is substantial evidence to suggest it is *irrelevant*. Individuals at much higher risk of dying are those with obesity, diabetes, hypertension, renal, heart disease and groups of people at higher risk are those who live in crowded areas and homes, use mass-transit, and work closely with the public (bus drivers, fast food.) So in Louisiana, blacks are 31% population but 70% infected, and this observation was sold to blacks as being a true racial difference. But while these individual and group risk factors are higher in blacks in the USA, in other countries, for example in the UK, it is not blacks but middle eastern and east Asian who are at higher risk.⁷¹ And all ethnicities are affected worldwide but in Africa, COVID-19 deaths are exceedingly rare - 1% of western European nations.

c. Racial Justice Via Experimental Vaccination?

⁶⁹ <https://www.thelastamericanvagabond.com/google-oracle-monitor-americans-who-get-warp-speeds-covid-19-vaccine-for-two-years/> During an interview with the *Wall Street Journal* published last Friday, the “captain” of Operation Warp Speed, career Big Pharma executive Moncef Slaoui, confirmed that the millions of Americans who are set to receive the project’s COVID-19 vaccine will be monitored via “incredibly precise . . . tracking systems” that will “ensure that patients each get two doses of the same vaccine and to monitor them for adverse health effects.” Slaoui also noted that tech giants Google and Oracle have been contracted as part of this “tracking system” but did not specify their exact roles beyond helping to “collect and track vaccine data.”

⁷⁰ <https://www.thelastamericanvagabond.com/google-oracle-monitor-americans-who-get-warp-speeds-covid-19-vaccine-for-two-years> “The key objective of pharmacovigilance is to determine each vaccine’s performance in real-life scenarios, to study efficacy, and to discover any infrequent and rare side effects not identified in clinical trials. OWS will also use pharmacovigilance analytics, which serves as one of the instruments for the continuous monitoring of pharmacovigilance data. Robust analytical tools will be used to leverage large amounts of data and the benefits of using such data across the value chain, including regulatory obligations.”

⁷¹ <https://nypost.com/2020/07/16/the-lunatic-drive-for-racial-quotas-for-covid-19-vaccines/>

The CDC is telling the public at large that getting an experimental vaccine is a good thing, but it's *additionally* telling black people that getting the vaccine is “racial justice” and an advantage. Not only does phrase “racial justice” have no place in serious scientific inquiries, there is certainly no advantage to being first in line to get something experimental when the risk of the virus itself is so low.⁷²

As a matter of justice, these disparities in COVID-19 risk and adverse outcomes across racial and ethnic groups should be addressed in our overall COVID-19 response.⁴² The key questions here are whether these disparities should be addressed through a vaccine allocation plan, and, if so, how is that best achieved? For example, a question to consider is whether racial and ethnic groups should be prioritized directly. While this approach could potentially enable the greatest impact on reducing COVID-19 burden in these populations, awareness of historical or ongoing injustice in the medical system has led some Black individuals to lack confidence in the safety or efficacy of vaccines.⁴³ Directly prioritizing Black populations could further threaten the fragile trust that some have in the medical and public health system, particularly if there is the perception that there has been a lack of testing to assess vaccine safety and that they are the “guinea pigs.”⁷⁴³ The implementation of directly prioritizing communities of color could also be challenging and divisive, as determining how to access specific populations and how to determine eligibility based on race or ethnicity includes many sensitive challenges.

d. Specific and Targeted Racial Profiling.

Is it “fairness” and “social justice” to be first to receive an experimental vaccine? “The ultimate safety of an approved vaccine is not knowable until it has been administered to millions of people. ... It is also possible that certain adverse effects may occur more frequently in certain population subgroups, which may not be apparent until millions are vaccinated. ... pharmacovigilance systems will provide critical information ... that may inform adjustments to the optimal allocation.”⁷³

Previous coronavirus vaccine projects triggered immune responses so strong that the test animals died, and the vaccine studies were stopped. Claiming that vaccinating African Americans and other ethnic minorities first represents “fairness and justice” and would address “structural racism” contradicts the CDC admission that the safety of the COVID-19 vaccine is “not completely knowable” until millions have received it and that “certain adverse effects may occur more frequently in certain population subgroups.”

⁷² <https://www.centerforhealthsecurity.org/our-work/publications/interim-framework-for-COVID-19-vaccine-allocation-and-distribution-in-the-us>

⁷³ <https://www.centerforhealthsecurity.org/our-work/publications/interim-framework-for-COVID-19-vaccine-allocation-and-distribution-in-the-us>

The most disenfranchised members of society are to be vaccinated first: “racial and ethnic minorities, tribal, incarcerated, rural, disabilities, underinsured, people who work in school settings, nurses.”⁷⁴ “Must prioritize blacks and Latinos to reflect fairness and justice.”⁷⁵

e. **Specific and Targeted Racial Messaging.**

Relevant information (known and unknown risks) is being censored or minimized everywhere, but the censorship is particularly targeted in the black community. First note what The Johns Hopkins Center for Health Security, World Economic Forum, and Bill & Melinda Gates Foundation proposed in preparing for a pandemic (i) and then note what Operation Warp Speed actually implemented (ii):⁷⁶

i. (all communities) Governments and the private sector should assign a greater priority to developing methods to combat mis- and disinformation prior to the next pandemic response. Governments will need to partner with traditional and social media companies to research and develop nimble approaches to countering misinformation. This will require **developing the ability to flood media with fast, accurate, and consistent information**. Public health authorities should work with private employers and trusted community leaders such as faith leaders, to promulgate factual information to employees and citizens. Trusted, influential private-sector employers should create the capacity to readily and reliably augment public messaging, **manage rumors and misinformation**, and amplify credible information to support emergency public communications. National public health agencies should work in close collaboration with WHO to create the capability to rapidly develop and release consistent health messages. For their part, **media companies should commit to ensuring that authoritative messages are prioritized and that false messages are suppressed including though the use of technology.**

⁷⁴ https://www.cdc.gov/vaccines/imz-managers/downloads/COVID-19-Vaccination-Program-Interim_Playbook.pdf page 15

⁷⁵ <https://www.centerforhealthsecurity.org/our-work/publications/interim-framework-for-COVID-19-vaccine-allocation-and-distribution-in-the-us> page 12 It states that “a critical difference” between COVID-19 vaccine allocation and the “context envisioned in the 2018 guidance for pandemic influenza vaccine allocation” is the fact that the US is “currently in the midst of a national reckoning on racial injustice, prompted by cases of police brutality and murder.” It goes on to state that “although structural racism was as present in the 2018 and previous influenza epidemics as it is today, the general public acknowledgment of racial injustice was not.” It goes without saying that police brutality is decidedly unrelated to vaccine allocation as is increased national awareness of racial injustice as it relates to police brutality. This is further compounded by the police, in this document, being removed as a priority group for COVID-19 vaccine allocation, despite having been designated a priority group in all other government vaccine-allocation guidance since the 2001 anthrax attacks. Also odd is that it is only increased access of minorities to the COVID-19 vaccine that is cited as a way to address “structural racism in health systems,” not other policies that would be more likely to address the problem.

⁷⁶ <https://www.centerforhealthsecurity.org/event201/recommendations.html>

ii. (minority communities):⁷⁷ “Further, work has begun with organizations representing minority populations and vulnerable communities, with consultation already occurring with more than 150 organizations dedicated to addressing health disparities. Faith-based and other trusted community organizations can also be critical in addressing vaccine hesitancy, and HHS’s Center for Faith and Opportunity Initiatives is working with minority-serving faith and community groups to enlist their help in educating Americans and encouraging participation in the vaccination program.

Strategic communications and public messaging are critical to ensure maximum acceptance of vaccines, requiring a saturation of messaging across the national media. An information campaign led by HHS’s public affairs department—developed using human-centered design, extensive public and stakeholder engagement, and research on message development and delivery—will focus on vaccine safety and efficacy, and target key populations and communities to ensure maximum vaccine acceptance.^{78 79}

The poster is for a virtual speaker series. At the top, it features the logos for 'Ngex' and 'NiDCOM' (Nigerians in Diaspora Commission). The main title is 'VIRTUAL DIASPORA SPEAKER SERIES' in bold black letters. Below this, it says 'presents a discussion on' in red italics, followed by the topic 'Covid-19: Vaccine Hesitancy, Myths and Reality' in bold black. A red button with white text says 'REGISTER @'. Below that is the website 'www.nigeriandiaspora.com/vaccine'. To the right is a circular portrait of Dr. Onyema Ogbuagu. Below the portrait, his name and credentials are listed: 'DR ONYEMA OGBUAGU, Associate Professor of Medicine (Infectious diseases) and Lead Researcher on Pfizer's COVID Vaccine trial at Yale University, USA'. The event date and time are listed as 'SATURDAY, DECEMBER 12, 2020' with times for Nigeria (6pm), UK (5pm), and USA (12noon ET/9am PT). At the bottom, there is an email address 'vaccine@nigeriandiaspora.com' and a phone number '+1-408-676-6439'.

Obama, in an interview with SiriusXM host Joe Madison scheduled to air Thursday, said if Dr. Anthony Fauci, the director of the National Institute of Allergy and Infectious Diseases and the nation’s top infectious disease expert, said a coronavirus vaccine is safe, he believes him.

“People like Anthony Fauci, who I know, and I’ve worked with, I trust completely,” Obama said. “So, if Anthony Fauci tells me this vaccine is safe, and can vaccinate, you know, immunize you from getting Covid, absolutely, I’m going to take it.”

“I promise you that when it’s been made for people who are less at risk, I will be taking it,” he said.

During the interview, Obama appeared to acknowledge the universal problem of vaccine

⁷⁷ <https://www.hhs.gov/sites/default/files/strategy-for-distributing-COVID-19-vaccine.pdf>

⁷⁸ <https://www.hhs.gov/sites/default/files/strategy-for-distributing-COVID-19-vaccine.pdf>

⁷⁹ <https://cnnphilippines.com/world/2020/12/3/US-Barack-Obama-COVID-19-vaccine-television.html>

XII. AFLDS Recommendations Regarding COVID-19 Experimental Vaccines

Prohibited for the young, **Discouraged** for the healthy middle-aged and **Optional** for the co-morbid and elderly. There is no evidence that vaccines should be racially prioritized.

- a. 0-20: **prohibited** (exceedingly low risk from COVID, unknown risk of auto-immune disease, unknown risk of pathogenic priming, risk of lifelong infertility)
- b. 20-50 healthy: **strongly discouraged** (exceedingly low risk from COVID, unknown risk of auto-immune disease, unknown risk of pathogenic priming, risk of lifelong infertility)
- c. 50-69 & healthy: **strongly discouraged** (low risk from COVID, unknown risk of auto-immune disease, unknown risk of pathogenic priming, unknown effect on placenta and spermatogenesis)
- d. 50-69 & co-morbid: **discouraged** (experimental vaccine is higher risk than early or prophylactic treatment with established medications)
- e. >70 & healthy: **personal risk assessment** (experimental vaccine is higher risk than early or prophylactic treatment with established medications)
- f. >70 & co-morbid: **personal risk assessment & advocacy access** (experimental vaccine early or prophylactic treatment with established medications)

In medicine, the guiding principle is “First, do no harm.” Widely distributing a COVID-19 experimental vaccine before adequately addressing and clinically evaluating the above concerns is reckless. This is especially true in adults under 50 years old who have an infection survival rate of about 99.98%, and even lower in those without high-risk comorbidities. While “first, do no harm” may not be a guiding principle for politicians or health authorities, it still resides in the forefront of the minds of frontline physicians.

The warp speed progress in vaccine development should be praised. This should not be confused, however, with readiness to distribute a vaccine to hundreds of millions persons globally. EUAs, for vaccines does not obviate the need to make good decisions for patients. Because the IFR (infection fatality ratio) is exceedingly low for younger persons and because the vaccine is experimental with so many known and unknown risks including neurologic disorders, auto-immune disorders, high concern for antibody-dependent enhancement and infertility concerns., America’s Frontline Doctors’ holds that it is unethical to advocate for the vaccine to persons under 50. The risk and safety evidence based upon trials cannot be justified in younger persons. It is therefore prohibited. If pharmaceutical companies, private businesses or the government mandate or coerce persons to comply with unethical policies for which there is substantial evidence of likely harm, and indeed a person is harmed, that person’s grievances must be adjudicated in light of the future defendant’s knowingly willful misconduct and AFLDS will do everything within its power to assist such plaintiffs. While we sincerely hope this will never be the case, and we are taking all measures to reduce that possibility, should that unfortunate situation come to pass, we expect to assist hundreds of thousands of patients in class action lawsuits.

Vaccination must always be an informed decision between a doctor and his/her patient that takes into consideration a plurality of risk factors including patient age, comorbidities and exposure risks. Every patient is unique both in mind and body. It is in the sacrosanct relationship between a patient and doctor that these differences are explored, not by a politician or remote health authority that will never face a patient or grieving family member to report bad news from a medical intervention.

XIII. Call To Action

1. Always use the correct language. COVID-19 **EXPERIMENTAL** Vaccines
2. Immediately make it know that you will refuse to consent with any attempt to mandate an experimental vaccine by an employer, school or business.

- sign and share the SMD PETITION

www.SMDPetition.org and #StopMedicalDisc

- empower others by widely sharing the position paper, found at:

www.StopMedicalDiscrimination.org

www.SMDPetition.org

www.AmericasFrontlineDoctors.com

- write individual and group letters to your employer or school
- if you are part of a union, bring this concern to the union
- this is an apolitical, human rights issue



FACT SHEET FOR RECIPIENTS AND CAREGIVERS

EMERGENCY USE AUTHORIZATION (EUA) OF THE JANSSEN COVID-19 VACCINE TO PREVENT CORONAVIRUS DISEASE 2019 (COVID-19) IN INDIVIDUALS 18 YEARS OF AGE AND OLDER

You are being offered the Janssen COVID-19 Vaccine to prevent Coronavirus Disease 2019 (COVID-19) caused by SARS-CoV-2. This Fact Sheet contains information to help you understand the risks and benefits of receiving the Janssen COVID-19 Vaccine, which you may receive because there is currently a pandemic of COVID-19.

The Janssen COVID-19 Vaccine may prevent you from getting COVID-19. There is no U.S. Food and Drug Administration (FDA) approved vaccine to prevent COVID-19.

Read this Fact Sheet for information about the Janssen COVID-19 Vaccine. Talk to the vaccination provider if you have questions. It is your choice to receive the Janssen COVID-19 Vaccine.

The Janssen COVID-19 Vaccine is administered as a **single dose**, into the muscle.

The Janssen COVID-19 Vaccine may not protect everyone.

This Fact Sheet may have been updated. For the most recent Fact Sheet, please visit www.janssencovid19vaccine.com.

WHAT YOU NEED TO KNOW BEFORE YOU GET THIS VACCINE

WHAT IS COVID-19?

COVID-19 is caused by a coronavirus called SARS-CoV-2. This type of coronavirus has not been seen before. You can get COVID-19 through contact with another person who has the virus. It is predominantly a respiratory illness that can affect other organs. People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2 to 14 days after exposure to the virus. Common symptoms may include: fever or chills; cough; shortness of breath; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

WHAT IS THE JANSSEN COVID-19 VACCINE?

The Janssen COVID-19 Vaccine is an unapproved vaccine that may prevent COVID-19. There is no FDA-approved vaccine to prevent COVID-19.

The FDA has authorized the emergency use of the Janssen COVID-19 Vaccine to prevent COVID-19 in individuals 18 years of age and older under an Emergency Use Authorization (EUA).

For more information on EUA, see the “**What is an Emergency Use Authorization (EUA)?**” section at the end of this Fact Sheet.

WHAT SHOULD YOU MENTION TO YOUR VACCINATION PROVIDER BEFORE YOU GET THE JANSSEN COVID-19 VACCINE?

Tell the vaccination provider about all of your medical conditions, including if you:

- have any allergies,
- have a fever,
- have a bleeding disorder or are on a blood thinner,
- are immunocompromised or are on a medicine that affects your immune system,
- are pregnant or plan to become pregnant,
- are breastfeeding,
- have received another COVID-19 vaccine,

WHO SHOULD GET THE JANSSEN COVID-19 VACCINE?

FDA has authorized the emergency use of the Janssen COVID-19 Vaccine in individuals 18 years of age and older.

WHO SHOULD NOT GET THE JANSSEN COVID-19 VACCINE?

You should not get the Janssen COVID-19 Vaccine if you:

- had a severe allergic reaction to any ingredient of this vaccine.

WHAT ARE THE INGREDIENTS IN THE JANSSEN COVID-19 VACCINE?

The Janssen COVID-19 Vaccine includes the following ingredients: recombinant, replication-incompetent adenovirus type 26 expressing the SARS-CoV-2 spike protein, citric acid monohydrate, trisodium citrate dihydrate, ethanol, 2-hydroxypropyl- β -cyclodextrin (HBCD), polysorbate-80, sodium chloride.

HOW IS THE JANSSEN COVID -19 VACCINE GIVEN?

The Janssen COVID-19 Vaccine will be given to you as an injection into the muscle.

The Janssen COVID-19 Vaccine vaccination schedule is a **single dose**.

HAS THE JANSSEN COVID-19 VACCINE BEEN USED BEFORE?

The Janssen COVID-19 Vaccine is an unapproved vaccine. In an ongoing clinical trial, 21,895 individuals 18 years of age and older have received the Janssen COVID-19 Vaccine.

WHAT ARE THE BENEFITS OF THE JANSSEN COVID-19 VACCINE?

In an ongoing clinical trial, the Janssen COVID-19 Vaccine has been shown to prevent COVID-19 following a single dose. The duration of protection against COVID-19 is currently unknown.

WHAT ARE THE RISKS OF THE JANSSEN COVID-19 VACCINE?

Side effects that have been reported with the Janssen COVID-19 Vaccine include:

- Injection site reactions: pain, redness of the skin and swelling.
- General side effects: headache, feeling very tired, muscle aches, nausea, and fever.

There is a remote chance that the Janssen COVID-19 Vaccine could cause a severe allergic reaction. A severe allergic reaction would usually occur within a few minutes to one hour after getting a dose of the Janssen COVID-19 Vaccine. For this reason, your vaccination provider may ask you to stay at the place where you received your vaccine for monitoring after vaccination. Signs of a severe allergic reaction can include:

- Difficulty breathing,
- Swelling of your face and throat,
- A fast heartbeat,
- A bad rash all over your body,
- Dizziness and weakness.

These may not be all the possible side effects of the Janssen COVID-19 Vaccine. Serious and unexpected effects may occur. The Janssen COVID-19 Vaccine is still being studied in clinical trials.

WHAT SHOULD I DO ABOUT SIDE EFFECTS?

If you experience a severe allergic reaction, call 9-1-1, or go to the nearest hospital.

Call the vaccination provider or your healthcare provider if you have any side effects that bother you or do not go away.

Report vaccine side effects to **FDA/CDC Vaccine Adverse Event Reporting System (VAERS)**. The VAERS toll-free number is 1-800-822-7967 or report online to <https://vaers.hhs.gov/reportevent.html>. Please include “Janssen COVID-19 Vaccine EUA” in the first line of box #18 of the report form.

In addition, you can report side effects to Janssen Biotech, Inc. at the contact information provided below.

| e-mail | Fax number | Telephone numbers |
|--------------------------|--------------|---|
| JNJvaccineAE@its.jnj.com | 215-293-9955 | US Toll Free: 1-800-565-4008 US Toll: (908) 455-9922 |

You may also be given an option to enroll in **v-safe**. **V-safe** is a new voluntary smartphone-based tool that uses text messaging and web surveys to check in with people who have been vaccinated to identify potential side effects after COVID-19 vaccination. **V-safe** asks questions that help CDC monitor the safety of COVID-19 vaccines. **V-safe** also provides live telephone follow-up by CDC if participants report a significant health impact following COVID-19 vaccination. For more information on how to sign up, visit: www.cdc.gov/vsafe.

WHAT IF I DECIDE NOT TO GET THE JANSSEN COVID-19 VACCINE?

It is your choice to receive or not receive the Janssen COVID-19 Vaccine. Should you decide not to receive it, it will not change your standard medical care.

ARE OTHER CHOICES AVAILABLE FOR PREVENTING COVID-19 BESIDES JANSSEN COVID-19 VACCINE?

Currently, there is no FDA approved alternative vaccine available for prevention of COVID-19. Other vaccines to prevent COVID-19 may be available under Emergency Use Authorization.

CAN I RECEIVE THE JANSSEN COVID-19 VACCINE WITH OTHER VACCINES?

There is no information on the use of the Janssen COVID-19 Vaccine with other vaccines.

WHAT IF I AM PREGNANT OR BREASTFEEDING?

If you are pregnant or breastfeeding, discuss your options with your healthcare provider.

WILL THE JANSSEN COVID-19 VACCINE GIVE ME COVID-19?

No. The Janssen COVID-19 Vaccine does not contain SARS-CoV-2 and cannot give you COVID-19.

KEEP YOUR VACCINATION CARD

When you receive the Janssen COVID-19 Vaccine, you will get a vaccination card to document the name of the vaccine and date of when you received the vaccine.

ADDITIONAL INFORMATION

If you have questions or to access the most recent Janssen COVID-19 Vaccine Fact Sheets, scan the QR code using your device, visit the website or call the telephone numbers provided below.

| QR Code | Fact Sheets Website | Telephone numbers |
|---|--|---|
|  | www.janssencovid19vaccine.com | US Toll Free: 1-800-565-4008 US Toll: (908) 455-9922 |

HOW CAN I LEARN MORE?

- Ask the vaccination provider.
- Visit CDC at <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.
- Visit FDA at <https://www.fda.gov/emergency-preparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>.

Contact your local or state public health department.

WHERE WILL MY VACCINATION INFORMATION BE RECORDED?

The vaccination provider may include your vaccination information in your state/local jurisdiction’s Immunization Information System (IIS) or other designated system. For more information about IISs visit: <https://www.cdc.gov/vaccines/programs/iis/about.html>.

WHAT IS THE COUNTERMEASURE INJURY COMPENSATION PROGRAM?

The Countermeasures Injury Compensation Program (CICP) is a federal program that may help pay for costs of medical care and other specific expenses for certain people who have been seriously injured by certain medicines or vaccines, including this vaccine. Generally, a claim must be submitted to the CICP within one (1) year from the date of receiving the vaccine. To learn more about this program, visit www.hrsa.gov/cicp or call 1-855-266-2427.

WHAT IS AN EMERGENCY USE AUTHORIZATION (EUA)?

The United States FDA has made the Janssen COVID-19 Vaccine available under an emergency access mechanism called an EUA. The EUA is supported by a Secretary of Health and Human Services (HHS) declaration that circumstances exist to justify the emergency use of drugs and biological products during the COVID-19 pandemic.

The Janssen COVID-19 Vaccine has not undergone the same type of review as an FDA-approved or cleared product. FDA may issue an EUA when certain criteria are met, which includes that there are no adequate, approved, and available alternatives. In addition, the FDA decision is based on the totality of scientific evidence available showing that the product may be effective to prevent COVID-19 during the COVID-19 pandemic and that the known and potential benefits of the product outweigh the known and potential risks of the product. All of these criteria must be met to allow for the product to be used during the COVID-19 pandemic.

The EUA for the Janssen COVID-19 Vaccine is in effect for the duration of the COVID-19 declaration justifying emergency use of these products, unless terminated or revoked (after which the products may no longer be used).

Manufactured by:
Janssen Biotech, Inc.
a Janssen Pharmaceutical Company of Johnson & Johnson
Horsham, PA 19044, USA



© 2021 Janssen Pharmaceutical Companies

For more information, call US Toll Free: 1-800-565-4008, US Toll: (908) 455-9922 or go to www.janssencovid19vaccine.com

Revised: Feb/27/2021



Scan to capture that this Fact Sheet was provided to vaccine recipient for the electronic medical records/immunization information systems.

Barcode Date: 02/2021

FACT SHEET FOR RECIPIENTS AND CAREGIVERS
EMERGENCY USE AUTHORIZATION (EUA) OF
THE MODERNA COVID-19 VACCINE TO PREVENT CORONAVIRUS DISEASE 2019
(COVID-19) IN INDIVIDUALS 18 YEARS OF AGE AND OLDER

You are being offered the Moderna COVID-19 Vaccine to prevent Coronavirus Disease 2019 (COVID-19) caused by SARS-CoV-2. This Fact Sheet contains information to help you understand the risks and benefits of the Moderna COVID-19 Vaccine, which you may receive because there is currently a pandemic of COVID-19.

The Moderna COVID-19 Vaccine is a vaccine and may prevent you from getting COVID-19. There is no U.S. Food and Drug Administration (FDA) approved vaccine to prevent COVID-19.

Read this Fact Sheet for information about the Moderna COVID-19 Vaccine. Talk to the vaccination provider if you have questions. It is your choice to receive the Moderna COVID-19 Vaccine.

The Moderna COVID-19 Vaccine is administered as a 2-dose series, 1 month apart, into the muscle.

The Moderna COVID-19 Vaccine may not protect everyone.

This Fact Sheet may have been updated. For the most recent Fact Sheet, please visit www.modernatx.com/covid19vaccine-eua.

WHAT YOU NEED TO KNOW BEFORE YOU GET THIS VACCINE

WHAT IS COVID-19?

COVID-19 is caused by a coronavirus called SARS-CoV-2. This type of coronavirus has not been seen before. You can get COVID-19 through contact with another person who has the virus. It is predominantly a respiratory illness that can affect other organs. People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2 to 14 days after exposure to the virus. Symptoms may include: fever or chills; cough; shortness of breath; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

WHAT IS THE MODERNA COVID-19 VACCINE?

The Moderna COVID-19 Vaccine is an unapproved vaccine that may prevent COVID-19. There is no FDA-approved vaccine to prevent COVID-19.

The FDA has authorized the emergency use of the Moderna COVID-19 Vaccine to prevent COVID-19 in individuals 18 years of age and older under an Emergency Use Authorization (EUA).

For more information on EUA, see the “**What is an Emergency Use Authorization (EUA)?**” section at the end of this Fact Sheet.

WHAT SHOULD YOU MENTION TO YOUR VACCINATION PROVIDER BEFORE YOU GET THE MODERNA COVID-19 VACCINE?

Tell your vaccination provider about all of your medical conditions, including if you:

- have any allergies
- have a fever
- have a bleeding disorder or are on a blood thinner
- are immunocompromised or are on a medicine that affects your immune system
- are pregnant or plan to become pregnant
- are breastfeeding
- have received another COVID-19 vaccine

WHO SHOULD GET THE MODERNA COVID-19 VACCINE?

FDA has authorized the emergency use of the Moderna COVID-19 Vaccine in individuals 18 years of age and older.

WHO SHOULD NOT GET THE MODERNA COVID-19 VACCINE?

You should not get the Moderna COVID-19 Vaccine if you:

- had a severe allergic reaction after a previous dose of this vaccine
- had a severe allergic reaction to any ingredient of this vaccine

WHAT ARE THE INGREDIENTS IN THE MODERNA COVID-19 VACCINE?

The Moderna COVID-19 Vaccine contains the following ingredients: messenger ribonucleic acid (mRNA), lipids (SM-102, polyethylene glycol [PEG] 2000 dimyristoyl glycerol [DMG], cholesterol, and 1,2-distearoyl-sn-glycero-3-phosphocholine [DSPC]), tromethamine, tromethamine hydrochloride, acetic acid, sodium acetate, and sucrose.

HOW IS THE MODERNA COVID-19 VACCINE GIVEN?

The Moderna COVID-19 Vaccine will be given to you as an injection into the muscle.

The Moderna COVID-19 Vaccine vaccination series is 2 doses given 1 month apart.

If you receive one dose of the Moderna COVID-19 Vaccine, you should receive a second dose of the same vaccine 1 month later to complete the vaccination series.

HAS THE MODERNA COVID-19 VACCINE BEEN USED BEFORE?

The Moderna COVID-19 Vaccine is an unapproved vaccine. In clinical trials, approximately 15,400 individuals 18 years of age and older have received at least 1 dose of the Moderna COVID-19 Vaccine.

WHAT ARE THE BENEFITS OF THE MODERNA COVID-19 VACCINE?

In an ongoing clinical trial, the Moderna COVID-19 Vaccine has been shown to prevent COVID-19 following 2 doses given 1 month apart. The duration of protection against COVID-19 is currently unknown.

WHAT ARE THE RISKS OF THE MODERNA COVID-19 VACCINE?

Side effects that have been reported with the Moderna COVID-19 Vaccine include:

- Injection site reactions: pain, tenderness and swelling of the lymph nodes in the same arm of the injection, swelling (hardness), and redness
- General side effects: fatigue, headache, muscle pain, joint pain, chills, nausea and vomiting, and fever

There is a remote chance that the Moderna COVID-19 Vaccine could cause a severe allergic reaction. A severe allergic reaction would usually occur within a few minutes to one hour after getting a dose of the Moderna COVID-19 Vaccine. For this reason, your vaccination provider may ask you to stay at the place where you received your vaccine for monitoring after vaccination. Signs of a severe allergic reaction can include:

- Difficulty breathing
- Swelling of your face and throat
- A fast heartbeat
- A bad rash all over your body
- Dizziness and weakness

These may not be all the possible side effects of the Moderna COVID-19 Vaccine. Serious and unexpected side effects may occur. The Moderna COVID-19 Vaccine is still being studied in clinical trials.

WHAT SHOULD I DO ABOUT SIDE EFFECTS?

If you experience a severe allergic reaction, call 9-1-1, or go to the nearest hospital.

Call the vaccination provider or your healthcare provider if you have any side effects that bother you or do not go away.

Report vaccine side effects to **FDA/CDC Vaccine Adverse Event Reporting System (VAERS)**. The VAERS toll-free number is 1-800-822-7967 or report online to <https://vaers.hhs.gov/reportevent.html>. Please include “Moderna COVID-19 Vaccine EUA” in the first line of box #18 of the report form.

In addition, you can report side effects to ModernaTX, Inc. at 1-866-MODERNA (1-866-663-3762).

You may also be given an option to enroll in **v-safe**. **V-safe** is a new voluntary smartphone-based tool that uses text messaging and web surveys to check in with people who have been vaccinated to identify potential side effects after COVID-19 vaccination. **V-safe** asks questions that help CDC monitor the safety of COVID-19 vaccines. **V-safe** also provides second-dose reminders if needed and live telephone follow-up by CDC if participants report a significant health impact following COVID-19 vaccination. For more information on how to sign up, visit: www.cdc.gov/vsafe.

WHAT IF I DECIDE NOT TO GET THE MODERNA COVID-19 VACCINE?

It is your choice to receive or not receive the Moderna COVID-19 Vaccine. Should you decide not to receive it, it will not change your standard medical care.

ARE OTHER CHOICES AVAILABLE FOR PREVENTING COVID-19 BESIDES MODERNA COVID-19 VACCINE?

Currently, there is no FDA-approved alternative vaccine available for prevention of COVID-19. Other vaccines to prevent COVID-19 may be available under Emergency Use Authorization.

CAN I RECEIVE THE MODERNA COVID-19 VACCINE WITH OTHER VACCINES?

There is no information on the use of the Moderna COVID-19 Vaccine with other vaccines.

WHAT IF I AM PREGNANT OR BREASTFEEDING?

If you are pregnant or breastfeeding, discuss your options with your healthcare provider.

WILL THE MODERNA COVID-19 VACCINE GIVE ME COVID-19?

No. The Moderna COVID-19 Vaccine does not contain SARS-CoV-2 and cannot give you COVID-19.


KEEP YOUR VACCINATION CARD

When you receive your first dose, you will get a vaccination card to show you when to return for your second dose of the Moderna COVID-19 Vaccine. Remember to bring your card when you return.

ADDITIONAL INFORMATION

If you have questions, visit the website or call the telephone number provided below.

To access the most recent Fact Sheets, please scan the QR code provided below.

| Moderna COVID-19 Vaccine website | Telephone number |
|---|-----------------------------------|
| www.modernatx.com/covid19vaccine-eua  | 1-866-MODERNA (1-866-663-3762) |

HOW CAN I LEARN MORE?

- Ask the vaccination provider
- Visit CDC at <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- Visit FDA at <https://www.fda.gov/emergency-preparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>
- Contact your state or local public health department

WHERE WILL MY VACCINATION INFORMATION BE RECORDED?

The vaccination provider may include your vaccination information in your state/local jurisdiction's Immunization Information System (IIS) or other designated system. This will ensure that you receive the same vaccine when you return for the second dose. For more information about IISs, visit: <https://www.cdc.gov/vaccines/programs/iis/about.html>.

WHAT IS THE COUNTERMEASURES INJURY COMPENSATION PROGRAM?

The Countermeasures Injury Compensation Program (CICP) is a federal program that may help pay for costs of medical care and other specific expenses of certain people who have been seriously injured by certain medicines or vaccines, including this vaccine. Generally, a claim must be submitted to the CICP within one (1) year from the date of receiving the vaccine. To learn more about this program, visit www.hrsa.gov/cicp/ or call 1-855-266-2427.

WHAT IS AN EMERGENCY USE AUTHORIZATION (EUA)?

The United States FDA has made the Moderna COVID-19 Vaccine available under an emergency access mechanism called an EUA. The EUA is supported by a Secretary of Health and Human Services (HHS) declaration that circumstances exist to justify the emergency use of drugs and biological products during the COVID-19 pandemic.

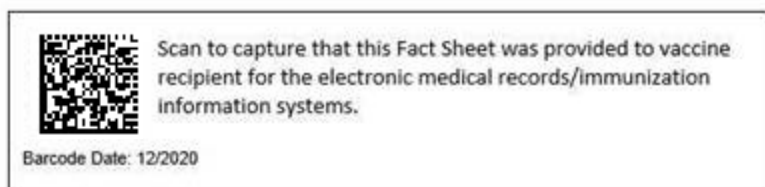
The Moderna COVID-19 Vaccine has not undergone the same type of review as an FDA-approved or cleared product. FDA may issue an EUA when certain criteria are met, which includes that there are no adequate, approved, and available alternatives. In addition, the FDA decision is based on the totality of the scientific evidence available showing that the product may be effective to prevent COVID-19 during the COVID-19 pandemic and that the known and potential benefits of the product outweigh the known and potential risks of the product. All of these criteria must be met to allow for the product to be used during the COVID-19 pandemic.

The EUA for the Moderna COVID-19 Vaccine is in effect for the duration of the COVID-19 EUA declaration justifying emergency use of these products, unless terminated or revoked (after which the products may no longer be used).

©2020 ModernaTX, Inc. All rights reserved.

Patent(s): www.modernatx.com/patents

Revised: 12/2020



FACT SHEET FOR RECIPIENTS AND CAREGIVERS

EMERGENCY USE AUTHORIZATION (EUA) OF THE PFIZER-BIONTECH COVID-19 VACCINE TO PREVENT CORONAVIRUS DISEASE 2019 (COVID-19) IN INDIVIDUALS 16 YEARS OF AGE AND OLDER

You are being offered the Pfizer-BioNTech COVID-19 Vaccine to prevent Coronavirus Disease 2019 (COVID-19) caused by SARS-CoV-2. This Fact Sheet contains information to help you understand the risks and benefits of the Pfizer-BioNTech COVID-19 Vaccine, which you may receive because there is currently a pandemic of COVID-19.

The Pfizer-BioNTech COVID-19 Vaccine is a vaccine and may prevent you from getting COVID-19. There is no U.S. Food and Drug Administration (FDA) approved vaccine to prevent COVID-19.

Read this Fact Sheet for information about the Pfizer-BioNTech COVID-19 Vaccine. Talk to the vaccination provider if you have questions. It is your choice to receive the Pfizer-BioNTech COVID-19 Vaccine.

The Pfizer-BioNTech COVID-19 Vaccine is administered as a 2-dose series, 3 weeks apart, into the muscle.

The Pfizer-BioNTech COVID-19 Vaccine may not protect everyone.

This Fact Sheet may have been updated. For the most recent Fact Sheet, please see www.cvdvaccine.com.

WHAT YOU NEED TO KNOW BEFORE YOU GET THIS VACCINE

WHAT IS COVID-19?

COVID-19 disease is caused by a coronavirus called SARS-CoV-2. This type of coronavirus has not been seen before. You can get COVID-19 through contact with another person who has the virus. It is predominantly a respiratory illness that can affect other organs. People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2 to 14 days after exposure to the virus. Symptoms may include: fever or chills; cough; shortness of breath; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

WHAT IS THE PFIZER-BIONTECH COVID-19 VACCINE?

The Pfizer-BioNTech COVID-19 Vaccine is an unapproved vaccine that may prevent COVID-19. There is no FDA-approved vaccine to prevent COVID-19.

The FDA has authorized the emergency use of the Pfizer-BioNTech COVID-19 Vaccine to prevent COVID-19 in individuals 16 years of age and older under an Emergency Use Authorization (EUA).

For more information on EUA, see the “**What is an Emergency Use Authorization (EUA)?**” section at the end of this Fact Sheet.

WHAT SHOULD YOU MENTION TO YOUR VACCINATION PROVIDER BEFORE YOU GET THE PFIZER-BIONTECH COVID-19 VACCINE?

Tell the vaccination provider about all of your medical conditions, including if you:

- have any allergies
- have a fever
- have a bleeding disorder or are on a blood thinner
- are immunocompromised or are on a medicine that affects your immune system
- are pregnant or plan to become pregnant
- are breastfeeding
- have received another COVID-19 vaccine

WHO SHOULD GET THE PFIZER-BIONTECH COVID-19 VACCINE?

FDA has authorized the emergency use of the Pfizer-BioNTech COVID-19 Vaccine in individuals 16 years of age and older.

WHO SHOULD NOT GET THE PFIZER-BIONTECH COVID-19 VACCINE?

You should not get the Pfizer-BioNTech COVID-19 Vaccine if you:

- had a severe allergic reaction after a previous dose of this vaccine
- had a severe allergic reaction to any ingredient of this vaccine.

WHAT ARE THE INGREDIENTS IN THE PFIZER-BIONTECH COVID-19 VACCINE?

The Pfizer-BioNTech COVID-19 Vaccine includes the following ingredients: mRNA, lipids ((4-hydroxybutyl)azanediyl)bis(hexane-6,1-diyl)bis(2-hexyldecanoate), 2 [(polyethylene glycol)-2000]-N,N-ditetradecylacetamide, 1,2-Distearoyl-sn-glycero-3-phosphocholine, and cholesterol), potassium chloride, monobasic potassium phosphate, sodium chloride, dibasic sodium phosphate dihydrate, and sucrose.

HOW IS THE PFIZER-BIONTECH COVID-19 VACCINE GIVEN?

The Pfizer-BioNTech COVID-19 Vaccine will be given to you as an injection into the muscle.

The Pfizer-BioNTech COVID-19 Vaccine vaccination series is 2 doses given 3 weeks apart.

If you receive one dose of the Pfizer-BioNTech COVID-19 Vaccine, you should receive a second dose of this same vaccine 3 weeks later to complete the vaccination series.

HAS THE PFIZER-BIONTECH COVID-19 VACCINE BEEN USED BEFORE?

The Pfizer-BioNTech COVID-19 Vaccine is an unapproved vaccine. In clinical trials, approximately 20,000 individuals 16 years of age and older have received at least 1 dose of the Pfizer-BioNTech COVID-19 Vaccine.

WHAT ARE THE BENEFITS OF THE PFIZER-BIONTECH COVID-19 VACCINE?

In an ongoing clinical trial, the Pfizer-BioNTech COVID-19 Vaccine has been shown to prevent COVID-19 following 2 doses given 3 weeks apart. The duration of protection against COVID-19 is currently unknown.

WHAT ARE THE RISKS OF THE PFIZER-BIONTECH COVID-19 VACCINE?

Side effects that have been reported with the Pfizer-BioNTech COVID-19 Vaccine include:

- injection site pain
- tiredness
- headache
- muscle pain
- chills
- joint pain
- fever
- injection site swelling
- injection site redness
- nausea
- feeling unwell
- swollen lymph nodes (lymphadenopathy)
- non-severe allergic reactions such as rash, itching, hives, or swelling of the face
- severe allergic reactions

There is a remote chance that the Pfizer-BioNTech COVID-19 Vaccine could cause a severe allergic reaction. A severe allergic reaction would usually occur within a few minutes to one hour after getting a dose of the Pfizer-BioNTech COVID-19 Vaccine. For this reason, your vaccination provider may ask you to stay at the place where you received your vaccine for monitoring after vaccination. Signs of a severe allergic reaction can include:

- Difficulty breathing
- Swelling of your face and throat
- A fast heartbeat
- A bad rash all over your body
- Dizziness and weakness

These may not be all the possible side effects of the Pfizer-BioNTech COVID-19 Vaccine. Serious and unexpected side effects may occur. Pfizer-BioNTech COVID-19 Vaccine is still being studied in clinical trials.

WHAT SHOULD I DO ABOUT SIDE EFFECTS?

If you experience a severe allergic reaction, call 9-1-1, or go to the nearest hospital.

Call the vaccination provider or your healthcare provider if you have any side effects that bother you or do not go away.

Report vaccine side effects to FDA/CDC Vaccine Adverse Event Reporting System (VAERS). The VAERS toll-free number is 1-800-822-7967 or report online to <https://vaers.hhs.gov/reportevent.html>. Please include "Pfizer-BioNTech COVID-19 Vaccine EUA" in the first line of box #18 of the report form.

In addition, you can report side effects to Pfizer Inc. at the contact information provided below.

| Website | Fax number | Telephone number |
|--|-------------------|-------------------------|
| www.pfizersafetyreporting.com | 1-866-635-8337 | 1-800-438-1985 |

You may also be given an option to enroll in v-safe. V-safe is a new voluntary smartphone-based tool that uses text messaging and web surveys to check in with people who have been vaccinated to identify potential side effects after COVID-19 vaccination. V-safe asks questions that help CDC monitor the safety of COVID-19 vaccines. V-safe also provides second-dose reminders if needed and live telephone follow-up by CDC if participants report a significant health impact following COVID-19 vaccination. For more information on how to sign up, visit: www.cdc.gov/vsafe.

WHAT IF I DECIDE NOT TO GET THE PFIZER-BIONTECH COVID-19 VACCINE?

It is your choice to receive or not receive the Pfizer-BioNTech COVID-19 Vaccine. Should you decide not to receive it, it will not change your standard medical care.

ARE OTHER CHOICES AVAILABLE FOR PREVENTING COVID-19 BESIDES PFIZER-BIONTECH COVID-19 VACCINE?

Currently, there is no approved alternative vaccine available for prevention of COVID-19. Other vaccines to prevent COVID-19 may be available under Emergency Use Authorization.

CAN I RECEIVE THE PFIZER-BIONTECH COVID-19 VACCINE WITH OTHER VACCINES?

There is no information on the use of the Pfizer-BioNTech COVID-19 Vaccine with other vaccines.

WHAT IF I AM PREGNANT OR BREASTFEEDING?

If you are pregnant or breastfeeding, discuss your options with your healthcare provider.

WILL THE PFIZER-BIONTECH COVID-19 VACCINE GIVE ME COVID-19?

No. The Pfizer-BioNTech COVID-19 Vaccine does not contain SARS-CoV-2 and cannot give you COVID-19.


KEEP YOUR VACCINATION CARD

When you get your first dose, you will get a vaccination card to show you when to return for your second dose of Pfizer-BioNTech COVID-19 Vaccine. Remember to bring your card when you return.

ADDITIONAL INFORMATION

If you have questions, visit the website or call the telephone number provided below.

To access the most recent Fact Sheets, please scan the QR code provided below.

| Global website | Telephone number |
|---|--|
| <p>www.cvdvaccine.com</p>  | <p>1-877-829-2619 (1-877-VAX-CO19)</p> |

HOW CAN I LEARN MORE?

- Ask the vaccination provider.
- Visit CDC at <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.
- Visit FDA at <https://www.fda.gov/emergency-preparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>.
- Contact your local or state public health department.

WHERE WILL MY VACCINATION INFORMATION BE RECORDED?

The vaccination provider may include your vaccination information in your state/local jurisdiction's Immunization Information System (IIS) or other designated system. This will ensure that you receive the same vaccine when you return for the second dose. For more information about IISs visit: <https://www.cdc.gov/vaccines/programs/iis/about.html>.

WHAT IS THE COUNTERMEASURES INJURY COMPENSATION PROGRAM?

The Countermeasures Injury Compensation Program (CICP) is a federal program that may help pay for costs of medical care and other specific expenses of certain people who have been seriously injured by certain medicines or vaccines, including this vaccine. Generally, a claim must be submitted to the CICP within one (1) year from the date of receiving the vaccine. To learn more about this program, visit www.hrsa.gov/cicp/ or call 1-855-266-2427.

WHAT IS AN EMERGENCY USE AUTHORIZATION (EUA)?

The United States FDA has made the Pfizer-BioNTech COVID-19 Vaccine available under an emergency access mechanism called an EUA. The EUA is supported by a Secretary of Health and Human Services (HHS) declaration that circumstances exist to

justify the emergency use of drugs and biological products during the COVID-19 pandemic.

The Pfizer-BioNTech COVID-19 Vaccine has not undergone the same type of review as an FDA-approved or cleared product. FDA may issue an EUA when certain criteria are met, which includes that there are no adequate, approved, available alternatives. In addition, the FDA decision is based on the totality of scientific evidence available showing that the product may be effective to prevent COVID-19 during the COVID-19 pandemic and that the known and potential benefits of the product outweigh the known and potential risks of the product. All of these criteria must be met to allow for the product to be used in the treatment of patients during the COVID-19 pandemic.

The EUA for the Pfizer-BioNTech COVID-19 Vaccine is in effect for the duration of the COVID-19 EUA declaration justifying emergency use of these products, unless terminated or revoked (after which the products may no longer be used).



Manufactured by
Pfizer Inc., New York, NY 10017

BIONTECH

Manufactured for
BioNTech Manufacturing GmbH
An der Goldgrube 12
55131 Mainz, Germany

LAB-1451-2.4

Revised: 25 February 2021



Scan to capture that this Fact Sheet was provided to vaccine recipient for the electronic medical records/immunization information systems.

Barcode Date: 12/2020

- By DeeDee Stiepan
- **COVID-19: Mayo Clinic expert answers questions about masks after CDC updates its recommendation**

April 6, 2020

The [Centers for Disease Control and Prevention \(CDC\)](#) is recommending people wear nonmedical cloth masks while in public to decrease the risk of [COVID-19](#) transmission from person to person. The cloth masks should:

- Fit snugly but comfortably against the side of the face.
- Be secured with ties or ear loops.
- Include multiple layers of fabric.
- Allow for breathing without restriction.
- Be able to be laundered and machine-dried without damage or change to shape.

In this Q&A, [Dr. Gregory Poland](#), a COVID-19 expert, answers questions about public masking, which he calls an important strategy to add as everyone continues to follow recommendations of social distancing and frequent hand-washing.

Q. Why is the CDC recommending that people wear cloth masks in public?

A. The reason to do this, even though they're not quite the same efficacy as medical masks, is that they do have some level of efficacy. They are not only a way of decreasing breathing in the virus, primarily through large respiratory droplets, but also a behavioral reminder that there's a pandemic and life is not the same right now — and a reminder not to put our hands in our eyes nose or mouth until we've washed our hands.

If I had COVID-19, I might not even know it. It's not like I'm sneezing and coughing, and have a fever. It's apparent that you can transmit the virus when you are asymptomatic or presymptomatic. So in that case, we're preventing me from exhaling the virus or respiratory particulate matter out onto the public and into the air where others might get infected. The other side of the coin, if you will, is protecting those who are not infected from becoming infected by breathing in air contaminated with virus or respiratory particulate matter.

Q. What's the difference between cloth masks and medical masks, such as an N95 mask?

A. The idea behind an N95 mask is it has a filtering ability down to, and actually below, the size of SARS-CoV-2, the virus that causes COVID-19. So the coronavirus is about 0.12 microns in diameter and N95 (masks) protect down to 0.1 microns, with 95% efficiency, which is where it gets its name.

We don't want the public to think that the recommendation is for medical masking. That would be detrimental to us as a society, health care providers and patients who are sick with the disease need those masks.

Q. What type of fabric is best to use?

A. There have been some studies looking at types of fabric. For example, high-quality, woven tee shirts tend to be better than for example, scarves. Cotton towels that are thicker with tight weaves tend to be better. So there are some materials that appear to be better than others in the few studies that have been done.

Q. What are the potential dangers in terms of using a mask?

A. Once a mask gets wet, maybe from our exhalation, it really begins to decrement in effectiveness in filtering any sort of respiratory particulate matter. So that's one thing, it would need to be changed. The second thing is you do yourself no favor if you wear a mask and then touch the mask, either to adjust it or take it off in the wrong way. As medical professionals, we're taught how to put a mask on and how to take a mask off, but this would be unfamiliar to the public. You take it off through however you're holding it on your head. You do not touch the front of the mask. And then that mask needs to be washed before it would be used again. Just washing with soap and water in your laundry machine is quite satisfactory. You don't need to go to any extreme lengths.

The CDC has more information on [cloth masks](#), including a [video](#) on how to make your own face covering. That's also where you'll find the latest updates on COVID-19.

<https://newsnetwork.mayoclinic.org/discussion/covid-19-mayo-clinic-expert-answers-questions-about-masks-after-cdc-updates-its-recommendation/>

The Great Barrington Declaration

The Great Barrington Declaration – As infectious disease epidemiologists and public health scientists we have grave concerns about the damaging physical and mental health impacts of the prevailing COVID-19 policies, and recommend an approach we call Focused Protection.

Coming from both the left and right, and around the world, we have devoted our careers to protecting people. Current lockdown policies are producing devastating effects on short and long-term public health. The results (to name a few) include lower childhood vaccination rates, worsening cardiovascular disease outcomes, fewer cancer screenings and deteriorating mental health – leading to greater excess mortality in years to come, with the working class and younger members of society carrying the heaviest burden. Keeping students out of school is a grave injustice.

Keeping these measures in place until a vaccine is available will cause irreparable damage, with the underprivileged disproportionately harmed.

Fortunately, our understanding of the virus is growing. We know that vulnerability to death from COVID-19 is more than a thousand-fold higher in the old and infirm than the young. Indeed, for children, COVID-19 is less dangerous than many other harms, including influenza.

As immunity builds in the population, the risk of infection to all – including the vulnerable – falls. We know that all populations will eventually reach herd immunity – i.e. the point at which the rate of new infections is stable – and that this can be assisted by (but is not dependent upon) a vaccine. Our goal should therefore be to minimize mortality and social harm until we reach herd immunity.

The most compassionate approach that balances the risks and benefits of reaching herd immunity, is to allow those who are at minimal risk of death to live their lives normally to build up immunity to the virus through natural infection, while better protecting those who are at highest risk. We call this Focused Protection.

Adopting measures to protect the vulnerable should be the central aim of public health responses to COVID-19. By way of example, nursing homes should use staff with acquired immunity and perform frequent testing of other staff and all visitors. Staff rotation should be minimized. Retired people living at home should have groceries and other essentials delivered to their home. When possible, they should meet family members outside rather than inside. A comprehensive and detailed list of measures, including approaches to multi-generational households, can be implemented, and is well within the scope and capability of public health professionals.

Those who are not vulnerable should immediately be allowed to resume life as normal. Simple hygiene measures, such as hand washing and staying home when sick should be practiced by everyone to reduce the herd immunity threshold. Schools and universities should be open for in-person teaching. Extracurricular activities, such as sports, should be resumed. Young low-risk adults should work normally, rather than from home. Restaurants and other businesses should open. Arts, music, sport and other cultural activities should resume. People who are more at risk may participate if they wish, while society as a whole enjoys the protection conferred upon the vulnerable by those who have built up herd immunity.

On October 4, 2020, this declaration was authored and signed in Great Barrington, United States, by:

Dr. Martin Kulldorff, professor of medicine at Harvard University, a biostatistician, and epidemiologist with

expertise in detecting and monitoring infectious disease outbreaks and vaccine safety evaluations.

Dr. Sunetra Gupta, professor at Oxford University, an epidemiologist with expertise in immunology, vaccine development, and mathematical modeling of infectious diseases.

Dr. Jay Bhattacharya, professor at Stanford University Medical School, a physician, epidemiologist, health economist, and public health policy expert focusing on infectious diseases and vulnerable populations.

SIGN THE DECLARATION

Co-signers

Medical and Public Health Scientists and Medical Practitioners

Dr. Alexander Walker, principal at World Health Information Science Consultants, former Chair of Epidemiology, Harvard TH Chan School of Public Health, USA

Dr. Andrius Kavaliunas, epidemiologist and assistant professor at Karolinska Institute, Sweden

Dr. Angus Dalglish, oncologist, infectious disease expert and professor, St. George's Hospital Medical School, University of London, England

Dr. Anthony J Brookes, professor of genetics, University of Leicester, England

Dr. Annie Janvier, professor of pediatrics and clinical ethics, Université de Montréal and Sainte-Justine University Medical Centre, Canada

Dr. Ariel Munitz, professor of clinical microbiology and immunology, Tel Aviv University, Israel

Dr. Boris Kotchoubey, Institute for Medical Psychology, University of Tübingen, Germany

Dr. Cody Meissner, professor of pediatrics, expert on vaccine development, efficacy, and safety. Tufts University School of Medicine, USA

Dr. David Katz, physician and president, True Health Initiative, and founder of the Yale University Prevention Research Center, USA

Dr. David Livermore, microbiologist, infectious disease epidemiologist and professor, University of East Anglia, England

Dr. Eitan Friedman, professor of medicine, Tel-Aviv University, Israel

Dr. Ellen Townsend, professor of psychology, head of the Self-Harm Research Group, University of Nottingham, England

Dr. Eyal Shahar, physician, epidemiologist and professor (emeritus) of public health, University of Arizona, USA

Dr. Florian Limbourg, physician and hypertension researcher, professor at Hannover Medical School, Germany

Dr. Gabriela Gomes, mathematician studying infectious disease epidemiology, professor, University of Strathclyde, Scotland

Dr. Gerhard Krönke, physician and professor of translational immunology, University of Erlangen-Nuremberg, Germany

Dr. Gesine Weckmann, professor of health education and prevention, Europäische Fachhochschule, Rostock, Germany

Dr. Günter Kampf, associate professor, Institute for Hygiene and Environmental Medicine, Greifswald University, Germany

Dr. Helen Colhoun, professor of medical informatics and epidemiology, and public health physician, University of Edinburgh, Scotland

Dr. Jonas Ludvigsson, pediatrician, epidemiologist and professor at Karolinska Institute and senior physician at Örebro University Hospital, Sweden

Dr. Karol Sikora, physician, oncologist, and professor of medicine at the University of Buckingham, England

Dr. Laura Lazzeroni, professor of psychiatry and behavioral sciences and of biomedical data science, Stanford University Medical School, USA

Dr. Lisa White, professor of modelling and epidemiology, Oxford University, England

Dr. Mario Recker, malaria researcher and associate professor, University of Exeter, England

Dr. Matthew Ratcliffe, professor of philosophy, specializing in philosophy of mental health, University of York, England

Dr. Matthew Strauss, critical care physician and assistant professor of medicine, Queen's University, Canada

Dr. Michael Jackson, research fellow, School of Biological Sciences, University of Canterbury, New Zealand

Dr. Michael Levitt, biophysicist and professor of structural biology, Stanford University, USA.
Recipient of the 2013 Nobel Prize in Chemistry.

Dr. Mike Hulme, professor of human geography, University of Cambridge, England

Dr. Motti Gerlic, professor of clinical microbiology and immunology, Tel Aviv University, Israel

Dr. Partha P. Majumder, professor and founder of the National Institute of Biomedical Genomics, Kalyani, India

Dr. Paul McKeigue, physician, disease modeler and professor of epidemiology and public health, University of Edinburgh, Scotland

Dr. Rajiv Bhatia, physician, epidemiologist and public policy expert at the Veterans Administration, USA

Dr. Rodney Sturdivant, infectious disease scientist and associate professor of biostatistics, Baylor University, USA

Dr. Salmaan Keshavjee, professor of Global Health and Social Medicine at Harvard Medical School, USA

Dr. Simon Thornley, epidemiologist and biostatistician, University of Auckland, New Zealand

Dr. Simon Wood, biostatistician and professor, University of Edinburgh, Scotland

Dr. Stephen Bremner, professor of medical statistics, University of Sussex, England

Dr. Sylvia Fogel, autism provider and psychiatrist at Massachusetts General Hospital and instructor at Harvard Medical School, USA

Tom Nicholson, Associate in Research, Duke Center for International Development, Sanford School of Public Policy, Duke University, USA

Dr. Udi Qimron, professor of clinical microbiology and immunology, Tel Aviv University, Israel

Dr. Ulrike Kämmerer, professor and expert in virology, immunology and cell biology, University of Würzburg, Germany

Dr. Uri Gavish, biomedical consultant, Israel

Dr. Yaz Gulnur Muradoğlu, professor of finance, director of the Behavioural Finance Working Group, Queen Mary University of London, England

02/09/21

•

[Big Pharma](#) > [Views](#)

Immunologist: Pfizer, Moderna Vaccines Could Cause Long-Term Chronic Illness

In new research published in *Microbiology & Infectious Diseases*, immunologist J. Bart Classen warns the mRNA technology used in the Pfizer and Moderna COVID vaccines could create “new potential mechanisms” of adverse events that may take years to come to light.

By [Children's Health Defense Team](#)

Back in 1999, leading U.S. Food and Drug Administration (FDA) official Dr. Peter Patriarca [contended](#) that modern advances in vaccine technology were rapidly “outpacing researchers’ ability to predict potential vaccine-related adverse events.” Patriarca mused that this could lead to “a situation of unforeseen and unpredictable vaccine outcomes.”

In a new [research article](#) published in *Microbiology & Infectious Diseases*, veteran immunologist J. Bart Classen expresses similar concerns and writes that “RNA-based [COVID vaccines](#) have the potential to cause more disease than the epidemic of COVID-19.”

For decades, Classen has published papers exploring how vaccination can give rise to chronic conditions such as [Type 1](#) and [Type 2](#) diabetes — not right away, but three or four years down the road.

In this latest paper, Classen warns that the [RNA-based vaccine technology](#) could create “new potential mechanisms” of [vaccine adverse events](#) that may take years to come to light.

[FREE Webinar - The Covid Vaccine on Trial - Feb. 10 - Sign Up Now](#)

[Classen’s study](#) establishes the potential for the messenger RNA (mRNA) vaccines developed by [Pfizer](#) and [Moderna](#) to activate human proteins to take on “pathologic configurations” — configurations associated with chronic degenerative neurological diseases. Although his specific interest is in [prion diseases](#) (conditions associated with misfolded versions of normal proteins), Classen also outlines a handful of other mechanisms whereby RNA-based vaccines could give rise to “multiple other potential fatal adverse events.”

Ensuring that patients [clearly understand](#) risks — including known risks as well as [potential unknown risks](#) — is an important component of the [informed consent](#) process. This is all the more true when the intervention is experimental and lacks long-term safety data, as is the case with the Pfizer and Moderna vaccines against COVID-19. The FDA authorized the two vaccines for widespread [emergency use](#) based on just two months of [clinical trial data](#).

Unfortunately, it is not unusual for researchers’ communication of risks to be [perfunctory](#). In October, researchers at New York University and Tulane [reported](#) that the information communicated to participants in the coronavirus clinical trials about a worrisome problem known as [pathogenic priming](#) was “sufficiently obscured” as to make “adequate patient comprehension” of risks “unlikely.”

It would be interesting to know what those researchers would say about Classen’s blunt conclusion that “Approving a vaccine, utilizing novel RNA technology without extensive testing is extremely dangerous.”

Those contemplating COVID injections may be ignoring potential risks at their own peril.

[Suggest a Correction](#)



[Children's Health Defense Team](#)

[Sign up](#) for free news and updates from Robert F. Kennedy, Jr. and the Children's Health Defense. CHD is implementing many strategies, including legal, in an effort to defend the health of our children and obtain justice for those already injured. Your [support](#) is essential to CHD's successful mission.

04/09/21

• [Big Pharma](#) › [News](#)

Latest VAERS Data Show Vaccine Injury Trends Continue, CDC Fails to Respond to The Defender's Inquiries

VAERS data released today showed 56,869 reports of adverse events following COVID vaccines, including 2,342 deaths and 7,971 serious injuries between Dec. 14, 2020 and April 1, 2021.

By [Megan Redshaw](#)

The Defender is experiencing censorship on many social channels. Be sure to stay in touch with the news that matters by [subscribing to our top news of the day](#). It's free.

Data released today by the Centers for Disease Control and Prevention (CDC) on the number of injuries and deaths reported to the [Vaccine Adverse Event Reporting System](#) (VAERS) following [COVID vaccines](#) confirmed that numbers are still rising, but no new trends emerged.

VAERS is the primary mechanism for reporting adverse vaccine reactions in the U.S. Reports submitted to VAERS require further investigation before a causal relationship can be confirmed.

Every Friday, [VAERS](#) makes public all vaccine injury reports received to the system for the previous week. Today's data show that between Dec. 14, 2020 and April 1, a total of [56,869 total adverse events](#) were reported to VAERS, including [2,342 deaths](#) — an increase of 93 over the previous week — and [7,971 serious injuries](#), up 245 over the same time period.

From the 4/1/2021 release of VAERS data:

Found 56,869 cases where Vaccine is COVID19

Table

| ↓ | ↑ ↓ | |
|-------------------------|----------|-----------|
| Event Outcome | Count | Percent |
| Death | 2,342 | 4.12% |
| Permanent Disability | 941 | 1.65% |
| Office Visit | 8,743 | 15.37% |
| Emergency Room | 29 | 0.05% |
| Emergency Doctor/Room | 8,946 | 15.73% |
| Hospitalized | 4,961 | 8.72% |
| Hospitalized, Prolonged | 11 | 0.02% |
| Recovered | 21,678 | 38.12% |
| Birth Defect | 57 | 0.1% |
| Life Threatening | 1,484 | 2.61% |
| Not Serious | 20,950 | 36.84% |
| TOTAL | † 70,142 | † 123.34% |

† Because some cases have multiple vaccinations and symptoms, a single case can account for multiple entries in this table. This is the reason why the Total Count is greater than 56869 (the number of cases found), and the Total Percentage is greater than 100.

Of the 2,342 deaths reported as of April 1, [28% occurred](#) within 48 hours of vaccination, 19% occurred within 24 hours and [42% occurred](#) in people who became ill [within 48 hours](#) of being vaccinated.

[Ask Congress to Investigate COVID Origins - Take Action](#)

In the U.S., [153.6 million](#) COVID vaccine doses had been administered as of April 1. This [includes](#) 71.3 million doses of Moderna's vaccine, 78.2 million doses of Pfizer and 3.4 million doses of the Johnson and Johnson's (J&J) COVID vaccine.

This week's VAERS data show:

- 19% of deaths were related to cardiac disorders.
- 55% of those who died were male, 43% were female and the remaining death reports did not include gender of the deceased.
- The [average age](#) of those who died was 77.5 and the youngest death was an 18-year-old. There are a few reported deaths in children under 18, but these reports contained errors.
- As of April 1, [379 pregnant women](#) had reported adverse events related to COVID vaccines, including 110 reports of [miscarriage or premature birth](#).
- Of the [620 cases of Bell's Palsy reported](#), 61% of cases were reported after [Pfizer-BioNTech](#) vaccinations — almost twice as many as reported (37%) following vaccination with the Moderna vaccine. Fifteen cases (2%) of Bell's Palsy were reported with J&J.
- There were [72 reports of Guillain-Barré Syndrome](#) with 57% of cases attributed to Pfizer, 43% to Moderna and 6% to J&J's COVID vaccine.
- There were [16,876 reports of anaphylaxis](#) with 50% of cases attributed to [Pfizer's COVID vaccine](#), 44% to [Moderna](#) and 7% to [J&J](#) vaccine.

According to the [CDC's website](#), “the CDC follows up on any report of death to request additional information and learn more about what occurred and to determine whether the death was a result of the vaccine or unrelated.”

On March 8, [The Defender](#) contacted the CDC with questions about reported deaths and injuries related to COVID vaccines. We provided a written list of questions about how the CDC conducts investigations into reported deaths, the status of investigations on deaths reported in the media, if autopsies are being done and the standard for determining whether an injury is causally connected to a vaccine.

We also inquired about whether healthcare providers are reporting all injuries and deaths that might be connected to the COVID vaccine, and what education initiatives are in place to encourage and facilitate proper and accurate reporting.

Twenty-two days later a representative from the CDC's Vaccine Task Force responded by saying the agency had never received our questions — even though the employees we talked to several times said their press officers were working through the questions we sent. We provided the questions again and requested a response by April 7. To date, the CDC has not responded despite our repeated follow-up attempts.

Update on investigation into death of Florida doctor after Pfizer vaccine

As [The Defender reported today](#), Florida health officials [said Thursday](#) their joint investigation with the CDC into the death of 56-year-old Dr. Gregory Michael confirmed Michael's death was caused by immune thrombocytopenia, a [blood disorder caused by an immune reaction](#).

Michael developed symptoms of the disorder three days after receiving his first dose of the Pfizer COVID vaccine, and died 12 days after that.

An official with the Florida Department of Health said investigators could not determine with “medical certainty” if there was a link between the vaccine and Michael's death, leading them to conclude the doctor died of natural causes.

Teen diagnosed with Guillain-Barré weeks after first COVID vaccine

On April 6, [The Defender reported](#) that a Texas teenager was hospitalized and diagnosed with Guillain-Barré syndrome a few weeks after his first dose of the COVID-19 vaccine. News reports didn't disclose which [COVID vaccine](#) the teen received.

According to the [National Institute of Health](#), one case of GBS [was reported](#) in February in an 82-year-old woman who had one dose of [Pfizer's COVID vaccine](#), though current VAERS data show 72 cases of GBS have been reported between Dec.14, 2020 and April 1, 2021.

Johnson & Johnson vaccination sites shut down after 29 adverse reactions

On April 8, [The Defender reported](#) that a mass vaccination site in Colorado was shut down and 600 people with appointments turned away after 11 people experienced reactions. Two people were transferred to the hospital after medical staff determined they required additional observation.

Officials did not specify what reactions were observed or their severity, but said side effects were “consistent with what’s expected.”

As [The Defender reported](#) April 9, health officials on Thursday [paused](#) COVID vaccinations at a Wake County, North Carolina, site after 18 people experienced adverse reactions, including four people who were transferred to the hospital after being vaccinated with J&J’s vaccine.

The CDC said it is aware of adverse reactions in some people who received J&J’s COVID vaccine in Iowa, Colorado, Georgia and North Carolina, but found no reason for concern.

COVID vaccine breakthrough cases

On April 6, [The Defender reported](#) that 246 Michigan residents fully vaccinated against COVID were later diagnosed with the virus, resulting in three deaths.

All “breakthrough cases” occurred between Jan. 1 and March 31 in people who tested positive 14 or more days after the last dose in the vaccine series. Of the 117 with hospitalization data entered, 11 were hospitalized, 103 were not hospitalized and three were reported as unknown.

The three people who died were all 65 or older and two “were within three weeks of completion of vaccination.”

On April 8, [Kaiser Health News reported](#) that a man died at age 36 of coronavirus, just days after getting his first dose of COVID vaccine. Espinoza fell ill a few days after his first dose on Jan. 5, but went to work thinking it was vaccine-related. His symptoms progressed to a fever and chills and he tested positive for COVID five days later. Three weeks later Espinoza had passed away.

“Even after you’re fully vaccinated, there still is a remaining risk,” said Horton, co-author of a letter to [the New England Journal of Medicine](#) about post-vaccination infection rates among healthcare workers in California. “Even if it’s so much lower, it’s still present.”

Multiple states have [reported](#) breakthrough cases of COVID including, Washington, Florida, South Carolina, Texas, New York, California and Minnesota, Oregon, Idaho, Nebraska, Louisiana, Utah, North Carolina and Hawaii.

EU regulators find ‘possible link’ between AstraZeneca and blood clots

On April 6, a senior official from the European Medicines Agency (EMA) said there was a “clear” link between the Oxford-AstraZeneca COVID vaccine and a rare blood clotting syndrome, [The Defender Reported](#).

Marco Cavaleri, the EMA’s head of vaccines, [told](#) Italy’s Il Messaggero newspaper that in his opinion, “it is clear there is a link with the vaccine, but we still do not know what causes this reaction.” But hours later [the EMA denied](#) having already established a causal connection between the vaccine and blood clots.

In a statement to Agence France-Presse, [the EMA said](#) it had “not yet reached a conclusion and the review is currently ongoing,” adding it expected to announce its findings on Wednesday or Thursday.

As [The Defender reported](#) on April 7, European regulators confirmed a “possible link” between AstraZeneca’s COVID vaccine and “[very rare](#)” blood clots, but concluded the benefits of the vaccine still outweigh the risks.

The EMA did not recommend restricting use of the vaccine based on age, gender or other risk factors, but did say cases of blood clotting after vaccination “should be” listed as a possible side effect.

The UK’s vaccine regulator, the [Medicines and Healthcare products Regulatory Agency](#) said the evidence of a link between AstraZeneca’s vaccine and blood clots was strong, but more research was needed.

[Britain’s Joint Committee on Vaccination and Immunization](#), which advises UK health departments on immunization, said “where possible” the vaccine should not be given to adults under 30.

The EMA said Wednesday during a [press conference](#) it is also looking carefully at the [J&J vaccine](#), as three cases of blood clots associated with low platelets, similar to the cases reported after AstraZeneca vaccines, have been reported, as well as one instance of [thrombosis in a clinical trial](#).

On April 8, [Bloomberg reported](#) the Australian government was guiding against giving AstraZeneca COVID vaccine to people under the age of 50 after the EMA found a possible link between the vaccine and rare blood clotting issues. Chief Medical Officer Paul Kelly said the government now preferred the Pfizer vaccine for the under 50s.

[Children's Health Defense](#) asks anyone who has experienced an adverse reaction, to any vaccine, to file a report following [these three steps](#).

[Suggest a Correction](#)



[Megan Redshaw](#)

Megan Redshaw is a freelance reporter for The Defender. She has a background in political science, a law degree and extensive training in natural health.

[Sign up](#) for free news and updates from Robert F. Kennedy, Jr. and the Children's Health Defense. CHD is planning many strategies, including legal, in an effort to defend the health of our children and obtain justice for those already injured. Your [support](#) is essential to CHD's successful mission.

[Republishing Guidelines](#)

Sub Pay Rates from Area School Districts

| School District | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------|---|---------------------|-----------|---------------|-----------|
| Auburn PS | \$136.20 | | \$141.20 | \$141.80 | |
| Falls City | \$125.00 | \$125.00 | \$125.00 | \$140.00 | \$140.00 |
| HTRS | \$110.00 | \$110.00 | \$125.00 | \$125.00 | \$125.00 |
| JCC | \$120.00 | | \$120.00 | \$120.00 | \$120.00 |
| Johnson-Brock | \$110.00 | \$110.00 | \$110.00 | \$110.00 | \$110.00 |
| Lewiston | \$110.00 | \$110.00 | \$120.00 | \$120.00 | \$120.00 |
| Lourdes CC | \$125.00 | | | | |
| Nebraska City | \$135.00 | \$135.00 | \$145.00 | \$145.00 | |
| Palmyra OR 1 | \$118.00 | \$141.00 | \$144.00 | \$147.00 | \$151.40 |
| Pawnee City | \$115.00 | \$120.00 | \$125.00 | \$130.00 | \$130.00 |
| Sterling | \$110.00 | \$110.00 (see note) | \$120.00 | \$110 & \$120 | \$120.00 |
| Syracuse | \$142.20 | | \$146.60 | \$149.00 | \$151.80 |
| Notes: | | | | | |
| ESU 4 | .004 of base | | | | |
| Syracuse | .004 of base | | | | |
| Auburn | % of base | | | | |
| Other Notes: | | | | | |
| Sterling | 2018-2019: Long Term days 1-9 \$110; 10-19 \$120; 20+ \$135 | | | | |
| Sterling | 2019-20 Consecutive 1-19 \$120. 20+ \$135 | | | | |



HTRS TITANS

2020-21 School Calendar

August 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

September 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

August 2020

| | |
|---|---------------------|
| 3 | Teacher Work Day |
| 3 | Open House |
| 4 | Teacher In-service |
| 5 | First Day of School |

September 2020

| | |
|---|-----------------------|
| 7 | No School - Labor Day |
|---|-----------------------|

October 2020

| | |
|---|--|
| 1 | P/T Conferences- 2 pm to 7 pm - 1:30 dismissal |
| 9 | End of 1st Quarter (47 days) |
| 9 | 1:30 dismissal - work day in pm |

October 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

November 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

November 2020

| | |
|----|--------------------------------|
| 26 | No School - Thanksgiving Day |
| 27 | No School - Thanksgiving Break |

December 2020

| | |
|------|--------------------------------|
| 18 | End of 2nd Quarter (48 days) |
| 18 | End of 1st Semestser (95 days) |
| 21-4 | No School - Christmas Break |

December 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

January 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

January 2021

| | |
|---|------------------------|
| 4 | No School - In-service |
| 5 | School Resumes |

February 2021

| | |
|----|--|
| 8 | No School - Work Day - P/T Conferences - 10 am to 6 pm |
| 12 | No School - ESU Inservice |

March 2021

| | |
|-------|------------------------------|
| 9 | End of 3rd Quarter (44 days) |
| 10-12 | No School - Spring Break |

April 2021

| | |
|---|---------------------------|
| 2 | No School - Good Friday |
| 5 | No School - Easter Monday |

February 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

March 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

May 2021

| | |
|----|---|
| 8 | Graduation |
| 11 | End of 4th Quarter/2nd Semester (40 days) |
| 11 | End of 2nd Semestser (84 days) |
| 11 | Teacher Work Day - 1:30 dismissal - no elementary |

April 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

May 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| | |
|--------|------------------------------------|
| Blue | No School - Teacher In-service |
| Grey | No School - Teacher Work Day |
| Orange | 1:30 dismissal/work day/in-service |
| Purple | No School - Holiday |
| Green | No School - P/T Conferences |

12 Teacher In-service
13
14
17

P/T conferences in evenings on Oct. 1 plus Feb. 8 & open house on Aug. 3 together = 1 teacher contract day

*BOE Approved: June 12, 2020 (Amended July 14, 2020)



HTRS TITANS

21-22 School Calendar

August 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

October 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

December 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

February 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |

April 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

September 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

November 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

January 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

March 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

May 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

August 2021

| | |
|----|---------------------|
| 9 | Teacher Work Day |
| 10 | Teacher In-service |
| 10 | Open House |
| 11 | Teacher In-service |
| 12 | First Day of School |

September 2021

| | |
|----|-------------------------|
| 6 | No School - Labor Day |
| 16 | No School - County Fair |
| 17 | No School - County Fair |

October 2021

| | |
|----|--|
| 1 | 1:30 dismissal |
| 15 | End of 1st Quarter (44 days) |
| 15 | 1:30 dismissal - Work day |
| 21 | 1:30 dismissal - P/T Conferences 2:00-7:00 |
| 22 | No School - Teacher In-service |

November 2021

| | |
|----|--------------------------------|
| 24 | No School - Thanksgiving Break |
| 25 | No School - Thanksgiving Day |
| 26 | No School - Thanksgiving Break |

December 2021

| | |
|-------|---|
| 21 | End of 2nd Quarter/1st Semester (43 days) |
| 22-31 | No School - Christmas Break |

January 2022

| | |
|----|--------------------------------|
| 3 | No School - Christmas Break |
| 4 | No School - Teacher Work Day |
| 5 | School Resumes |
| 17 | No School - Teacher In-service |

February 2022

| | |
|----|----------------------------------|
| 10 | P/T Conferences - 1:30 dismissal |
| 11 | No School - Inservice |

March 2022

| | |
|----|-----------------------------------|
| 9 | End of 3rd Quarter (44 days) |
| 9 | Teacher Work Day - 1:30 dismissal |
| 10 | No School - Spring Break |
| 11 | No School - Spring Break |

April 2022

| | |
|----|---------------------------|
| 15 | No School - Good Friday |
| 18 | No School - Easter Monday |

May 2022

| | |
|----|---|
| 14 | Graduation |
| 17 | End of 4th Quarter/2nd Semester (45 days) |
| 17 | Teacher Work Day - 1:30 dismissal |
| 18 | Teacher Work Day |

| | |
|--------|------------------------------------|
| Blue | No School - Teacher In-service |
| Grey | No School - Teacher Work Day |
| Orange | 1:30 dismissal/work day/in-service |
| Purple | No School - Holiday |

*BOE Approved: February 8, 2021

P/T conferences in evenings on Oct. 21 plus Feb. 10 & open house on Aug. 10 together = 1 teacher contract day

2020-2021 SCHOOL YEAR

JULY 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

AUGUST 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

SEPTEMBER 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

OCTOBER 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

NOVEMBER 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

DECEMBER 2020

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

FIRST SEMESTER

Student Days: 81
 Number of Full Days: 79
 Number of 2 PM Out Days: 2
 Total Instructional Hours: 570.1

SECOND SEMESTER

Student Days: 85
 Number of Full Days: 83
 Number of 2 PM Out Days: 1
 Number of Noon Out Days: 1
 Total Instructional Hours: 597.2

**Pawnee City
Public Schools**

Important Dates:

July/August

July 30, 31 & Aug 3 - Teacher Professional Development
 3 - VIRTUAL Open House & Digital Citizenship
 4 - First Day of School
 10 - Start of FB, VB, CC Practice

September

7 - Labor Day - NO SCHOOL

October

1 - End of 1st Quarter
 2 - Teacher Professional Development - NO SCHOOL
 23 - State Cross Country

November

5-7 - State Volleyball
 9 - POSTPONED - PC Hosting Pioneer Conf. Vocal
 16 - Start of BB & WR
 20 - State 6-Man Football
 30 - No School - PC Hosting Distric Play Production

December

3 - End of 1 Semester
 4 - Teacher Professional Development - NO SCHOOL
 9 - State Play Production
 18 - Last Day of School Before Winter Break
 23-27 - NSAA Moratorium

January

4 - Teachers Return
 6 - Students Return (Full Day)
 18 - NO SCHOOL - MLK Jr. Day

February

6 - State Dual Wrestling
 12 - ESU#4 Engaging Educators Conference @ Peru St.
 18-20 - State Wrestling
 25 - End of 3rd Quarter
 26 - Teacher Professional Development - NO SCHOOL

March

1 - Start of Track & Golf Practice
 4-6 - State Girls Basketball
 5 - NO SCHOOL
 11-13 - State Boys Basketball
 12 - NO SCHOOL
 19 - State Speech
 25 - PC Hosting MUDECAS Music - NO SCHOOL

April

2 & 5 - Easter Break - NO SCHOOL
 29 - Seniors Last Day (Subject to Change w/Closures)

May

11 - Last Day of School (Noon Dismissal)**
 15 - Graduation (2:00 PM)
 21-22 - State Track

** Teachers will have an inservice on April 5th, and will choose one Friday to report and work on either March 5th or 12th. Students will not be in attendance those days. The last teacher contract day will be May 12th, and teachers will help run the district track meet that day.

| |
|---|
| Full School Day |
| NO SCHOOL |
| 2:00 PM Student Dismissal for Teacher Inservice |
| Parent-Teacher Conferences |
| NO SCHOOL - Full Day Teacher Inservice |
| End of Quarter or Semester |

JANUARY 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

FEBRUARY 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

MARCH 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

APRIL 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

MAY 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

JUNE 2021

| S | M | T | W | R | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

CANCELLED SCHOOL DAYS

Oct 30 - Football Playoffs (Teachers Worked)
 Nov 20 - Staff at Funeral (Teachers Worked)
 Nov 30 - Host Dist. One Act (Teachers Worked)
 Jan 15 - Weather Cancellation
 Jan 25 - Weather Cancellation
 Jan 26 - Weather Cancellation
 Jan 27 - Weather Cancellation
 Feb 8 - Weather Cancellation
 Feb 15 - Weather Cancel (Teachers Worked)
 Feb 16 - Weather Cancel (Teachers Worked)
 May 12 - Host Dist. Track (Teachers Worked)

2020-21 Totals with Shortened/Cancelled Days:

Total Instructional Hours: 1167.3
 Full School Days Over Minimum: 12.5
 NDE Minimum Required Hours: 1080

Final Board Approval: 3/8/2021

2021-2022 SCHOOL YEAR

| JULY 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST 2021 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER 2021 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| NOVEMBER 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| DECEMBER 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Important Dates:

August

- 9 - Start of FB, VB & CC Practice
- 10-12 - Teacher Professional Development
- 12 - Open House & Digital Citizenship
- 13 - First Day of School - 2:00 PM Dismissal
- 27 - 12:30 PM Dismissal (Afternoon Teacher Inservice)

September

- 6 - Labor Day - NO SCHOOL
- 22 & 23 Parent/Teacher Conferences (4:00-7:30 PM)
- 24 - 12:30 Dismissal (Afternoon Teacher Inservice)

October

- 7 - End of 1st Quarter
- 8 - NO SCHOOL
- 22 - State Cross Country
- 22 - 12:30 Dismissal (Afternoon Teacher Inservice)

November

- 4-6 - State Volleyball
- 15 - Start of BB & WR Practice
- 17 - PC Hosting Pioneer Conf. One Act - NO SCHOOL
- 19 - 12:30 Dismissal (Afternoon Teacher Inservice)
- 19 - State 6-Man Football
- 24 - 2:00 PM Dismissal

December

- 22 - End of 1st Semester - 2:00 PM Dismissal
- 22-26 - NSAA Moratorium

January

- 3 - Teachers Return
- 4 - Students Return (Full Day)
- 17 - NO SCHOOL - MLK Jr. Day
- 28 - 12:30 Dismissal (Afternoon Teacher Inservice)

February

- 4 - ESU#4 Engaging Educators Conf. - NO SCHOOL
- 5 - State Dual Wrestling
- 9 & 10 Parent/Teacher Conferences (4:00-7:30 PM)
- 17-19 - State Wrestling
- 25 - 12:30 Dismissal (Afternoon Teacher Inservice)
- 28 - Start of Track & Golf Practice

March

- 3-5 - State Girls Basketball
- 4 - NO SCHOOL
- 10 - End of 3rd Quarter
- 10-12 - State Boys Basketball
- 11 - NO SCHOOL
- 18 - State Speech
- 25 - 12:30 Dismissal (Afternoon Teacher Inservice)

April

- 15 & 18 - Easter Break - NO SCHOOL
- 29 - 12:30 Dismissal (Afternoon Teacher Inservice)

May

- 3 - Last Day for Seniors
- 11 - Earliest Last Day of School (12:30 PM dismissal)**
- 12 - District Track (Likely Hosted at Pawnee City)
- 14 - Graduation (2:00 PM)
- 19 - Latest Last Day of School (12:30 PM dismissal)**
- Final staff workday will follow last student day.
- 20-21 - State Track

** The Last Day of School will be set at the March 2022 Board meeting to equal up to 185 teacher contract days.

- Full School Day
- NO SCHOOL
- 2:00 PM Student Dismissal
- Parent-Teacher Conferences
- NO SCHOOL - Full Day Teacher Prof. Development
- Flex Days for Weather/Emergency Closure
- 12:30 Student Dismissal for Teacher Inservice
- End of Quarter or Semester

| JANUARY 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| FEBRUARY 2022 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| MARCH 2022 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL 2022 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2022 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| JUNE 2022 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | R | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Johnson-Brock Public School 2021-2022

| August 2021 | | | | | | | August |
|-------------|----|----|----|----|----|----|------------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | | | | | 9 Football/Volleyball Starts |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 12 Teacher In-Service |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 13 Teacher In-Service |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 Open House |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 16 Teacher In-Service |
| 29 | 30 | 31 | | | | | 19 First Day - 1:45 Dismiss |

| January 2022 | | | | | | | January |
|--------------|----|----|----|----|----|----|------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3 In-Service No School |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | 31 | | | | | | |

| September 2021 | | | | | | | September |
|----------------|----|----|----|----|----|----|----------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | 1 | 2 | 3 | 4 | 1 In-Service, 1:45 Dismiss |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 6 Labor Day |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | | | |

| February 2022 | | | | | | | February |
|---------------|----|----|----|----|----|----|---------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | 1 | 2 | 3 | 4 | 5 | 2 In Service 1:45 Dismiss |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 7 Winter Break |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | | | | | | |

| October 2021 | | | | | | | October |
|--------------|----|----|----|----|----|----|------------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | | | 1 | 2 | 5 Parent/Teacher 4:00-7:30pm |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 6 1:45 Dismiss |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 6 Parent/Teacher 3:00-7:30pm |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 15 End 1st Quarter |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | | |

| March 2022 | | | | | | | March |
|------------|----|----|----|----|----|----|---------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | 1 | 2 | 3 | 4 | 5 | 3 In-Service 1:45 Dismiss |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 End 3rd Quarter |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 4/11 Spring Break |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 26 Jr/Sr Prom |
| 27 | 28 | 29 | 30 | 31 | | | |

| November 2021 | | | | | | | November |
|---------------|----|----|----|----|----|----|----------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 Fall Break No School |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 3 In-Service, 1:45 Dismiss |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | Thanksgiving Break |
| 28 | 29 | 30 | | | | | |

| April 2022 | | | | | | | April |
|------------|----|----|----|----|----|----|----------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 6 In-Service, 1:45 Dismiss |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 Break |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18 Break |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |

| December 2021 | | | | | | | December |
|---------------|----|----|----|----|----|----|------------------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| | | | 1 | 2 | 3 | 4 | 1 In-Service, 1:45 Dismiss |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 21 End 1st Semester - 1:45 Dismiss |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | NSAA Moratorium |
| 26 | 27 | 28 | 29 | 30 | 31 | | Holiday Vacation |

| May 2022 | | | | | | | May |
|----------|----|----|----|----|----|----|-------------------------------------|
| Su | M | Tu | W | Th | F | Sa | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 14 Graduation, 2:30pm |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 17 End 2nd Semester - 11:30 Dismiss |
| 22 | 23 | 24 | 25 | 26 | 27 | | 18 In-Service |
| 28 | 29 | 30 | 31 | | | | |

2021 – 2022 Falls City Public School Calendar

AUGUST '21

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

10-13 New Staff Orientation & Teacher In-service
 12 Open Houses
 PCC & Kdg. 5:30–6:30
 North School 6:00-7:00
 South School 6:00–7:00
 Middle/High 7:00–8:00
 16 Students First Day

JANUARY '22

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

3 Teacher In-service
 4 School Resumes
 14 No School (Teacher In-service)
 17 No School – MLK Jr. Day

SEPTEMBER '21

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

6 Labor Day – No School
 17 Fair Day – No School
 24 2–Hour Early Dismissal (Teacher In-service)
 28 P/T Conferences 4:00–7:30p
 30 P/T Conferences 4:00–7:30p

FEBRUARY '22

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

4 No School (Engaging Educators Conference)
 18 No School – Winter Break

OCTOBER '21

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

1 No School (Comp Day)
 13 End of 1st Quarter
 15 2–Hour Early Dismissal (Teacher In-service)

MARCH '22

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

1 P/T Conferences 4:00-7:30p
 2 P/T Conferences 4:00–7:30p
 18 No School (Comp Day)
 9 End of 3rd Quarter
 11 2–Hour Early Dismissal (Teacher In-service)
 21-22 No School – Spring Break

NOVEMBER '21

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

19 2–Hour Early Dismissal (Teacher In-service)
 24-28 Thanksgiving Break – No School

APRIL '22

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

15-18 No School – Easter Break
 22 2–Hour Early Dismissal (Teacher In-service)

DECEMBER '21

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

22 End of 1st Semester – Early Dismissal
 22 - Jan. 3 Holiday Break – No School

MAY '22

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

14 High School Graduation
 16 Middle School Promotion
 19 2–Hour Early Dismissal – Last Day of School
 20 Teacher In-service – No Students

176 student days and 186 staff days are built into the 2021-2022 calendar.

| | | | |
|--|-----------------------------------|--|--|
| Start of Term / Students Return | End of Quarter | School Times: Elementary Schools 8:15 – 3:15 Middle School 8:15 – 3:20 High School 8:07 – 3:32 | |
| Teachers Only | Parent/Teacher Conferences | | |
| No School | Early Student Dismissal | | |

2021-2022 School Event Calendar

July 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

July
4 Independence day

August 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

August
11-13 Teacher Work Days
16 First Day for Students (Start 1st Semester)
1 PM Dismissal
20 Teacher Work Day (No school for students)
19-22 Johnson County Fair
11 student days 15 teacher days

September 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

September
6 Labor Day (No School)
22 Parent-Teacher Conferences 4-8 PM
23 2 Hour Late Start - Teacher InService
24 NO SCHOOL FOR STUDENTS
P-T Conferences 8 AM-12 PM.
20 student days 21 teacher days

October 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

October
14 End 1st Quarter
15 Teacher InService - NO SCHOOL for STUDENTS
18 Begin 2nd Quarter
20 student days 21 teacher days

November 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

November
12 1 PM Dismissal - Teacher InService
24-26 Thanksgiving - No School
19 student days 19 teacher days

December 2021

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

December
17 End 2nd Quarter/1st Semester
18-31 Winter Break
22-26 NSAA Winter Moratorium
13 student days 13 teacher days
Total 1st Sem. Student Days - 83
Total 1st Sem. Teacher Days - 89

January 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

January
3 Teacher Work Day
4 Begin 3rd Quarter
17 Martin Luther King Jr. Day
20 student days 21 teacher days

February 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

February
4 Teacher InService - NO SCHOOL FOR STUDENTS
ESU4 Engaging Education Conference
16 Parent-Teacher Conferences 11 AM-7 PM
NO SCHOOL FOR STUDENTS
21 Presidents Day
18 student days 20 teacher days

March 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

March
10 End 3rd Quarter.
11 Spring Break - NO SCHOOL.
14 Spring Break - NO SCHOOL.
15 Begin 4th Quarter
21 student days 21 teacher days

April 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

April
1 1 PM Dismissal - Teacher InService
15 Good Friday - NO SCHOOL
18 Easter Monday - NO SCHOOL
19 student days 19 teacher days

May 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

May
7 JCC High School Graduation
19 End 4th Quarter/2nd Semester
Last day for students, 11 AM dismissal
20 Teacher Work Day
14 student days 15 teacher days
Total 2nd Sem. Student Days - 92
Total 2nd Sem. Teacher Days - 96

June 2022

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

June
2021-2022 TOTAL = 175 Student Days
2021-2022 TOTAL = 185 Teacher Days

2021-2022 School Lunch Prices

| | | <u>20-21</u> | <u>21-22</u> |
|------------------|---------------------|--------------|--------------|
| Breakfast | All grades & adults | \$1.70 | \$2.35 |
| | Reduced | \$.30 | no change |
| Lunch | PK – 6 | \$2.65 | no change |
| | 7-12 | \$2.95 | no change |
| | Adults | \$3.60 | \$3.95 |
| | Reduced | \$.40 | no change |
| | Salad Bar Only | \$3.60 | \$3.95 |

New Prices for 2021-2022

2020-2021 School Year Lunch

Prices: Extra Milk .35

Breakfast all grades & adults \$1.70 ²¹⁻²² *2.35*

PreK-6 \$2.65

7-12 \$2.95

Reduced Breakfast .30

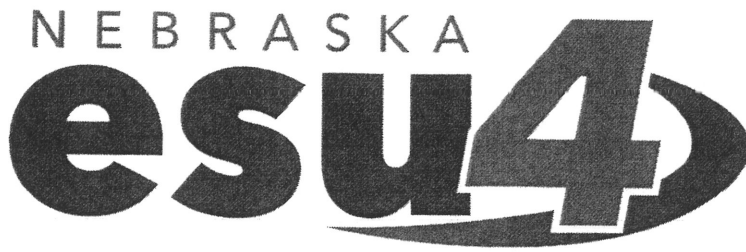
Reduced Lunch .40

Adults \$3.60

²¹⁻²²
next yr. 3.95

Salad Bar Only \$3.60

per student



Educational Service Unit 4

919 16th Street
Auburn, NE 68305
402.274.4354
402.274.4356 (fax)
www.esu4.org

Administrator
Gregg Robke

Director of Support Services
Chuck Hummel

Health Services Director
Felicia Martin, RN

Teaching and Learning Team
Jen Madison/Lori Broady/Ben Hanika

Special Education Director
Ellen Stokebrand

NCECBVI Campus Administrator
Sally Schreiner

Technology Director
Dustin Buggi

Date: March 10, 2021

To: ESU 4 Superintendents

From: Gregg Robke
Administrator

Re: Core Services Resolution
Program Support: 2021-2022 School Year

The service units in Nebraska are required by law to provide *Core Services* (Rule 84) to member schools. In order to do that, the state provides some funding, which is based on the student enrollment numbers for each district. This information is shared with superintendents each year.

I have not received a draft from NDE regarding Core Services funds for 2021-2022. The amount for 2020-2021 is \$172,419.59.

Each service unit in the state is given the responsibility to define Core Services within the following prerequisites:

- A. Core Services shall be within the following service areas in order of priority:
 - a. Staff Development
 - b. Technology; and
 - c. Instructional Material Services;
- B. Core Services shall improve teaching and student learning by focusing on enhancing school improvement efforts, meeting statewide requirements, and achieving statewide goals in the state's system of elementary and secondary education;
- C. Core Services shall provide schools with access to services that:
 - a. The educational service unit and its member school districts have identified as necessary services;
 - b. Are difficult, if not impossible, for most individual school districts to effectively and efficiently provide with their own personnel and financial resources;
 - c. Can be efficiently provided by each educational service unit to its member school districts;
 - d. Can be adequately funded to ensure that the service is provided equitably to the state's public school districts;
- D. Core Services shall be designed so that the effectiveness and efficiency of the service can be evaluated on a statewide basis; and

E. Core Services shall be provided by the educational service unit in a manner that minimizes the costs of administration or service delivery to member school districts.

Statutes also state that in order for Core Services to be provided to member schools, two-thirds of the member districts representing a majority of the students must approve these services. The statute also has the same requirement for additional services provided by the ESU and funded by the general fund tax levy. In the past a district's participation in Core Service Programs has been identified by a resolution (enclosed) approved by the board of education for each district. Support services have been identified and supported by the unit's Advisory Committee. In addition to utilizing property tax receipts for support services, portions of those costs are paid for by the districts utilizing the services. This plan has been, and is discussed continually, and is supported by the Advisory Committee.

At this point, the amount of Core Services funding is not known. To meet the intent of the law in a professional manner given the financial constraints continues to be a challenge. The financial and professional support shown by our districts is wonderful and has been very beneficial. Such support allows the services to continue.

Enclosed with this memo is a resolution for each district's Board of Education to consider. With that support and an endorsement from ESU 4's Board we will receive state funding in order to support Core Services for the 2020-2021 school year. Please consider this resolution at your April/May Board meeting and return the resolution document to me. I will then ask the ESU 4 Board to approve all district resolutions.

Thank you to your Board for the continued support for ESU 4's Core Services programs. As well, thank you for the endorsement of the identified support services we have provided and will continue to provide.

GR/kt

I worked over the summer of 2020 on technology software. I rolled over the instructional software and helped work on state reports. Canvas was added last summer and there was a six-week implementation module that began the end of July. I am asking for compensation for these hours. Please see the attached sheets for more details on the hours worked.

I would also like to discuss getting more days/hours added to my contract. My current contract is for 5 extra days for summer work. As I look at the summer work hours from last year, I worked more hours than the 5 days. I would like to ask for more days on my current contract. As a district, we have added Canvas, EduClimber, and Courseware (replaces A+)

1. 15 days total added - This would cover the number of hours from last summer. (105 hours or 3 weeks)

2. 20 days total added - This would give me 5 more days than last summer for new programs (140 hours or 4 weeks)

3. 25 days total added - This would give me 10 more days than last summer for new programs etc. (175 hours or 5 weeks)

4. 30 days total added - This would give me plenty of time to get things ready for the next year. I would have time to become very familiar with Canvas, EduClimber, and Courseware. (210 hours or 6 weeks)

This can be adjusted from year to year as I see how many hours I actually need. I am willing to come to school to work or can work some from home. I can clock in and out to get time documented.

The four options are for your review and discussion. I am fine with any of the four, just understand some programs may not get set up before the August contract begins with options 1 and 2.

Thank you for considering these options.

Kim Standerford

Tabs at the bottom will separate work out

| Date | Description of Work | Time | Length |
|-----------|---|----------------|--------|
| 5/18/2020 | PowerSchool Webinar | 9 - 10 | 1 |
| 5/19/2020 | PowerSchool Webinar | 9 - 10 | 1 |
| 5/20/2020 | PowerSchool Webinar | 9 - 10 | 1 |
| 5/21/2020 | Counselor Training - PowerSchool | 9 - 10:30 | 1:30 |
| 5/22/2020 | Retiree Video for Website | 8 - 10 & 2 - 3 | 3 |
| 5/28/2020 | Graduation Planner - PowerSchool | 9 - 10:30 | 1:30 |
| 5/29/2020 | Prepare for End of Year - PowerSchool | 9 - 10 | 1 |
| 6/2/2020 | NDE Virtual Work Day | 9 - 11 | 2 |
| 6/2/2020 | Advisor Clean Up - PowerSchool | 2 - 3 | 1 |
| 6/5/2020 | PSCB Reports and EOY - PowerSchool | 9 - 10:30 | 1:30 |
| 6/9/2020 | Put New Hires in PowerSchool | 9 - 10 | 1 |
| 6/9/2020 | AR Update | 2 - 3 | 1 |
| 6/10/2020 | Advisor Meeting | 10 - 10:30 | 0:30 |
| 6/10/2020 | State Reports | 10:30 - 12:30 | 2 |
| 6/10/2020 | State Reports | 1:30 - 2:30 | 1 |
| 6/15/2020 | Future Ready Summit - Virtual | 9 - 12 | 3 |
| 6/16/2020 | Future Ready Summit - Virtual | 9 - 12 | 3 |
| 6/22/2020 | Fall Audit Reports - PowerSchool | 9:30 - 11:45 | 2:15 |
| 6/22/2020 | Finish AR Update | 3:30 - 4:30 | 1 |
| 6/22/2020 | Into Reading/Literature Set Up for New Year | 4:30 - 6:30 | 2 |
| 6/23/2020 | Roll PowerSchool over to a New Year | 2 - 3 | 1 |
| 6/23/2020 | Into Reading/Literature Set Up for New Year | 3 - 3:30 | 0:30 |
| 6/23/2020 | Into Reading/Literature Set Up for New Year | 4:45 - 6:15 | 1:30 |
| 6/24/2020 | Renewal of Subscriptions | 2 - 4:45 | 2:45 |
| 6/24/2020 | Into Reading/Literature Set Up for New Year | 8:30 - 10:30 | 2 |
| 6/25/2020 | Elementary Schedules | 9 - 11:30 | 2:30 |
| 6/29/2020 | Purchase Order for Perkins | 9:30 - 11:30 | 2 |
| 6/29/2020 | Elementary Schedules | 2:15 - 3:45 | 1:30 |
| 6/29/2020 | Into Reading/Literature Set Up for New Year | 4 - 5 | 1 |
| 6/29/2020 | Study Island Set up for New Year | 5 - 6 | 1 |

| | | | | |
|-----------|--|--------------|------|------|
| 6/30/2020 | Purchase orders for Subscription Renewal | 9:45 - 12:30 | 2:15 | 2.25 |
| 7/9/2020 | Into Literature Webinar with Mandy Bowen | 9 - 11 | 2 | 2 |
| 7/9/2020 | Educlimber Video | 1:30 - 3:00 | 1:30 | 1.5 |
| 7/9/2020 | Educlimber | 3:00 - 5:00 | 2 | 2 |
| 7/10/2020 | Canvas/NWEA Roster/Reports for EOY - PowerSchool | 8:45 - 11:15 | 2:30 | 2.5 |
| 7/14/2020 | Canvas Zoom Meeting | 1 - 1:30 | 0:30 | 0.5 |
| 7/14/2020 | Webpage | 9:30 - 11:30 | 2 | 2 |
| 7/15/2020 | Safe Seat - Candy B | 9:30 - 12:30 | 3 | 3 |
| 7/16/2020 | School Improvement Survey/Zoom Meeting | 9 - 11 | 2 | 2 |
| 7/17/2020 | Names for Computers | 8:45 - 11:45 | 3 | 3 |
| 7/17/2020 | Names for Computers | 2 - 6 | 4 | 4 |
| 7/20/2020 | Google Classroom Help - Diana Platt | 10 - 12:30 | 2:30 | 2.5 |
| 7/21/2020 | Exact Path Roll Over to New Year | 6:15 - 7:45 | 1:30 | 1.5 |
| 7/22/2020 | Zoom Meeting | 1 - 1:45 | 0:45 | 0.75 |
| 7/22/2020 | Kindergarten SID - Ashlee Meyer | 0:30 | 0:30 | 0.5 |
| 7/23/2020 | Canvas Cohort Meeting | 10 - 11 | 1 | 1 |
| 7/23/2020 | QR Codes PBIS | 2 - 4 | 2 | 2 |
| 7/26/2020 | QR Codes PBIS | 7 - 10 | 3 | 3 |
| 7/27/2020 | Names for Computers | 2:40 - 8:10 | 5:30 | 5.5 |
| 7/28/2020 | Names for Computers | 9:30 - 11:30 | 2 | 2 |
| 7/28/2020 | QR Codes PBIS | 2 - 6 | 4 | 4 |
| 7/29/2020 | Names for Computers | 9:30 - 12 | 2:30 | 2.5 |
| 7/29/2020 | Help Lisa W - Google Classroom | 3:30 - 4:30 | 1 | 1 |
| 7/30/2020 | Class DoJo - Diana Platt | 10:30 - 11 | 0:30 | 0.5 |
| 7/30/2020 | Educlimber | 3 - 4 | 1 | 1 |
| 7/30/2020 | Canvas Cohort Meeting | 10 - 10:30 | 0:30 | 0.5 |
| 7/30/2020 | School Calendar | 1 - 2 | 1 | 1 |
| 7/30/2020 | QR Codes PBIS | 5 - 6:30 | 1:30 | 1.5 |
| 7/31/2020 | Names for Computers | 9:30 - 12:30 | 3 | 3 |
| 7/31/2020 | Cut Circles - for social distancing | 2 - 6 | 4 | 4 |
| 8/1/2020 | New Staff on Website | 8 - 9 | 1 | 1 |

| Date | Description of Work | Time | Length | |
|-----------|---|----------------|--------|------|
| 5/22/2020 | Retiree Video for Website | 8 - 10 & 2 - 3 | 3 | 3 |
| 6/9/2020 | Put New Hires in PowerSchool | 9 - 10 | 1 | 1 |
| 6/9/2020 | AR Update | 2 - 3 | 1 | 1 |
| 6/22/2020 | Finish AR Update | 3:30 - 4:30 | 1 | 1 |
| 6/22/2020 | Into Reading/Literature Set Up for New Year | 4:30 - 6:30 | 2 | 2 |
| 6/23/2020 | Into Reading/Literature Set Up for New Year | 3 - 3:30 | 0:30 | 0.5 |
| 6/23/2020 | Into Reading/Literature Set Up for New Year | 4:45 - 6:15 | 1:30 | 1.5 |
| 6/24/2020 | Renewal of Subscriptions | 2 - 4:45 | 2:45 | 2.75 |
| 6/24/2020 | Into Reading/Literature Set Up for New Year | 8:30 - 10:30 | 2 | 2 |
| 6/29/2020 | Purchase Order for Perkins | 9:30 - 11:30 | 2 | 2 |
| 6/29/2020 | Into Reading/Literature Set Up for New Year | 4 - 5 | 1 | 1 |
| 6/29/2020 | Study Island Set up for New Year | 5 - 6 | 1 | 1 |
| 6/30/2020 | Purchase orders for Subscription Renewal | 9:45 - 12:30 | 2:15 | 2.25 |
| 7/9/2020 | Into Literature Webinar with Mandy Bowen | 9 - 11 | 2 | 2 |
| 7/9/2020 | Educlimber Video | 1:30 - 3:00 | 1:30 | 1.5 |
| 7/9/2020 | Educlimber | 3:00 - 5:00 | 2 | 2 |
| 7/14/2020 | Canvas Zoom Meeting | 1 - 1:30 | 0:30 | 0.5 |
| 7/14/2020 | Webpage | 9:30 - 11:30 | 2 | 2 |
| 7/15/2020 | Safe Seat - Candy B | 9:30 - 12:30 | 3 | 3 |
| 7/16/2020 | School Improvement Survey/Zoom Meeting | 9 - 11 | 2 | 2 |
| 7/17/2020 | Names for Computers | 8:45 - 11:45 | 3 | 3 |
| 7/17/2020 | Names for Computers | 2 - 6 | 4 | 4 |
| 7/20/2020 | Google Classroom Help - Diana Platt | 10 - 12:30 | 2:30 | 2.5 |
| 7/21/2020 | Exact Path Roll Over to New Year | 6:15 - 7:45 | 1:30 | 1.5 |
| 7/22/2020 | Zoom Meeting | 1 - 1:45 | 0:45 | 0.75 |
| 7/22/2020 | Kindergarten SID - Ashlee Meyer | 0:30 | 0:30 | 0.5 |
| 7/23/2020 | Canvas Cohort Meeting | 10 - 11 | 1 | 1 |
| 7/23/2020 | QR Codes PBIS | 2 - 4 | 2 | 2 |
| 7/26/2020 | QR Codes PBIS | 7 - 10 | 3 | 3 |
| 7/27/2020 | Names for Computers | 2:40 - 8:10 | 5:30 | 5.5 |
| 7/28/2020 | Names for Computers | 9:30 - 11:30 | 2 | 2 |

| | | | | |
|-----------|-------------------------------------|--------------|-----------------|-------|
| 7/28/2020 | QR Codes PBIS | 2 - 6 | 4 | 4 |
| 7/29/2020 | Names for Computers | 9:30 - 12 | 2:30 | 2.5 |
| 7/29/2020 | Help Lisa W - Google Classroom | 3:30 - 4:30 | 1 | 1 |
| 7/30/2020 | Class DoJo - Diana Platt | 10:30 - 11 | 0:30 | 0.5 |
| 7/30/2020 | Educlimber | 3 - 4 | 1 | 1 |
| 7/30/2020 | Canvas Cohort Meeting | 10 - 10:30 | 0:30 | 0.5 |
| 7/30/2020 | School Calendar | 1 - 2 | 1 | 1 |
| 7/30/2020 | QR Codes PBIS | 5 - 6:30 | 1:30 | 1.5 |
| 7/31/2020 | Names for Computers | 9:30 - 12:30 | 3 | 3 |
| 7/31/2020 | Cut Circles - for social distancing | 2 - 6 | 4 | 4 |
| 8/1/2020 | New Staff on Website | 8 - 9 | 1 | 1 |
| Total | | | 79 hours 45 min | 79.75 |

envision needs redone because too many different accounts
 Educlimber will need rolled over
 Canvas will need set up for new year
 Courseware will need to be set up and rolled over for new year

Taylor Eltiste
3130 Wilderness Hills Blvd, 7-205
Lincoln, NE 68516
(402) 335-0323
teltiste@yahoo.com

Sherri Edmundson, Superintendent
HTRS Public Schools
810 Central Ave.
Humboldt, NE 68376

March 31st, 2021

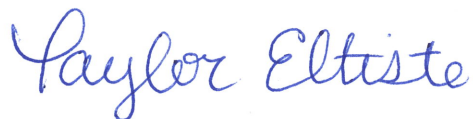
Dear Mrs. Edmundson,

Please accept this letter as my formal notice of resignation from the position teaching Elementary, Middle School, and High School Music at HTRS Public Schools at the end of the 2020-2021 school year.

Being a teacher at HTRS these past two years has been a great privilege, as well as an invaluable learning experience. I can't thank you, the administration, and the school in whole enough for the lessons learned, memories made, and relationships that will last a lifetime. I am forever grateful for the opportunity.

I can be reached at my personal phone number or email address should you have any further questions.

Sincere Regards,



Taylor Eltiste

Brittney Gauthier
311 Long Branch St.
Humboldt, NE 68376

March 30, 2021

Sherri Edmundson
Superintendent
HTRS Public Schools
810 Central Ave.
Humboldt, NE 68376

Dear Mrs. Edmundson:

Please accept this letter as my official resignation from my position as a first grade teacher at HTRS Public Schools. After much contemplation, my husband and I have made the decision to accept jobs in another school district for the 2021-2022 school year.

I have thoroughly enjoyed my time here and am honored to have had the chance to work with students, staff, and community members in the district. Thank you very much for the opportunity.

I will work hard in my final days of employment to complete all of the required duties assigned to me.

Sincerely,

Brittney Gauthier

Brittney Gauthier

April 1, 2021

Mrs. Edmundson and the HTRS School Board,

Please accept this letter as my official resignation as social studies teacher at HTRS, effective at the end of the 2020-2021 school year. My wife and I have recently accepted jobs in a new school district for the upcoming school year.

I am grateful for the opportunity HTRS gave me to teach in the same district as my wife. Even though we were only here for three years, I can honestly say that we made memories and connections with staff, students, and community members that will last us a lifetime. This is a tight-knit community that I will miss.

Best regards,

A handwritten signature in black ink, appearing to read "Gabriel Gauthier". The signature is written in a cursive style with a long, sweeping underline.

Gabriel Gauthier

HTRS Public Schools

810 Central Ave.

Humboldt, Ne 68376

April 4th, 2021

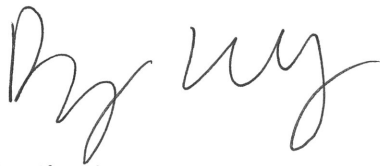
Dear Mrs. Edmundson,

Please accept this letter as my formal notice of resignation from the position teaching preschool and all other sponsorships at HTRS Public Schools at the end of the 2020-2021 school year.

My time at HTRS proved to be a real learning experience. I appreciate the opportunities HTRS has afforded me. It has been a pleasure working with students of all grade levels, thank you for allowing me to pursue my passion for health and wellness.

Many thanks for the opportunities you have offered me. I can be reached by phone or email if you have any further questions.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Destiny Worthey". The signature is fluid and cursive, with the first name "Destiny" and last name "Worthey" clearly distinguishable.

Destiny Worthey

April 7, 2021

Sherri Edmundson
Superintendent
HTRS Schools
810 Central
Humboldt, NE 68376

Dear Mrs. Edmundson,

Please accept my ^{retirement}~~resignation~~ from my position as a second grade Teacher of HTRS Schools at the end of 2020 – 21 contract school year.

I have truly enjoyed my students as well as having the opportunity in watching my own children participate in school activities and graduations throughout the years. I have learned a lot through the years of being an educator and have had great pleasure working with students and staff.

I want to thank the administration and school board for their support during my tenure with the school district. I wish you all the best. Thank you.

GO TITANS!

Sincerely,



Mary (Dolly) Schafer

cc: Lisa Othmer, Principal

Kari Lottman, Assistant Principal



Sherri Edmundson <sherriedmundson@htrstitans.org>

2021-2022 School Year

3 messages

Ashley Laflin <ashleylaflin@htrstitans.org>

Wed, Apr 7, 2021 at 4:08 PM

To: Kari Lottman <karilottman@htrstitans.org>

Cc: Lisa Othmer <lisaothmer@htrstitans.org>, Sherri Edmundson <sherriedmundson@htrstitans.org>

Hi Kari!

I just wanted to let you know now I will not be returning next year. I will finish out this school year and then will be finished.

I have accepted the position of Juvenile Diversion Director for the four county area effective June 1, 2021.

Thank you for all of your help and support this past year and I hope you have a very successful school year!

Thank you again,
Ashley Laflin

HTRS Public Schools
810 Central Ave.
Humboldt, Ne 68376
April 8th, 2021


Dear Mrs. Edmundson,

Please accept this letter as my formal notice of resignation from the para position at the end of the 2020-2021 school year on May 11th. After a period of consideration, I have decided I will not be able to return next school year due to a new job opportunity and some health problems.

My time at HTRS has been an incredible learning experience. It has been incredibly rewarding to watch students learn and develop. I am thankful for the bonds I was able to build with the students. Thank you for allowing me to broaden my experience with early childhood education.

I appreciate the opportunities you have given me. I can be readily available by phone or email if you have any further questions.

Yours sincerely,

A handwritten signature in black ink that reads "Veronica Schiffbauer". The signature is written in a cursive style with a long, sweeping tail on the letter "e".

Veronica Schiffbauer

FAQ for you and your School Board on the Proposed Health Standards

April 2021

Q: What are "Content Area Standards"?

- A: Content area standards reflect the knowledge and skills students are expected to learn in a given content area. Because these standards create a framework for teaching and learning, they articulate a trajectory for knowledge acquisition across all grade levels so student learning builds on prior knowledge, becoming more in-depth over time. By setting clear benchmarks for learning, content area standards provide guidance to teachers as they develop learning experiences. Currently, Rule 10 (004.01A & 004.01C) requires school districts to have written guides, frameworks, or standards for all content areas in elementary, middle, and high school instructional programs.

Q: What are the proposed health standards and how can I see them?

- A: The proposed standards are posted on the Health Education Standards Development Webpage: <https://www.education.ne.gov/healthed/health-education-standards-development/>
 - The direct link to the standards is located here: <https://cdn.education.ne.gov/wp-content/uploads/2021/03/Nebraska-Health-Education-Standards-DRAFT-1-Public-Input-with-colors.pdf>

Q: Because the draft standards being discussed are health standards, it is up to local school boards to adopt or not?

- A: Yes, local school boards will determine if they adopt the Nebraska Health Education Standards.
 - More specifically, schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools. The instructional programs are to have written guides, frameworks, or standards. Unlike reading, writing, mathematics, science, and social studies, public school districts and accredited nonpublic school systems are not required by law to adopt the state Nebraska Health Education Standards but are required to have standards in place for health education. The decision to utilize the Nebraska Health Education Standards, in whole or part, is determined by each local school district or school system.

Q: Who wrote these proposed standards?

- A: Historically, the NDE has used Nebraska educators to write and/or revise content area standards. For Health Education, applications were made available to Physical Education, Health Education, and Family and Consumer Science teachers and administrators. The writing team was selected from the submitted applications. The Nebraska educators participating in the writing team is posted here: <https://cdn.education.ne.gov/wp-content/uploads/2021/02/Nebraska-Health-Education-Standards-Draft-1-Information.pdf>

Q: What is the role of the State Board of Education in this process?

- A: Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to “adopt measurable academic content standards for at least the grade levels required for statewide assessment.” Those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years.

- In addition to the content area standards required by statute, the Nebraska Department of Education has developed content area standards for fine arts, physical education, health education, and world languages, as well as course-based standards for Career and Technical Education. Although not required by law, these content area standards provide a framework for quality teaching and learning for all content areas.
- An overview of the process to develop and/or revise content area standards is included in the [NDE's Content Area Standards Reference Guide](#).

Q: What is the process/timeline for standard adoption?

- A: The State Board will continue to weigh public input. They took input at their April meeting and may continue to get input in subsequent months. The Board will take final action on the draft standards likely in the Fall of 2021.

Q: How can the public weigh in on the proposed standards?

- A: Comments/input on the Nebraska Health Education standards can be provided via:
 - Email: nde.standardsinput@nebraska.gov
 - US Mail:
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987
 - Public Input Survey: https://nde.qualtrics.com/jfe/form/SV_8dl1y2pRSfXIG8R