

**PALMYRA**



**PANTHERS**

**School District OR-1**

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Palmyra, NE 68418  
402-780-5327 Fax: 402-780-5349  
Superintendent: Rob Hanger  
Secondary Principal: Heath Johnson  
Activities Director: Aaron Hoeft

Elementary Principal: Linde Walter  
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Bennet, NE 68317  
402-782-3535 Fax: 402-782-3545

[www.districtor1.org](http://www.districtor1.org) Twitter: @OR1\_Panthers

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District OR-1 Newsletter  
District OR-1 Public Schools  
February, 2019

\*\*\*\*\*ECRWSS\*\*\*\*\*  
  
**Local  
Postal Customer**

*Together, we prepare our students to successfully meet  
the challenges of the future.*

# Foundation For Knowledge, District OR-1

## Since our beginning in December of 1998 -

\$567,000 – Contributions - you have contributed to The Foundation For Knowledge.

\$192,650 – Scholarships – 165 students from your community have been assisted with their post-secondary educations.

\$74,550 – Staff Development – helping to make District OR-1 one of the highest ranked and best trained teaching Staff's in the state of Nebraska.

Graduation Rate – District OR-1 has achieved one of the highest graduation rates in the State.

Post-secondary Education – the vast majority of District OR-1's students go on for further education that will help them for the rest of their lives.

\$12,600 – School Support – Assisting school programs, and support for students representing District OR-1.

\$326,000 – Invested Market Value – For endowed commitments.

With your help The Foundation For Knowledge's investment account ensures that your contributions will be available for the future of your community.

**With your support we will continue our work for the future of your community**

**Foundation For Knowledge District OR-1 - P. O. Box 130, Palmyra, NE 68418**

Enclosed is my/our  individual gift  corporate gift \_\_\_\_\_

(corporate contact person)

of \$ \_\_\_\_\_ to the Foundation For Knowledge District OR-1

-OR-

I/We pledge \$ \_\_\_\_\_. Enclosed is my/our payment of \$ \_\_\_\_\_.

Balance paid by \_\_\_\_\_, 20\_\_.

To validate your pledge, your signature is required \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

If an alumni of Palmyra/Bennet School, please list year \_\_\_\_\_

Please make checks payable to - Foundation For Knowledge District OR-1

**Thank you for your investment in the future.**



# PANTHER PANTHER

NEWS

District OR-1 Public Schools  
425 F Street  
Palmyra, NE 68418  
<http://www.districtor1.org>

Serving the Communities of Bennet, Palmyra, and Douglas, NE

February, 2019

- Follow District OR1 at [www.districtor1.org](http://www.districtor1.org)
- Download the app for iOS and Android
- Follow student progress on PowerSchool
- Superintendent Notes
- SafeSchools Portal
- Wellness Tips From CDC
- Follow District OR1 on Twitter @OR1\_Panthers
- Make sure your school has your e-mail and phone
- Follow official weather at [www.1011now.com](http://www.1011now.com)
- Local Artwork Highlights
- Flexible Seating
- Juniors Visit SCC

## Superintendent Notes...by Robert Hanger

Recently the Department of Education provided information related to AQuESTT accountability ratings for public school districts in Nebraska. Based on the six tenets of the AQuESTT process, Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career, and Civic Ready, Assessment and Educator Effectiveness District OR-1 schools received a "Great" rating across the board. That classification is reflective of a dedicated staff of professionals and school board members working to provide the best in educational opportunities for our students. As a part of that rating also includes NSCAS scores it is also noteworthy to reinforce that our students continue to assess well in every category of state testing as well as national testing conducted through NWEA. Well done students and staff.



One of the most rewarding aspects of working in K-12 education is the opportunity to form a wide array of partnerships with community and state organizations and groups. We benefit greatly from our affiliation with Partners for Otoe County. You may have seen the recent addition of the kindness banners at our school buildings and other locations in the community. They serve to send a recurring message to our students that character education is a strong foundational portion of the educational landscape at District OR-1. In addition I would like to thank the Founda-

Superintendent: Rob Hanger  
Palmyra Principal: Heath Johnson  
Bennet Principal: Linde Walter  
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...Continued on next page.

## District Adopts Communication Tool

District OR1 continues to seek input from patrons, staff, and students. Whether you have a big high five to share or we need to hear of bullying problems in which we can help, you can now have your voice heard through our "SafeSchools" tipline. Please check out our web page "quicklinks" to get connected to a caring District OR1 Adult. [www.districtor1.org](http://www.districtor1.org)

### Quicklinks



## NSAA Transfer Rules

A few years ago the NSAA changed the Incoming Transfer Deadline date to May 1<sup>st</sup>. All penalties associated with the old NSAA March 15<sup>th</sup> date will apply to the May 1st date. All paperwork (incoming Transfer report) must be submitted electronically to the NSAA on or before midnight May 1, 2019. Students are permitted one NSAA transfer during their high school years unless there is a change of domicile by the legal parent (Bylaw 2.7.8).

## Sports Physicals

All students entering grades 7-12 and wishing to participate in a JH or HS sport at Palmyra for the 2019-20 school year must have a current physical on file in the office. All physicals obtained after May 1, 2019 will be accepted for the 2019-20 school year. In addition, a NSAA Parent Consent form must be filled out and on file in the office as well.

tion for Knowledge for continuing to provide so many opportunities for our staff and students. Highlights of their continuing efforts include scholarships, instructional materials, and technologies including an additional ClearTouch monitor, computer and software for our first grade staff. This assistance helps us increase our inventory of ClearTouch systems, as they are key instructional tools for teachers from PK-grade 3. We are deeply appreciative of the Foundation support we receive. Thank You!

As we move into February the recent weather pattern is worthy of a reminder that we need to maintain an accurate database of contact information available to the school so that each parent is able to receive messages regarding school closures, schedule changes, late starts, etc. One contact feature we are using has the ability to send an email as well as a phone message and text message. We also communicate via twitter and those feeds are automatically uploaded to the district app as well. The Apps are new this year so please make sure you have updated your mobile devices to include the newest offerings and software we are providing. These measures are only effective if we have current and up to date contact information for you. In short, it's a good time to add our twitter feed and district app as manageable ways to ensure we are able to contact you during weather events.

We all know that assessments are here to stay. With that thought each spring as we prepare for a new round of NSCAS and MAPS assessments for District OR-1 students we provide a few tips that parents and students can put into practice at home that will be of assistance on test day:

1. Meet and or communicate with your child's teacher as often as needed to discuss his or her progress. Ask the teacher to suggest activities for you and your child to do at home to help prepare for tests and improve your child's understanding of schoolwork. Parents and Teacher's working together benefits students.
2. Provide a quiet, comfortable place for studying at home and offer assistance with homework on a regular basis to foster good study habits and to ensure that homework is being completed.
3. Make sure that your child is well rested on school days and especially the day of a test. Children who are tired are less able to pay attention in class or to handle the demands of a test. Many teachers report that children who do not test well have not had enough sleep on a regular basis.
4. Give your child a well-rounded diet. A healthy body leads to a healthy, active mind and a student that is ready to learn.
5. Provide books and magazines for your child to read at home. By reading new materials, a child learns new vocabulary words that might appear on a test. Ask your child's school about a suggested outside reading list.
6. Know and understand the NSCAS test. You can review information at the following web site: <https://www.education.ne.gov/assessment/nscas-system/>.  
AQuESTT information is available at: <https://aquestt.com/resources/>.

### **Olson Foundation Project:**

We would again like to express our gratitude to the Olson Foundation for the wonderful gift to our community and school. Working with the Foundation, Clark Enersen Partners and Nemaha Valley Construction work will begin soon on bringing the project closer to completion. On February 4<sup>th</sup> the Board of Education and the Village Board ratified the contract with Nemaha Valley Construction enabling the project to move forward. Construction to upgrade the current softball facility, construct a new football, baseball field and track will begin this spring. Thanks again to the Olson Foundation and the Village and School Board.

### **Please note the following information from the CDC:**

#### **“CDC advice to fight the Flu”**

Flu-like symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some people also may have vomiting and diarrhea. People may be infected with the flu, and have respiratory symptoms without a fever.

## Tips to Avoid the Spread of the flu:

- Try to avoid close contact with sick people.
- If you are sick with flu-like illness, CDC recommends that you stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. (Your fever should be gone without the use of a fever-reducing medicine.)
- While sick, limit contact with others as much as possible to keep from infecting them.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water. If soap and water are not available, use an [alcohol-based hand rub](#).
- Avoid touching your eyes, nose and mouth. Germs spread this way.
- Clean and disinfect surfaces and objects that may be contaminated with germs like the flu.

For more information check out the CDC website at: <https://www.cdc.gov/flu/protect/preventing.htm>

Parking facilities have been added at both Bennet and Palmyra. While there are still some areas of work to be completed e.g. grading, seeding, striping and landscaping the majority of those projects have been completed and we have received many thanks and positive comments from our patrons and visitors. Thanks again to the Board of Education for their forward thinking and planning process to provide cost effective and efficient facilities.

In closing I would like to thank our staff for taking care of students on every level. On behalf of all of us at District OR-1 I want to wish you the best for blessed and happy 2019.



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### Vote 2018

As the citizens of the United States went to their local polling stations to vote on November 6<sup>th</sup> mid-terms, our American Government class voted via a simulation. There is no greater lesson in democracy than researching, discussing, and voting for the next leaders of our nation, state, and community or to simply be able to give your voice to policy decisions.

The seniors of Palmyra High School conducted research from a local sample ballot. Depending on which county the voter lived in determined what sample ballot was used for their research. They also had plenty of ballot options that affected them as a whole: Governor, Measure 427 (Medicare Expansion), House of Representative District 1, a congressional Senator, and several state legislators.

Though I did not ask the rest of the high school to participate in the research of the mid-term elections, I did ask them to participate in the election simulation. After giving each social studies class an overview of voting and what was on their ballot, all grades present on November 5<sup>th</sup> casted a mid-term vote. Results provided below:

Students discovered that there is much more to voting than filling in an oval. By: Mr. Kotik

#### 2018 NE Mid-Term Election Results

	State	PHS
<u>United States Senator</u>		
Deb Fisher	58.0%	55.6%
Jane Raybold	38.4%	25.7%
Jim Schultz	3.6%	18.5%
<u>Nebraska Governor</u>		
Pete Rickets	59.2%	77.9%
Bob Krist	40.8%	22.1%
<u>Nebraska Secretary of State</u>		
Bob Evnen	60.9%	53.3%
Spencer Danner	39.1%	46.7%
<u>House of Representatives District 1</u>		
Jeff Fortenberry	60.5%	71.6%
Jessica McClure	39.5%	28.4%
<u>Measure 427</u>		
For	53.4%	52.0%
Against	46.7%	48.0%

Join Mr. Malone, FFA, and others from the District OR1 Community to Save a Life. The FFA Blood Drive will be held Tuesday, March 12th from 1:00 p.m. until 6:00 p.m. at the high school. Please call the office at 402-780-5327 or e-mail Mr. Malone at [Malone.ken@districtor1.net](mailto:Malone.ken@districtor1.net) to reserve your spot.

**Safety** is the number one priority of District OR1. To help safeguard our school community, we've taken an important step that I want to share with you.

Our district is now using *SafeSchools Alert*, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration five different ways:

**App:** Search for “**SafeSchools Alert**” in the App Store to download for free

**Phone:** 402.858.9423

**Text:** Text your tip to 402.858.9423

**Email:** 1795@alert1.us

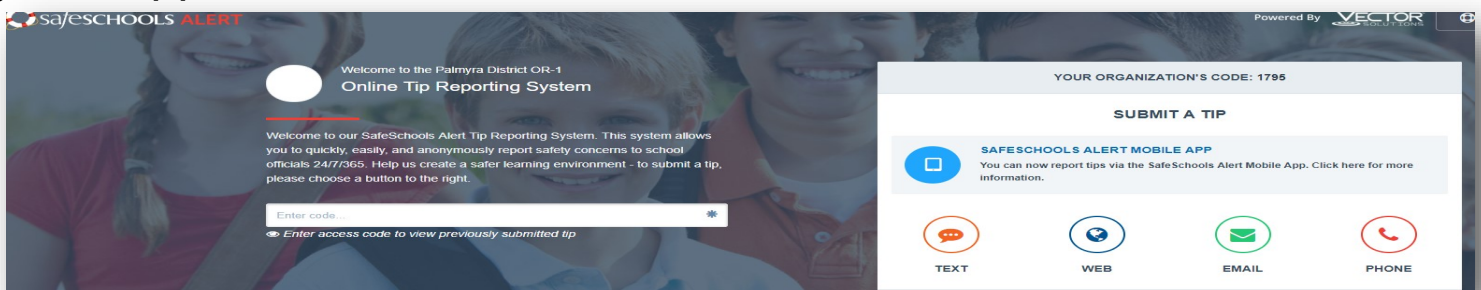
**Web:** http://1795.alert1.us

▶ ▶ ▶ ▶ **Be sure to use our district's identification code: 1795**

You and your child can easily give KUDOS to a teacher, another student, or other district adult. If all is not right, on the other hand, you can report tips on bullying, harassment, drugs, vandalism, threats of violence, or any safety issue you're concerned about through District OR1's SafeSchools Alert. When you submit a tip, be sure to use our district's identification code: **1795** in your communication.

**Every tip SafeSchools Alert receives about our district is immediately logged in the system and our administration is notified so that they can investigate and take appropriate action. Tips may also be submitted anonymously if you prefer.**

Together, we prepare our students to successfully meet the challenges of the future. Using SafeSchools Alert, we can continue to keep our district a safe, nurturing place to work and learn! Thanks in advance for your support.



## 2nd Grade Receives Tower Gardens

The 2nd grade classes were gracious to get the two tower gardens for the month of December and January. We learned so much about how a plant grows just by observing what the tower was doing right inside our own classrooms! The cycle of the tower garden was providing the same nutrients,



water, and light as a garden outside. Although it made random noises, the water cycling through the tubes, we loved watching the plants grow. We even got to eat some of the plants ourselves! There were quite a mix of emotions shared throughout the room. One second grader stated, "This leaf would taste better with ranch on it!" Working together, we also

got the opportunity to plant a few seeds. We took turns placing seeds in our hand, while another student then picked the seeds out and placed them into the "soil". We had one little sprout pop up the other day! Thank you FFA department for providing us with these educational gardens in our classrooms!



## First Grade Space Night!

First Grade Space Night was held Friday, January 25th. First Graders and their families came out in force to make constellation scopes, galaxy globes, and edible models of the sun. They read books about space, checked out some cool websites on the iPads about space and played phases of the moon and planet matching games on the Clear Touch Interactive Panel.

Space Night is a culmination of a science study in first grade. In the classroom students read a story, "Let's Go To The Moon", that talks about astronauts and space exploration. Students learned about the sun, phases of the moon and the solar system. They created their own constellations and designed a new planet for the solar system. They drew pictures of their favorite night sky and the phases of the moon. All of these creations were on display at Space Night.

This is a fun event and first graders and their families think it is out of this world!



## Happy Kindness Month!

February is National Random Acts of Kindness Month, and February 17<sup>th</sup> is Random Acts of Kindness Day. Bennet Elementary would like to invite you and your family to spread the kindness messages. We want to celebrate Random Acts of Kindness by creating a culture of kindness in our district and our world. Your elementary student will be taking home a purple Kindness calendar for you and your family to share. There are some great random acts of kindness ideas for you to do alone or with your family. See how many you can check off. You do not have to return the calendar! Remember, Kindness is free. Challenge your family to "Throw kindness like confetti!" District OR 1, WE can make a difference!!

By: Mrs. Hanger



## Chrome book Carts from the 4<sup>th</sup> Grade Team

New to 4<sup>th</sup> grade this year, you will find that each student will soon have their own chrome book to be used in the classroom. With our new reading series, we are finding that there are a lot of technology components that we assign to them, including their weekly tests. They will be getting instant feedback.

We will also be able to use our chrome books for more, including research projects and writing assignments. The chrome book cart makes technology more accessible to each student at any given time of the day. Through the use of these, students are being introduced to e-mail and other Google features. We are excited for all that we can do with this new technology.



## Little Panther Preschool

Little Panther Preschool is currently taking registrations for children who are interested in preschool. Please call the Bennet Elementary office to place your child's name on the list at 402-782-3535.



## Helping ALL Students Succeed

The common definition of an intervention is “an action taken to improve a situation.” In the school system, an intervention is used to improve a specific area of a student’s educational skills. For our students at Bennet Elementary, interventions are data based, leveled, and individualized. The type of intervention selected for each student or group of students is based on each child’s need. Teachers evaluate classroom data, DIBELS reading data, MAPS testing data as well as other forms of data to decide which intervention is the best fit. Once an intervention is selected, data previously used as well as placement tests within the intervention help to decide what level will best support optimal student growth. During their interventions students keep track of their own progress via graphs and charts. This helps to foster motivation, provides the opportunity for students to measure their growth, and take ownership in the process. Students involved in the following programs may be participating in an intervention: Student Assistance Team (SAT), Title, RTI, or Special Education. Interventions are yet another level of support for our students at Bennet Elementary.

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## NSCAS State Wide Assessment

Each spring all students in third through eighth grade complete the **Nebraska Student Centered Assessment System Test**. The Nebraska Student-Centered Assessment System (NSCAS), pronounced “en-skass,” is a statewide assessment system that embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning. It is important that your child be present during these assessments in order to get an accurate picture of his/her level of mastery in relation to the state standards.

**April 8-12 will be the NSCAS testing dates at Bennet Elementary.**

The following suggestions will help you support your child during the testing period:

- \* On the evenings prior to the test, relax and have an enjoyable evening before going to bed.
- \* Get a good night’s sleep.
- \* Set the alarm clock to avoid having to rush in the morning.
- \* Eat a healthy breakfast.
- \* Arrive at school on time.

## KDG-Round Up...

Bennet Elementary is registering students for Kindergarten for the 2019-2020 school year. Kindergarten Round-up will be held on Friday, April 5<sup>th</sup> from 9:00-11:00 AM. Parents are encouraged to attend an informational meeting held at Bennet Elementary on Monday, April 1st at 6:30 PM.

If you have a child who will be attending Kindergarten in the fall, please call Bennet Elementary at 782.3535.

## Box Tops

Bennet Elementary is collecting Box Tops! If you have Box Tops at home, bring them in and turn them into the office. Our school can earn cash for the Box Tops turned in. We are then able to use the cash with-in our school to buy the items we need. Every Box Top helps!



Swing into some  
**FUN** this summer

Mark your calendars for  
Bennet Elementary’s Summer  
Enrichment  
June 3<sup>rd</sup> - June 20<sup>th</sup>  
M-Th 9:00-12:00

\*Be watching for  
formal registration

The poster features a vibrant, cartoonish illustration of various animals including a monkey, a giraffe, a lion, a bear, and a blue elephant, all smiling and surrounded by green foliage. The text is presented in a playful, rounded font.

## How to Navigate the World of Media for Children:

Screen time for children continues to be an ongoing discussion among parents as well as those who work with kids. We all know the obvious: too much screen time can be bad for kids. We also know that violent or inappropriate content can negatively affect children. But the use of some technology and media can be educational and beneficial for children as well. So how do you navigate this with your child to ensure he or she is getting the benefits of media without all the risks? Here are the guidelines that the American Academy of Pediatrics (<https://www.aap.org/>) has set forth to help parents control the type and amount of media that their child gets:

- For children younger than 18 months, avoid use of screen media other than video-chatting. Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.
- For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.
- For children ages 6 and older, place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.
- Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.

Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

It appears that the most important things to consider when thinking about media and your child are:

Monitor the **content** of the media your child is viewing. Your child should be watching high-quality programs and playing games that are non-violent and educational. Ask yourself, "Is my child learning social skills, problem solving, literacy skills, etc., from this program?" "Does this program model appropriate behavior and social skills?"

Enforce **time limits** on the media they consume. Media in all forms should be limited to ensure that the child continues to play outside, get plenty of sleep and exercise, use their imagination, and have social time with friends (that doesn't include media use).

Continue to have family meals and other **family times** that don't include television. But also spend time with your child when he or she is using media; this allows you to help them process what they are watching/playing and work through any problems that the characters encounter. This also allows you to monitor the content to ensure the appropriateness.

In this time in our American culture, children and adults are bombarded with media. It is essential for our children's safety and well-being that we monitor our children's media consumption, as research has shown lasting negative effects of too much and/or inappropriate media usage. For more information and tips on how to ensure appropriate media consumption in your child, visit <https://www.aap.org/>.

Elyse Moore, M.S., CCC-SLP

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## Mental Health Awareness



Mental health in children is a topic we have been hearing about lately. The term mental health encompasses several different factors, including, emotional, psychological, and social well-being. We often hear of mental health in a negative light. What about focusing on having a positive outlook on mental health? Have you ever wondered how you can support your child's mental health? I have put together some tips for you to consider that may have a positive impact on your child's mental health.

*Reinforce positive choices and behavior.* Provide consistent expectations. Our children will make mistakes and that is a part of learning. Take the opportunity to teach them the skills they need to make a better choice next time. Also, make sure to take the time to provide positive support and encouragement when your child makes a good choice.

*Develop a sense of community.* Encourage your child to take part in activities in school and the community. Allowing them to feel part of something provides them a sense of belongingness. When children know they are part of a

team and can help others, they build self-esteem and connectedness.

*Provide opportunities for good physical health.* Encourage your child to participate in physical activity daily. Regular exercise can naturally decrease their negative emotions. Make sure they are getting adequate sleep for their age and make healthy food available for them.

*Encourage them to develop resilience.* Negative situations and adversity are a natural part of life. We want our children to know they have the ability to overcome challenges. Encourage them to talk through difficult situations and look to an adult for guidance, if needed. Knowing they are supported at home and school will provide them the competency to overcome challenges they face on a daily basis.

The list could go on and on. Building positive mental health takes a community. By fostering and developing pro-social behavior we will encourage our children and students that positive mental health can continue throughout life. If you have questions about your child's mental health, please reach out to the building administrator, Mr. Chaffee or myself. By: Tracy Pella, LMHP, NCSP—District OR1 School Psychologist

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This year, preschool students were introduced to our new curriculum, Handwriting Without Tears. It is a developmentally appropriate, research-based curriculum that focuses on key domains, such as readiness, drawing, alphabet knowledge, colors & coloring, pre-writing, counting & numbers, and writing lowercase letters. These materials, concepts, and activities are planned strategically to be incorporated into our play-based program. Our students' first experiences with HWT included wood pieces, also known as lines and curves, and becoming familiar with those pieces through song play. The line and curve wood pieces are used to build the letters in the alphabet, and facilitate student's learning of size, shape, and position concepts through teacher-directed activities.



As preschoolers became more familiar with the wood pieces and gained knowledge of each letter, more activities and materials were introduced. In small groups, students were guided by Miss Lamb and Miss Formanek through the steps to build a capital letter with wood pieces, then introduced to the Wet-Dry-Try method on a slate chalkboard. This provided writing practice opportunities through a multi-sensory experience. Students follow the written, capital letter with a small, wet sponge using a tripod grasp. They then follow the same lines and curves to dry the board with a small paper towel using the same grip. Finally, they will follow the lines once more with a small piece of chalk.



As a letter review, the whole class used small, skinny crayons, referred to as "Magic Crayons" in Miss Lamb's class, to trace and copy a letter at the end of the week. Students are guided in the large group setting to review the steps and pieces necessary to create that letter and have also experienced other multi-sensory opportunities during centers play and Clear Touch activities.

Other materials provided for learning include roll-a-dough trays, in which preschool students roll out play dough in follow a template set in side a small tray to create a capital letter.

The Handwriting Without Tears curriculum has increased students' vocabulary, facilitated connections to concepts such as math and literacy, and provided a sequence that is developmentally appropriate for students to learn.

The sequence began with drawing and tracing lines, a cross shape, Capital L, square, and introducing "Frog Jump" letters (F and E). Capital letters are taught first because they are the same size, have the same starting point (at the top), and take up the same amount of vertical space. During the remaining months of our school year, preschool students will continue learning to write each of the letters in the alphabet and numbers 1-10, along with their learning focuses and play-based experiences.

## A Plant's Life

Third grade has been learning about life cycles of plants and animals in science. The students had to pick any animal or plant and write a report that described each stage in the life cycle. They also had to create a diorama that displayed all the stages of their life cycle. The final products are amazing and have such creativity behind them! Great job 3<sup>rd</sup> Graders.



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## Technology in Mrs. Malone's Fifth Grade Classroom



We have been introduced to a great website called learn360.com thanks to our awesome friends at ESU 4. It's been a great learning tool for Fifth Grade Social Studies along with other subjects. It has given us a more exciting approach to the normal pencil and textbook approach that I've used in the past. This website gets students engaged and more excited about Social Studies because it helps them visually see what the United States' society used to be like. Social Studies in Fifth Grade can be difficult for students because it's hard to connect to real world experiences due to the lack of similarities in our lives now compared to the 1600-1850s. My students have thoroughly enjoyed being able to see what life looked like in the days of Native Americans, slavery, battles and wars over money and land, all thanks to learn360.com.

In the photos above, you will see students diligently watching a video about the War of 1812 as well as a snippet of that video. The photos, paintings, and diagrams used in the videos are a great representation of history or original from history. The website allows you to search from over 160,000 multimedia assets such as videos, interactive videos that quiz students over the content in the videos, other quizzes, and so much more! You can search by state standards, topics, or school subjects, which is extremely helpful to add this to a lesson!

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- Did you know that you can keep up with your student's grades, lunch balances, and other information by getting your PowerSchool username and password from your school offices in Bennet and Palmyra?
  - Did you know that you can download the DistrictOR1 app for your Android or iPhone device?
  - Did you know you can follow District OR1 happenings by following OR1\_Panthers on Twitter?

## A Birdhouse Build

Junior High Explore classes give 7th and 8th graders the chance to expand their knowledge and discover new interests in school. In these classes the students will take part in Agriculture class, Woodshop, and Cooking classes. Three 8th grade students who are in the life skills classes are participating in Junior High Explore classes. They were part of the Woodshop class and needed a project.

All Woodshop students get to build a project that they draw, measure, cut, and assemble. The challenge was what can our life skills students build to get the same experience without putting them in danger. The students needed a fun project they could build and make their own without having to use the powerful equipment in the shop. The students got together and decided they wanted to build a birdhouse.

A Birdhouse, it was the perfect project. They spent a full week drawing out the pieces and getting ready for their materials to arrive. The birdhouses were kits with precut wood with predrilled holes. The only tool needed was a screwdriver. We spent the next three weeks assembling the birdhouses one piece at a time. The students operated the screwdriver safely and efficiently. We even finished a day early!

The assembled birdhouses needed a little something extra, and so we decided to breakout the paintbrushes. The students painted their hearts out, from a simple house design with a brown roof and blue sides to pink, red and orange roof with polkadots. When we finished the students wrote about their experience saying, "I loved building the birdhouse, my favorite part was painting." Everyone deserves to enjoy all their classes, even if their projects are a little different. By Mr. Weils

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## Project Based Learning in World History

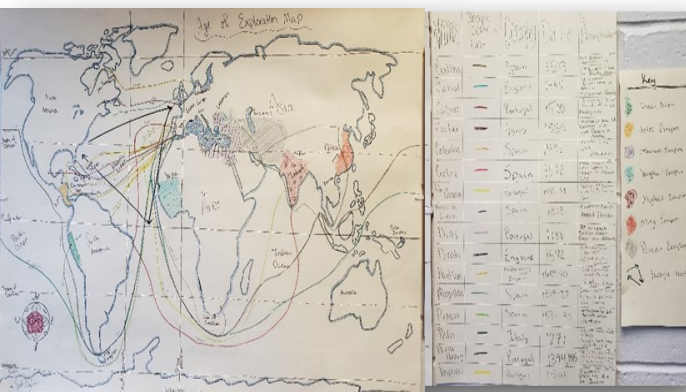
By: Mark Kotik

Lecture, notes, assignment, quiz. Lecture, notes, assignments, quiz. Lecture, notes, chapter review, test. Sound familiar? Yes, it still happens, and, yes, I think it is still relevant. However, sometimes there is an alternative way to teach and learn, rather than with this classic style.

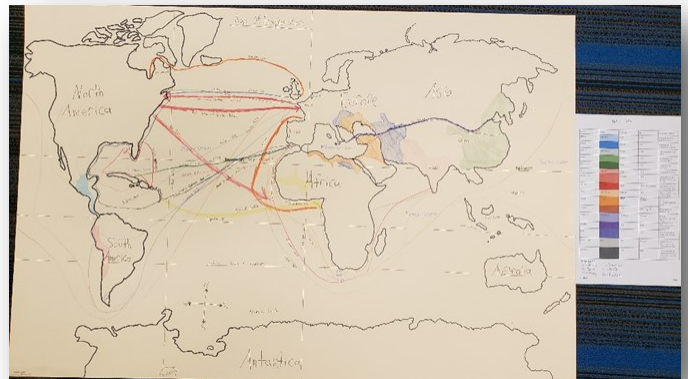
The sophomore World History students regularly take on the role of historical cartographers. In the case of studying European Exploration, student groups draw out a world Mercator Map; identifying the continents and oceans. Including the Equator, Tropics of Cancer and Capricorn, along with the Prime Meridian, these identifications give the students solid guidelines to plot nations and known regions of the Age of Exploration (1400-1700).

As the students finalize their role of cartographer, they step right into historical researcher. Their goal is to learn European explorers by name and their travels. It is also the goal to learn about the explorers' destinations and the purpose, the results of that exploration, and how that impacts us today.

Small groups of students, working as one, shaped all of this information on to a map, organized it into a chart, and identified it in a key. Students changed roles throughout the project as each student became a cartographer, a researcher, an artist, a geographer, a teacher, and a learner. A final project was then posted to the classroom wall for all to see.



Notes, lecture, assignment, quiz, and test ... they have their place. As a Social Studies teacher, I love telling stories of the past. Talking about how history affects our present and the way it will shape our future is wonderful and powerful. But when we turn our students loose on projects of research and historical discovery, with a little guidance, we will see a tangible result of what they have learned.



## 2019 ECNC Art Show

In recognition of Youth Art Month, the annual ECNC art show will be held February 22nd - March 19th at Wells Fargo in downtown Lincoln. Each participating school will be displaying its ten best 2-D pieces, along with various 3-D sculptures from all high school classes. Palmyra students will be showing off their talents in many different mediums ranging from acrylic paintings, oil pastels, crayon art, clay, paper, colored pencil, pencil, and even recycled soda cans. All selections will be judged by the participating art teachers. Four students will win honors for PHS. Palmyra will also be hosting this year's art workshop on March 19. ECNC students will be visiting Wesleyan's art department on campus for a workshop given by Hastings College Alumni Kate Dredla. By: Ms. Swartzendruber



## Pink Night Fundraiser

The Palmyra volleyball team hosted a pink night in October. All proceeds raised are given to the National Breast Cancer Foundation. T-shirt sales, a silent auction, and a bake sale helped raise funds for the donation. This year \$1,500 was donated to the Foundation. To date, we have been able to donate \$13,700 dollars to the Foundation, since starting in 2010. We offer a special "thank you" to those who donated items for the silent auction and bake sale. Thanks to everyone who helped make this a success again this year!



## Palmyra Students Share Artwork Online

Palmyra High School Art Department has teamed up with Artsonia, [www.artsonia.com](http://www.artsonia.com) -- the world's largest online kid's art museum -- to display the students' artwork. Anyone can view the school gallery online at: [www.artsonia.com/schools/AtPalmyra1](http://www.artsonia.com/schools/AtPalmyra1). Visitors can browse the artwork in the school gallery by grade level, or by specific exhibits. Palmyra students join thousands of students from over 130 countries whose artwork is showcased on Artsonia. This program is a great way to get parents and family members more involved in Art Education. All of Artsonia's artwork is viewable online, and any teacher or parent can create an online art gallery for their child or school. Artsonia provides several online features such as fan clubs and personal guestbooks, as a way for families to encourage the creativity and imaginations of their artists. In addition, family members can purchase keepsakes imprinted with the child's artwork, with Artsonia donating 15 percent of their annual product revenue back to school art programs. Headquartered in Gurnee, Ill., Artsonia was established in 2000 as an online kid's art museum providing free, educational resources for kids, families and schools to create art projects. Since its inception, Artsonia continues to integrate technology in the classroom, develop multi-cultural understanding through art and increase family involvement in children's education. To find out more, visit [www.artsonia.com](http://www.artsonia.com).



In 7th grade English classes, Mrs. Buescher and I have incorporated the Frayer Model to help not only the special education students but also the regular education students to gain a better understanding of their vocab words and make them their own.

The Frayer Model is a graphic organizer for building student vocabulary. This technique requires students to define the word using four sections to provide a visual representation. There are many different variations of the Frayer Model. All require you to write the word and divide the space into four equal sections. These sections may vary. We have been using definition, illustration, examples, and non-examples. We have recently added having the students write their own analogy using the word. One section of the vocab test has a part with analogies and sometimes they struggle with these. We have added this to help all students better understand that section.

The day before a vocab test, we share a set of empty google slides with the class. The class is then divided into groups. Each group then gets one or two words and using their Chromebook, they make a slide for each. Once all of the groups have finished, the slides are displayed on the projector so all can see and we discuss each word. When it is finished, each student in the class has access to a Frayer Model slide for each of their vocabulary words. This is a great tool to study from. By: Jen Whyman

Definition:	Illustration:
Examples:	Non-Examples:

Definition:	Illustration:
An acceptable in quantity	<small>The clothes are just adequate for bedtime!</small> 
Examples:	Non-Examples:
I had an adequate amount of money for the dog I wanted.	<b>Insufficient</b> <b>Inadequate</b>

## Junior Class visits the Southeast Community College-Lincoln

On Tuesday, October 23, the entire junior class visited the campus of Southeast Community College in Lincoln. The first stop was the Testing Lab where all of the students took the AccuPlacer, an untimed, graduated, college entrance exam to determine if they were ready for college level classes or on target for high school graduation.



After the AccuPlacer was taken, counselors from the college discussed the results individually with the students, suggesting classes they would want to take to become college ready.

Following the counseling session, the students were divided into two groups to tour the various programs available at SCC-Lincoln. Among the more than 30 programs offered at SCC the students toured, Automotive, Electronic Systems Technology, Computer Information Technology, Surgery Technician, Welding Technology, Early Childhood Education, and Culinary/Hospitality.

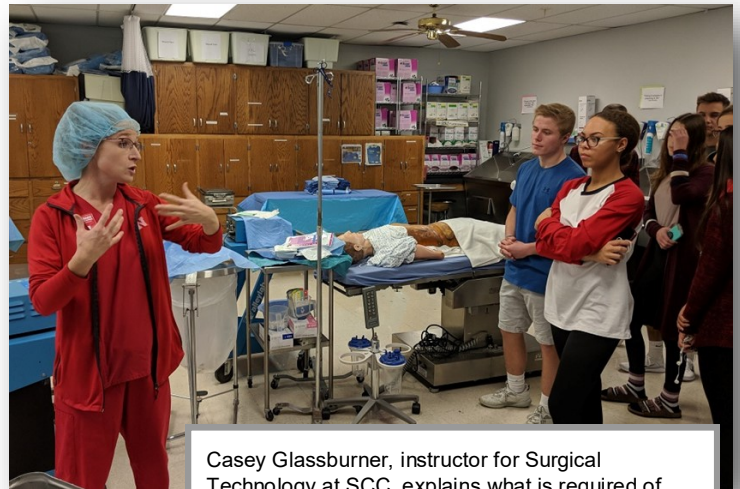
Surgery Technician, Welding Technology, Early Childhood Education, and Culinary/Hospitality.

After the tours, students ate lunch in The Café, the student cafeteria with myriads of food options. Students were asked to comment on the trip:

“One thing that I learned when I was there is I am college ready for reading which came to surprise me. I have always hated reading and it was not my favorite. Knowing now that I am college ready for reading really brought my confidence levels up.” (Clara W.)

“I thoroughly enjoyed the ability to explore a new college in depth as well as, although not fun, the very useful AccuPlacer. One of the best parts of the trip for me was the opportunity to visit the automotive section.” (Micah L.)

At Palmyra Jr.Sr. High School, we take trips and bring in outside speakers to make our students aware of all the opportunity available to them to get a great education and enjoy a rewarding life and career.



Casey Glassburner, instructor for Surgical Technology at SCC, explains what is required of students in this demanding, but rewarding program and occupation



A student in the Culinary/Hospitality program stops a tour group to show off his knives he uses for class.

Together We Transform Lives  
**TEAMMATES**<sup>™</sup>  
MENTORING

Become a Teammate: e-mail Mr. Chaffee at [chaffee.mic@districtor1.net](mailto:chaffee.mic@districtor1.net) or 402-780-5327 find out how to get paired with a mentee.



## Flexible Seating at District OR-1

By: Shannon Ruzicka, Occupational Therapist

Has your child talked about an opportunity to sit in a different seat in his or her classroom? District OR-1 is beginning to explore and incorporate the concept of flexible seating in our classrooms. Flexible seating is a research-based concept for classroom design. With administrative support, I am excited to share we are rotating six different options for flexible seating throughout our classrooms this semester. This new concept is creating excitement among our students and staff! It is a process we will continue to gradually explore more with each school year. Students will have the opportunity to try a wobble stool, floor desk, stability ball chair, floor rocking chair, wiggle cushion, and rocker chair for a period of time in their classrooms.



There are several benefits of flexible classroom seating.

- **Choice.** Students feel empowered by having some degree of choice and control over their environment. Flexible seating allows students to choose where they work and with whom during work time. It also allows them to change their location and positions as needed.
- **Physical Health.** Students need to move. Flexible seating allows them to wobble, rock, bounce, lean or stand, which increases oxygen flow to the brain, blood flow and core strength. In turn, this burns more calories and increases metabolism. The movement also helps keep young minds more alert and focused.
- **Comfort.** An uncomfortable student is a distracted and unproductive student. Flexible seating encourages students to find their best spot to stay calm, focused and productive.
- **Community.** Traditional desks can make students territorial or possessive over their space and supplies. Flexible seating encourages students to share both. Additionally, it encourages them to take turns in different locations and with different seating options.
- **Sensory Input.** Many flexible seating options stimulate students' proprioceptive system and sense of touch. This type of stimulation can help children focus and process information better. Sensory input is especially helpful for students with ADHD, ADD and Autism. However, all students benefit from the increased sensory input in their day.

Flexible seating comes with clear rules and expectations for our students. We are so proud of our students at District OR-1 for understanding the rules and taking responsibility for their learning while trying something new. Students and staff have embraced this opportunity with excitement and we are all looking forward to integrating flexible seating options gradually into our schools.

### Join Palmyra Fire and Rescue for their annual Soup Supper

- ✓ Saturday February 23rd at Palmyra Senior Center
- ✓ Supper Special: 4:30 to 7 pm
- ✓ A variety of soups will be offered
- ✓ Served with cinnamon roll and choice of tea or lemonade
- ✓ Free Will Donation
- ✓ ✓ Proceeds to help purchase new equipment.





*As You*

*Wish*



### **It's Inconceivable!**

The PHS Drama students are going to put on a play for you!

*Kid: Has it got any sports in it?*

*Grandma: Are you kidding? Fencing. Fighting. Torture. Revenge. Giants. Monsters. Chases. Escapes. True love. Miracles.*

*Kid: It doesn't sound too bad. I'll try and stay awake.*

You may recognize this dialogue from our upcoming spring play, a stage adaptation of the popular movie *The Princess Bride* by William Goldman. The students on the crew are hard at work building set pieces for duffs, castles, ships, and even a Fire Swamp. Meanwhile, the cast is developing a storyline full of excitement and romance. One challenging aspect of this play is the inclusion of fencing choreography. Junior Trinity Bohaty is cast in the role of the expert fighter Inigo Montoya, out for revenge for the death of his father. Bohaty is learning basic fencing skills at the Lincoln Fencing Club on Saturdays, and she hopes to be joined for a class by Micah LaRue, a junior playing the role of Westley. Senior Sarah Vorderstrasse will play Princess Buttercup, and senior Zach Hartwick is learning to get around on stilts to play the loveable giant Fezzik. The students and staff are looking forward to spending the next couple of months working on this fun and well-loved fairy tale.

Be sure to mark your calendars now! Come see *The Princess Bride* in the PHS gymnasium on **Thursday, March 28th** or **Friday, March 29th** at 6:30 p.m. or **Sunday, March 31st** at 2 p.m.



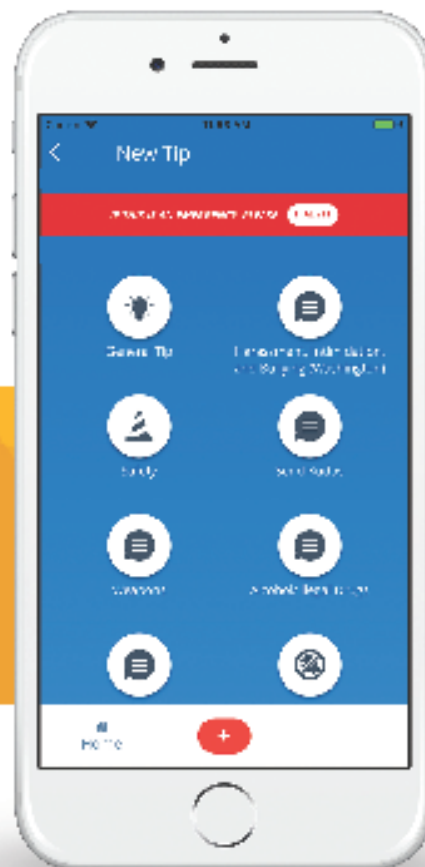


Palmyra District OR-1

# Report It

SafeSchools Alert is our district's tip reporting service. If you have information about a threat to our safety, do your part and report it! And remember, you can remain anonymous.

**SUBMIT USING OUR APP**



## FOR EMERGENCIES, PLEASE CALL 911

### EASY WAYS TO REPORT



Visit the website  
<http://1795.alert1.us>



Email your Tip to  
[1795@alert1.us](mailto:1795@alert1.us)



Call to report your tip  
**402.858.9423**



Text your Tip to  
**402.858.9423**

### REPORT ON:

- BULLYING
- INTIMIDATION
- HARASSMENT
- WEAPONS
- DRUGS
- OTHER



**Our District Code is: 1795**

All tips submitted are taken seriously and will be acted upon. Please be responsible with your submissions.

## DISTRICT OR-1 PUBLIC SCHOOL CALENDAR 2019-2020 Adopted

August 2019

SU	M	T	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

September 2019

SU	M	T	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					

October 2019

SU	M	T	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		

November 2019

SU	M	T	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

December 2019

SU	M	T	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 2019**

- 12-Aug Start of Fall Practice
- 12-Aug Faculty Inservice-8:00-4:00 .
- 13-Aug Faculty Inservice-8:00-4:00 .
- 14-Aug Faculty Inservice-8:00-4:00 .
- 15-Aug First Day of School

**September 2019**

- 2-Sep NO SCHOOL -Labor Day
- 24-Sep Dismiss @ 1:30 P.M. P-T conf. 2:00-8:00 P.M.

**October 2019**

- 21-Oct Start 2nd Quarter
- 24-Oct 1:30 Dismissal Fall Break
- 25-Oct Fall Break; NO SCHOOL

**November 2019**

- 18-Nov Start Winter Practice
- 27-Nov NO SCHOOL Thanksgiving Break
- 28-Nov NO SCHOOL Thanksgiving Break
- 29-Nov NO SCHOOL Thanksgiving Break

**December 2019**

- 20-Dec End of Second Quarter
- 20-Dec Dismiss at 1:30 for Christmas
- 23-Dec Winter Vacation December 23-January 1
- 22-26 Dec Five day moratorium period est. by NSAA

**January 2020**

- 1-3 Jan Winter Vacation
- 6-Jan School Resumes, Start 3rd Quarter
- 20-Jan Martin Luther King Day Teacher Inservice No School

**February 2020**

- 11-Feb Dismiss @ 1:30 P.M. P-T conf. 2:00-8:00 P.M.
- 14-Feb NO SCHOOL Winter Break
- 17-Feb Teacher In-Service No School

**March 2020**

- 2-Mar Start of Spring Practice
- 6-Mar NO SCHOOL Spring Break
- 6-Mar End of Third Quarter 1:30 Dismissal
- 9-Mar Start 4th Quarter

- 13-Mar NO SCHOOL Spring Break
- 24-Mar NO SCHOOL PHS MUDECAS Music

**April 2020**

- 9-Apr 1:30 P.M. for Spring Break
- 10-Apr NO SCHOOL; Easter Break
- 13-Apr NO SCHOOL; Easter Break

**May 2020**

- 9-May Graduation
- 20-May Elementary End of 2nd Semester
- 21-May End of Second Semester-1:30 Dismissal H.S.
- 22-May Teacher Work Day

Note: Early dismissal times of 1:30 will result in an elementary dismissal time of 1:10.

January 2020

SU	M	T	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	

February 2020

SU	M	T	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

March 2020

SU	M	T	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				

April 2020

SU	M	T	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		

May 2020

SU	M	T	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						

179 student days

185 total for teachers

No School Bennet Elementary

Teacher days

Vacation Days

Parent Teacher conf.

Early Dismissal