

PALMYRA



PANTHERS

School District OR-1

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District OR-1 Newsletter
District OR-1 Public Schools
November, 2020

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*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 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

November, 2020

- Follow District OR1 at www.districtor1.org
- Download the app for iOS and Android
- Follow student progress on PowerSchool
- Superintendent Notes
- Complete Connectivity Survey
- District Student VOTE
- Follow District OR1 on Twitter @OR1_Panthers
- Make sure your school has your e-mail and phone
- Follow official weather at www.1011now.com
- District OR1 E-Book News
- Veteran's Day News
- Anti-Bullying Month is November

Superintendent Notes...by Michael Hart

Welcome to November!

Change. Has there ever been a time in our lives when this word has had as much impact as it does now? We have collectively experienced a tremendous amount of change over these last nine months and I am confident we will continue to experience change going through the rest of the school year. Who could have predicted that our “new normal” would now contain phrases like risk dials, masking protocols, and social distancing? Not me. If you would have told me last year that I would be doing my grocery shopping online and that “zooming” with family and colleagues would be a real thing, I would have thought you were joking.

Despite these massive changes, our district mission and vision remains constant. *“Together, we prepare our students to successfully meet the challenges of the future.”* Now more than ever, we have to keep that in mind (even though sometimes it seems like we are preparing for the challenges of the next minute). Keeping our focus and embracing our vision (whether personally or as a school district) helps us to withstand the challenges that surround us and gives us the strength and determination to continue growing and moving forward toward our goals.

As we begin our journey through the second academic quarter of school, I would like to reiterate my appreciation for your support and flexibility so far this year. Your continued support and feedback will continue to help us provide the best educational experience possible given these unprecedented circumstances. Dealing with the COVID 19 pandemic will continue to be a daily “work in progress”, but we will keep working hard to provide a safe and engaging environment for our kids. We will continue to make adjustments to our plans as needed, but working together, we will find our way through this pandemic and I am confident we will be stronger as a district and as a community in the future because of it.

Superintendent: Michael Hart
Palmyra Principal: Heath Johnson
Bennet Principal: Linde Walter
Activities Director: Aaron Hoeft

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District OR-1 e-book information

Students of District OR-1 have the option to use our online e-book collection. Online e-books are a way students can check out full-text books and read them on a computer, laptop, Chromebook, or any mobile device. It is an additional resource for students to use during this time and part of my plan is to continue to push this concept with students in the future. We have access to both fiction and nonfiction books, student favorites like Dog Man, Magic Tree House, Harry Potter, even picture books as well. Students in grades 4-6 were introduced to this during the first block rotation during library class. There are numerous positives as we continue to move forward with teaching 21st-century skills. The main downside is that the records do not include AR information, so I have told the older students to use arbookfind.com to check and make sure there is an AR test for the book before checking it out.

We are part of a consortium of schools from Nebraska with ESU2 in Fremont being the hub. All students in grades K-12 have access to it. There are currently 5,600 titles in the elementary collection and 4,500 titles in the high school collection. Most of these books are not on the shelves in our libraries. With COVID-19 limiting student checkout to one book at this time, I feel that this is a good alternative for students to have. Students in grades K-12 have been sent an email with information on how to login, check out books, and open them. If an issue arises, please send Mr. Smidt an email smidt.mat@districtor1.net and in the subject line please type e-book question.

Parent Teacher Conferences:

Fall parent/teacher conferences were a bit different this year, as we had to complete the experience in a digital format; however, we were pleased with how things turned out. Even though we weren't able to "physically" conference with students and parents, we an abundance of positive feedback about the digital conferences—we may even look for ways to incorporate aspects of this digital format into future conferences.

Activities:

We really enjoyed our fall activities season, and we are very thankful for the hard work, dedication, and flexibility of the students and coaches/sponsors involved in these activities. In early October, we also had the chance to "officially" dedicate the Olson complex and honor the work of so many that contributed to making that vision a reality. I hope that many of you had the opportunity to attend an event this fall. Experiencing the atmosphere firsthand gives our stakeholders an inside look at the enthusiasm, commitment, and energy that make this such a great district. As we move into winter activities, we will use recommendations and "best practices" from local health departments and the NSAA to help guide our operations.

Facilities and Programming:

Facilities work continues at both buildings. This fall, we were able to complete a comprehensive roofing project at both campuses, and our roofs are now in great shape. Updates to our technology infrastructure continues, as we are working to purchase more Chromebooks and devices for more of our students. We are also bolstering and refining our wireless networks to ensure better access and security for our students. Additionally, our staff has spent time collaborating and enhancing their skills at digital instruction. Our ability to provide effective "remote learning" instruction for our students as needed is critical as we continue to move forward as a district. Our social media presence also continues to grow stronger, and we are now able to provide our "stay-at-home" listeners more diverse opportunities to hear and see activities through our STRIV programming. A special thanks goes to Mrs. Gill and our STRIV team for bringing these experiences into our homes. If you would like to find out how to access these STRIV links, please go to our website at www.districtor1.org or strive.tv/Palmyra.

2020-2021 Budget Summary:

At the September meeting, the Board of Education approved the budget for all funds for the current fiscal year. The present budget has a General Fund Levy set at 0.8400, the Building Fund Levy at 0.0100, and the Bond Fund Levy at 0.1258. The budget also includes the Qualified Capital Purpose Undertaking Fund Levy of 0.0300 necessary to finalize projects at both campus locations. All of these funds combined make up our total levy of 1.0058. This is a slight increase from last year's levy of 1.0029. I am planning on providing a more comprehensive financial and academic report on our district in December. Please stay tuned for more details through our weekly updates or on our website.

Know the Rules on School Bus Stops:

When a school bus engages the red stop lights and stop arm, a driver must stop and remain stopped until the bus driver retracts the stop arm and deactivates the red warning lights. The only exception occurs when approaching a school bus in the opposite direction on a roadway divided by a median. At a four way stop with no median, drivers are required to stop in all directions. A simple rule to keep in mind is to always stop "all ways". A driver should come to a complete stop at a reasonable distance from the bus keeping in mind that they will need to safely cross the street. When approaching a bus, drive cautiously and slow down knowing that the vehicle may need to stop.

School Closing Due to Inclement Weather

As winter quickly approaches, we are again faced with the dilemma as to whether school will start on time, start late, or should be canceled. This decision is never an easy one to make, but we want you to know that we always have our students' safety foremost in mind.

Please be aware that we will monitor road conditions closely and use that information to make the determination about a school closing or a late start. We will check roads beginning at around 4:30 a.m. so that we can arrive at a decision by 6:15 a.m. If a decision is made to close school or to have a late start, we will notify families via the district notification system and local media contacts. In addition, we will notify Channel 10/11 and Channel 8 for the Lincoln television market and Channel 6 in the Omaha market. We will also post this information on our website, mobile app, and Twitter feed as quickly as we can in order to get information out in a timely fashion.

If snow begins in the evening and is only a light accumulation, then a decision will not be made until the next morning. When the snow is heavy and the wind is a factor in terms of drifting, the decision may be made that evening. If snow begins during the school day, our administrative staff will monitor road conditions and watch to make sure we can get students home safely. If road conditions deteriorate during the school day and we are planning to dismiss ear-

ly, we will again notify radio and television contacts with closing information. We will also send information home to parents through our district notification system to let them know we are dismissing early. If we need to cancel school, we will notify everyone as soon as possible so that families can make necessary arrangements to care for their children.

When school does start late due to road conditions, school will begin two hours late and the buses will run accordingly, but we ask that students do not arrive prior to 9:30 a.m. The late start is designed to serve several purposes:

- allow extra time for the buses to go out when it is light and they can more safely see the road,
- allow families to have more time to clear driveways, etc.,
- allow adequate time for students who drive to school to arrive safely.

On late start days, the buses will run later than normal and pickup times will be adjusted accordingly. Your drivers will provide you with the adjusted time for late start days. We appreciate your cooperation and patience.

In order to make sure you get the information you need as quickly as possible, please update your contact information with the school as soon as possible. This update includes your email, home phone, and mobile phone information. If our information is incorrect or we are missing information, we will be unable to contact you with our district notification system. You may also want to download our mobile App from the App store by searching for District OR-1.

In summary, as we move into the holiday season, take time to enjoy being with friends and family. Strive to make these experiences (even if they get a little awkward or uncomfortable at times) the best you can. If you are unable to physically be with family and friends in a safe manner, stay connected to those you care about in other ways (email, phone, Zoom, etc.). In that spirit, have a safe and wonderful holiday season. Go Panthers! ...Mike

Keys for Effective Remote Learning

By Michael Chaffee, District OR 1 School Counselor

As the school counselor for District OR 1 Public Schools, I have observed a few things during our start of school during our Covid 19 pandemic. One of the greatest challenges is acquiring an education while secluded at home in a remote learning environment. Here are a few ideas that might help you and your family as you are trying to make the best of this difficult situation.

Give you and your son or daughter some grace and space to learn and navigate through these trying times. This is an unusual time: embrace it. What a great opportunity to grow together as a family as you experience this season of severe challenges. This a great time to have meaningful conversations with youth to understand how they learn, what helps them be productive, and what needs to be avoided to be successful.

Students need a dedicated learning space. Much like an adult who maintains a home office, students need a space to keep organized, tidy, and ready to learn. Getting an education is a serious business, and the learning space should be free of distractions. Do they have a desk? A recent news story focused on how a man noticed that many students learning from home in his community didn't have a desk of their own, so he drew up some simple plans and working with others constructed basic desks to be given away to families who needed one!

Where should the remote learning zone be set up? The student's bedroom? Maybe, maybe not. This depends entirely on the student; can they work alone in their bedroom and get work done effectively? My experience is that few of our students are wired to be secluded learners. Most work best with even a limited amount of supervision. Perhaps the student needs supervision to work well; if so, a remote learning zone is best set in the main living area of the house, probably away from the TV!

What supplies might the student need? One of the benefits of learning in school is that there are a multitude of supplies available: papers, pens, pencils, tape, markers, printers, copiers, etc. How about making a shopping list to get the things that are needed to make your educational time productive. An obvious component of remote learning is a stable internet connection.

Did you read the remote learning contract you signed? Seriously. Have you set clear goals and expectations? At school students are quickly accustomed to schedules and know what is expected of them. The same should be true at home; you get what you expect. Each class and course will have a unique measure of success and expectations. Staying connected and communicating with the teacher is crucial for success.

We are fortunate at District OR 1 to have technology and classroom management that is among the best in the state. In addition to staying connected to your student's teacher, you will want to familiarize yourself with Zoom, Canvas, and Powerschool. Check on assignments and grades often; this is a habit of our most successful students and families.

Remote learning is less than ideal, but with some thoughtful communication, careful planning, and diligent supervision you and your child can successfully navigate this challenge. You got this!

School Closing Due to Inclement Weather

Each winter we have school days when we are faced with the dilemma as to whether school will start on time, start late, or should be cancelled altogether. This decision is never easy to make, but I want you to know that we have our students' safety foremost in mind. With that said, be aware that we will monitor road conditions closely and will use that information to make the determination about a school closing or late start. We will check roads beginning at 4:30 a.m. so that we can arrive at a decision by 6:15 a.m. If a decision is made to close school or to have a late start, we will notify families via the as quickly as we can in order to get information out in timely fashion. If the snow begins in the evening and is only a light accumulation, then a decision will not be made until the next morning. When the snow is heavy and the wind is a factor in terms of drifting then the decision may be made that evening. If snow begins during the school day the administrative staff will monitor road conditions and watch to make sure we can get students home safely. If road conditions deteriorate during the school day and we are to dismiss early we will again notify ra-

Palmyra/Bennet Students Share Artwork Online

District OR-1 Art Departments are teaming up with Artsonia, www.artsonia.com -- the world's largest online kid's art museum -- to display the students' artwork this school year. Your child will either bring home a permission slip, or you will receive an email sometime this year to sign up for their online portfolio. Your child must have parent permission to display artwork online. Anyone can view the school gallery online at: www.artsonia.com/schools/AtPalmyra1. Visitors can browse the artwork in the school gallery by grade level, or by specific exhibits. District OR-1 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.



All Bennet Elementary students participated in the Purple Hand Pledge. This pledge is posted in the lunchroom for all to see and is reviewed with the students to remind them to take a stand against Bullying.



Purple Hand Pledge
I will not use my hands
Or my words
To hurt myself
Or other people.



Elementary News

Ms. Peterson's 2nd Grade Loves Folktales!

We loved every moment of our week with our Journey's curriculum text, "How Chipmunk Got His Stripes." As a teacher, I love when my students take control of their own learning, and that is exactly what happened when the class learned there are so many different ways a folktale story could



happen. We first learned about the moral of our Chipmunk story. Then we read our guided reading books where there were even more morals to folktale stories. Next, Weston brought in two folktale books with MANY different stories that we read about, and finally, the students really wanted to try and make their own stories! We have so many amazing imaginations in our room, which makes reading and writing that much more enjoyable!



Crafts, Tests, & Masks! Oh My!

There has been a lot of learning going on in Kindergarten this first quarter. They, of course, are learning the expected things like ABC's and 123's, but they are also learning how to follow directions, solve problems, be good friends, and wear masks! How does one measure all this learning? Observation and report card testing!

We have been doing our report card testing, one-on-one, with each student. While we are doing that, the rest of our students are making some super fun Halloween crafts to festive-up our rooms. We've made a Creepy Pair of Underwear, a Bat, a Candy Corn Guy, and a Pumpkin Patch. Our crafts have been paired with an awesome Halloween book or video. The Kindergarten hallway and rooms are ready for Halloween!

This is also fire safety month, so we took one day to discuss fire safety and we had an all school fire drill. The kids are perfecting a quick and quiet exit from the building! We made a firefighter craft and our volunteer fire departments sent the kids home with a bag of goodies to discuss fire safety at home.

The kids are doing phenomenal wearing their masks! We do have some that are going home a bit soggy, but when reminded they make sure to cover their nose and mouth. On the flip side, we have less pencils being eaten this year! Thanks for making mask wearing something that the students are willing to do! We hardly hear any complaints! Everyone is rocking their masks!

As this quarter winds down, it is amazing to realize what the students have learned in such a short time. We can't wait to see what next quarter will bring! They keep getting smarter every day!



Veteran's Day

Bennet Elementary would like to invite Veterans of District OR 1 families to join our strive network at <https://striv.tv/channel/palmyra/> on Wednesday, November 11th at 8:15 A.M. to hear Patriotic songs sung by District OR1 students. Many, many thanks to all who have and are now serving our great country!

Thank you!

October is National Bullying Prevention Month. District OR 1 takes an active stance against bullying to create a climate that prevents bullying before it begins. Bullying is when a child tries to hurt another child physically or emotionally. Kids who bully use their power (like being popular or physically strong) to control or hurt others. Bullying usually happens over and over again. There's more than one type of bullying. Bullying can be:



- *Verbal : such as name calling
- *Physical: hitting or pushing
- *Social: spreading rumors or leaving someone out on purpose or through social media.

Bullying can be done in person, online, or with cell phones. Talk with your child about bullying before you see signs of a problem.

Fine Motor Skills in Preschool Kristi Lamb - Preschool

This month, preschool students have been engaged in multiple opportunities to use scissors and refine their cutting skills. Using scissors and cutting paper can be tricky for little hands but still serves as an opportunity to develop their fine motor strength. One way children can build their hand strength and use scissors without having tiny shards of paper all over is to practice cutting play dough! Cutting play dough encourages the use of the “Helper Hand”, allows the child to practice holding the scissors and operating the blades, and strengthens their little hands!

While cutting into a large chunk of dough may be difficult, this activity can be successful if you or your child roll out a long playdough snake and then use that as the “paper” to cut. Encourage the use of your child’s “Helper Hand”, the opposite of their dominant hand in which they hold scissors or a writing utensil, by having them hold one end of the dough snake in it. In preschool, we sing a song about how to hold scissors and cut to remember appropriate scissor grip:

*“Fingers on the bottom,
Thumb on the top.
Please don’t let your paper [play dough] drop!
Open, shut, open shut,
That’s the way we cut, cut, cut!”*

If you don’t have playdough at home, here is a simple recipe to make your own!

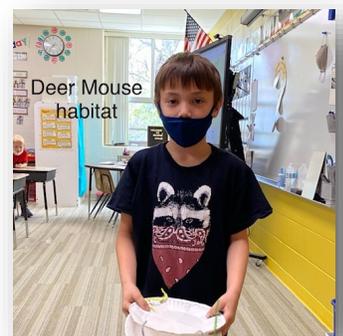
Play Dough Recipe (We made at school this week!)

| | |
|------------------------|---|
| 1 Cup flour | 1 Tbsp Oil (vegetable, baby, coconut, etc.) |
| ¼ Cup salt | ½ - ¾ Cup HOT (boiling) water |
| 1 Tbsp Cream of Tartar | Food coloring |

Mix all dry ingredients together. Add in oil of choice. Heat water and add food coloring once it’s heated. Begin to incorporate water a little at a time and mix - use a spoon or tool since the water is hot. As the ingredients combine, you can begin to mix by hand if needed and continue adding water, if too much water is added, you can add more flour. Knead dough until a (non-sticky) ball of dough is formed. It will cool as it is kneaded and sets. Store in a zip-lock bag or storage container. (Tip: If sealed in an airtight container, this dough can last a few months without drying out!)

2nd Grade Habitats

Second graders in Mrs. Christensen’s class had a great time researching animals and creating their habitats using a paper plate and other supplies. One of our Reading stories is “Animals Building Homes” by Wendy Perkins. Students chose an animal from the story to learn more about what they ate, where they lived, and other interesting facts. Students then used that information to create the animal’s habitat. They were so creative! Some students built their habitat as if you are looking at it from the outside and others created their habitat so that we could take a peek inside!



District OR-1 Student Assistance Team (SAT)

What is the SAT team?

The SAT is a school team, which includes the parent and teachers in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make students' school lives successful. Students are most successful where there is a strong cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and support teachers and parents. The SAT may include parents or caregivers, teachers, counselors, support staff, and school administrators who can all provide support for the student.

How does the SAT Process work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher(s) should have notified you, as the parent, regarding these issues.

Prior to the first SAT meeting, teachers would have implemented some classroom accommodations that enhance learning for students. An accommodation may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student. Any strategy that has been tried or is currently in place will be discussed with you at the SAT meeting. Using this information, the team can suggest further steps to help the student.

What happens at the SAT meeting?

1. Parents/caregivers meet with the SAT team. The meeting takes approximately 20 to 30 minutes, depending on the individual student.
2. The SAT leader will facilitate the group through a process discussing the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team then brainstorms interventions and chooses actions to complete a plan of action for student success, while determining what data will be collected to monitor effectiveness of the interventions.
4. As the parent, you will also be asked to contribute information regarding your child's learning needs and help with the development of an intervention plan. The plan is then implemented and is reviewed in six weeks.

Who can I contact for more information regarding the SAT process?

If you have questions regarding the SAT team process, please contact a District OR1 Administrator or the School Psychologist. The School Psychologist can be reached via phone at **402-782-3535 ext. 1002** or email at linke.klo@districtor1.net.

First Grade Operations!

By Becky Hall

First graders are learning the operations of addition and subtraction. They have practiced doubles, near doubles, and doubles plus two. They have used ten frames and practiced how to make 10 to add larger numbers. They can write addition and subtraction sentences and related facts. It has been a busy start to the school year! There has been some beautiful weather to do our math outside in the outdoor classroom just south of the first grade rooms. Next up for first graders - Money! We will be learning about the coins, their value, and how to count on nickels, dimes, and quarters!



District OR-1 e-book Information

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Foundation for Knowledge Serve Elementary Through ClearTouch Purchase

Pre-K: Mrs. Hohensee & Miss Lamb

Thank you to the Foundation of Knowledge for supporting our students and donating towards our ClearTouches in Preschool! Our monitors are used daily throughout each preschool session, including circle time, whole group activities, and transitions. As educators, we have been able to facilitate meaningful learning experiences by using our ClearTouch monitors to bring the outside world into the classroom through picture, video, and sound/music. We are so grateful for the Foundation's generosity as the monitor's have enhanced our preschooler's learning experiences for years to come.

Kindergarten: Mrs. Dvorak, Mrs. Nitzsche, & Mrs. Wusk

We would like to thank the Foundation for Knowledge for their donation towards the purchase of our ClearTouch monitors. Kindergarten uses them daily in their reading and math lessons. They have proven to be very valuable during this time of remote learning. We are able to easily record lessons and get them to our students. They have enhanced our teaching and we don't know what we would do without them.

1st Grade: Mrs. Petska

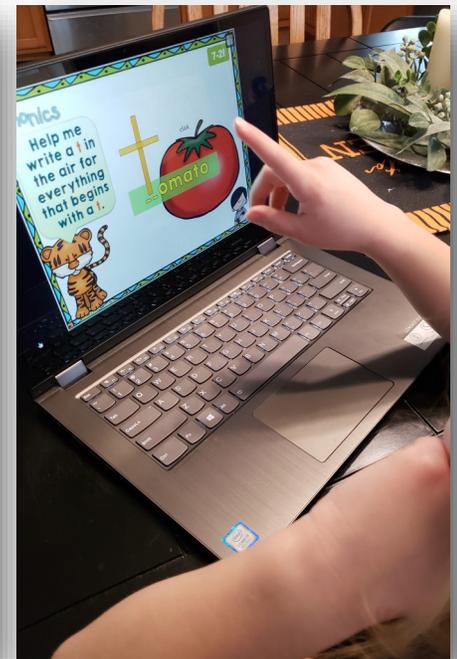
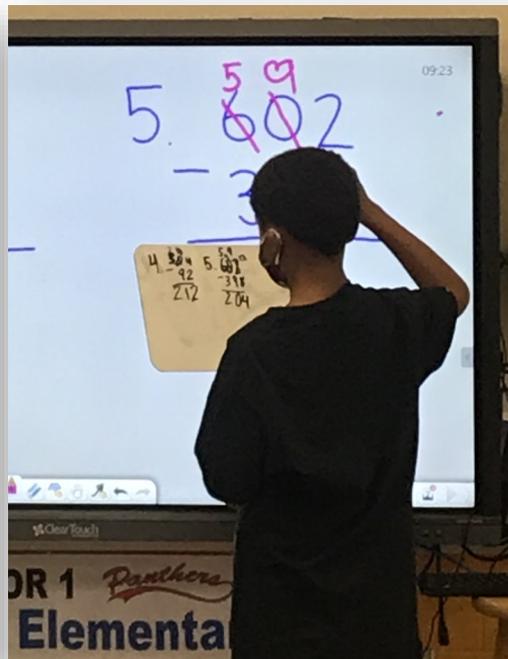
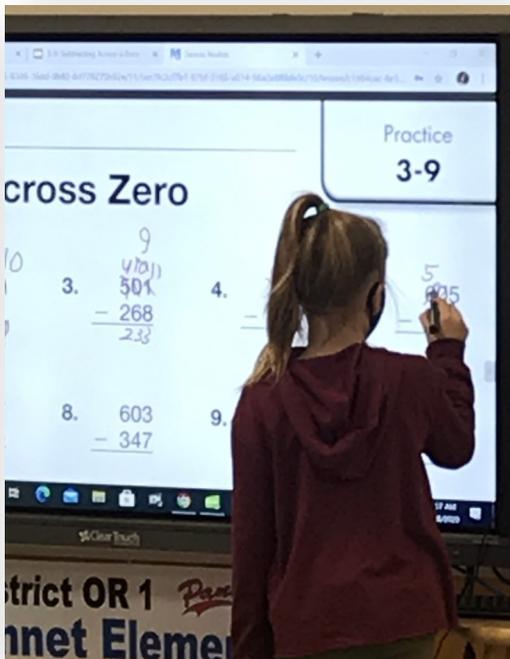
Thank you to the Foundation of Knowledge for supporting the third section of first grade with your donation towards our ClearTouch. First grade has had these monitors since 2017, and with the addition of a third monitor, my class was able to receive the same information the other two classes receive. We use these monitors in all aspects of our day including calendar, math, reading, social studies, and science. We are able to record our lessons for our students who are gone and get them to our students at home. As a third year teacher, I have been very lucky to have such a valuable piece of technology in my classroom.

2nd Grade: Mrs. Anderjaska & Mrs. Christensen

In 2nd grade we have utilized our ClearTouch in multiple ways. We are so grateful to have them as a tool in our classrooms everyday. With the ClearTouch we are able to manipulate slides for our math lessons by writing directly onto it. We are able to pull up any site that we may need at the touch of the screen. Being able to pull up a photo of the work the students are doing at their desk on our ClearTouch has been a great way to keep the students engaged and we believe it helps them understand the material better. The ClearTouch is also very easy to use and as we move through the year even the students are able to work it and therefore are able to come up and do problems on the board whether it's a math problem, grammar, spelling or reading work. It's a wonderful tool to have in the classroom and one that doesn't go underappreciated!

3rd Grade: Mrs. Conn & Miss Kepler

3rd grade has been able to be more effective, specific, and enriched using the ClearTouches. There is hardly a moment in our day where they are not in use in one way or another. Using them in math, students are able to work through problems, manipulate strategies directly on a duplicate of their assignment, and view videos that enrich content. The ClearTouches are a great way to present new material in Reading and Grammar with videos, read alouds, and prepared slides that coordinate with curriculum lessons. Using the ClearTouches in the classroom has made instruction more seamless, with less time wasted for transitioning. As educators, we appreciate the compatibility they present when having a substitute teacher. It unifies instruction and helps ensure that students are presented information in a direct and precise way. The ClearTouches have proven to be a great resource for recording lessons for remote learning, students who are absent, and for groups of students who learn at different paces and in different ways. We want to thank the Foundation of Knowledge for helping us get the monitors in our classroom.





Slam Dunk Science in 3rd Grade!

The 3rd grade learned about the steps in the Scientific Method. To do this, we did some fun experiments, including one called Cookie Slam Dunk! The students made predictions on what cookies they thought would sink or float in milk. We then slam dunked some cookies in milk to put them to the test. The students had a fun time watching and observing what happened to the different types of cookies as they set in the milk. In our conclusion we discussed why some cookies sank and the other ones stayed afloat. But the final conclusion we made as a class

is that ALL cookies go great with milk!



The Importance of Read-Alouds for Speech and Language Therapy

If you're looking for extra practice to target speech or language goals, it doesn't take many materials. In fact, reading to your children, and talking about what you are reading, is one of the greatest tools you have! Not only can you target many language goals (vocabulary, sequencing, basic concepts, prepositions), but you can also target speech sound goals as well (the articulation sounds your child may be working on).

Here are some ideas to help you:

Pre-reading Strategies:

- o Let your child pick the book!
- o Make predictions together about what you think the story is going to be about.
- o Preview the story: look at the title, look through the pictures, talk about what you see. You might also find words in the story that your child may not know and talk about what they mean. Choose words with the sound your child might be working on and have them practice that word.
- o For younger children, have your child identify words that start with the same letter as their first name, siblings' names, parents' names, etc.

During Reading Strategies:

- o Stop frequently and ask your child questions. You can ask questions about what you read and questions that help them make personal connections. For example: "what would you do if..." or "what do you think of..."
- o Talk about what you see! Use the pictures to have conversations with your kids.
- o Change the tone and volume of your voice. Be dramatic and enjoy yourself! Try a silly voice when you read or a deeper/higher voice to animate characters.
- o If your book has multiple rhyming words, pause before you complete your sentence and see if your child can fill in the blank or take a guess at what the word might be.
- o If your book uses repetition, pause before completing the sentence to see if your child can remember what comes next in the sequence of events.

Post-reading Strategies:

- o Talk about if your prediction was right.
- o Review words or pages. Ask your child a question using a vocabulary word you think they may need extra practice with.
- o Have your child retell you the story using the pictures. You may need to give them a keyword to help them remember.
- o Pick out words in the story that contain the sound your child is working on and practice those words. Let your child find the words, too!

If you are looking for new books, ask your child's classroom teacher if they have an Epic! account and a code for you to use. Epic! is an online library with lots of great books that you can choose within your child's reading level. You can also youtube read-alouds for lots of books, but preview the youtube video first. You can even mute the sound and you and your child can read the book as the video plays!

Working on speech and language at home doesn't need to be anything out of your daily routine. Any book that you have will be easy to use, and it's great to read books over and over again for repetition. Have fun with books and enjoy your time reading together! Amy Buchanan, Jiree Wilson, and Emily Buddenberg

Fifth-Grade Science

Students' growth in science at the first quarter's end has been nothing short of astonishing. At the beginning of the school year, students were very reluctant to engage with an experiment so they could understand its nuances and draw solid inferences. It appeared students thought that there was only one way to complete an assigned experiment: bombard the teacher with copious questions. As time has progressed, however, students have begun to realize that they possess the ability to gather authentically reliable data from which they can draw reasonable conclusions. Students are beginning to realize that they can talk, discuss, debate, and come to a consensus. Their teacher is excited to assume a greater observer role in this process to make sure students' frustrations are kept at a manageable level and to direct student leaders to aid other students who might need help. Interestingly, the role of student leader has morphed into a flexible position in which the top student scientist for one experiment may not be the top student for the next experiment. This has showcased students' skills to the class that their peers may not have been aware of.

Through the course of several experiments students have learned to use balance pans or triple beam balance to determine mass, understand the difference between mass and weight, conduct at least three trials to ensure reliable data, determine the pH of several liquids, learned about the law of conservation of mass, and the list goes on.

It has taken work and set-backs, but the reward is that students can "play" around with an experiment before beginning their data collection, which has allowed them to understand the nuances of science and experiments. There is wiggle room in the instructions for an experiment; room for students' interpretations about how to conduct an experiment. It has been quite rewarding to already see the growth in this year's fifth graders that I typically see toward the end of the school year. My fingers are crossed that we can all stay healthy and stay in school through these trying times. —Mr. Mac

Elementary Student Council

This year Bennet Elementary is happy to announce our new 6th grade Student Council members. The 6th grade Student Council is made of 11 students that have volunteered their time to help plan events within the elementary. Each student is responsible for two events. They help plan the event and work during it. Students, can at times, spend recesses and free time helping prepare for these elementary activities.

Over the past eight years, the 6th grade has been in charge of the Caring Project in February. However, there are many more activities at Bennet that require assistance. Some of these projects are Homecoming, Red Ribbon Week, Kindness Week, and, Accelerated Reader Awards. We just finished Homecoming Week in September and are starting Red Ribbon week. The Student Council is now preparing World Kindness day activities for November 13th.

If you see any of these hard working Student Council members, please tell them thank you for their hard work!

Below are our 6th grade Student Council Members.

Top left: Ayden K. Evan K. Carter H. Sydney W. Hailey D. and Annabelle B.

Bottom left: Jaxon C. Evan P. Ember L. Tyler J. and Addison D.



Musicians – masking up to make music.

The Panther choirs are masking up to make music. By wearing masks and spacing ourselves 6 feet apart or more, our elementary, junior and senior high choirs as well as the high school show choir are still able to sing and make music. Perhaps you were able to check out our fall concert on November 2nd through striv.

<https://striv.tv/channel/palmyra/>

We are looking for creative ways to still offer performances for our students and our families to enjoy. For example, the Village of Bennet is set to host “Christmas in the Park” with tree lighting and a visit from Santa on November 28th, from 5:00-8:00 pm. The choirs will be on hand to sing Christmas Carols and help usher in the holiday season. Feel free to drop by and check it out!



THE BENNET AREA COMMUNITY FOUNDATION FUND
Presents the 1st Annual
Christmas in the Park
Join us for a festive evening in the Bennet Park
Saturday, November 28th
5:00-8:00 pm

- *BACFF is partnering with Bennet Community Builders to bring Santa to the Park Gazebo from 5-8 pm**
- *Say Cheese Food Truck 5-8 pm**
- *Tree Lighting Ceremony @ 7:00**
- *Caroling 5:30-7:30 featuring Bennet Singers and Jr./Sr. High choir and band**

Find us on Facebook to stay updated about the event
[@bennetareacommunityfoundationfund](#)



2020 PHS Student Vote ...By Mark Kotik

On Tuesday November 2nd the citizens of America will officially go to the polls and vote on the next President of the United States. In Nebraska, and among other states, citizens will also vote for Senators, House or Representatives and a plethora of other legal and official initiatives. In Nebraska, citizen will also be charged with voting for, casino style gambling, Nebraska State Constitution language, and a citizen petition about payday lending.

On Wednesday October 28th the students of Palmyra Junior/Senior High held their mock election for officials and cast votes for similar measures. The students conducted voting between the two Social Studies classrooms at PHS. But the conversations did not stop there, as teachers and students carried on election conversations throughout the week. Thank you staff, parents, and students for having those conversations about the right to vote and the importance that is carried with it. VOTING is not only our RIGHT as American Citizens, it is also our RESPONSIBILITY!

Sharing Moments for You and With You

By: Savannah Phillips and Rebecca Gill-Rose

With even the smallest differences in this school year's day to day activities, the communications team (Applied Communications) has had to adapt to face these new challenges. We are doing everything we can to communicate more and more with the students, parents, and community. As a team, we work to show off our students, and this year we have stepped up by making our photos of fall sports and Homecoming available to you, the public. (These can be found on the school website: https://www.districtor1.org/vnews/display.v/ART/5f6b6e2c43f58?in_archive=1)

Along with the photos on the District OR-1 website, parents, friends, and loved ones can also find video interviews of the Panther team leaders (https://www.districtor1.org/vnews/display.v/ART/5f74c2224ebe3?in_archive=1). Interviews such as these will offer you insight into what the students are going in each sport or activity and provide their perspectives. These will be changing to include each club, sport, and activity in the building. The students in both the elementary and the high school have also been able to see these showcases in their commons areas on the televisions along with classroom photos, a calendar of events, and lunch menus. Members of this communications team work hard to keep these programs updated and current with student activities, games, and events.

With the safety of our students and community in mind, we also Livestream our events on Striv (at striv.tv/palmyra). Along with all these weekly projects this team also produces the yearbook. Remember those little time capsules? We are still creating this as well. This book captures moments in time for both the students at the elementary school and the high school. These are still available for purchase for the 2019-2020 school year in the high school office for \$40. These 112 pages of memories can be yours! We are also planning to sell senior ads in December to help celebrate your senior's special year as well.

The Nebraska Math Readiness Project

The Nebraska Math Readiness Project is in its third year at Palmyra High School. The class was started in cooperation with five community colleges and local school districts in a combined effort to help increase the number of college-ready students upon graduation. The purpose of NMRP is to provide a bridge to success for high school seniors who need to improve their math skills before entering and completing a college-level math course.

This course is eligible to seniors and juniors with an ACT Math score between 13 and 16 or a MAP Math score between 225-239. The ACT exam was chosen for this project due to all high school juniors having to take this test for the state exam. The course has two levels: Level I, which is a review of Pre-Algebra and Level II, which is a review of Algebra I.

The course meets daily, and the students work at their own pace. Students have benchmarks to meet each week, and the students are made aware of where they should be at week's end. All the assignments, tests, and quizzes are online through MyLabPlus. Besides Mr. Jensen, the class has a college liaison who comes out from Southeast Community College three times a year to evaluate how the students are doing in meeting the requirements. This year with Covid-19 restrictions, the college liaison will meet via Zoom with the class.

The class has 16 total students with 7 being remote learners. The students log into the Zoom meeting each day, and they follow the same expectations as the students in class. When the tests are taken, the students use a website called ProctorU to take tests. This site makes sure the remote learning students are taking the test, and not searching for the answers on the internet. ProctorU is new to the Nebraska Math Readiness Project class this year.

News From Mr. Hoeft

As we continue in this first semester we want to remind parents and students of the policy regarding our random drug testing. All students in grades 9-12 who participate in school sponsored competitive activity are subject to the random testing draw. To further clarify some rules regarding testing we want to reiterate some key features.

Students remain eligible for testing from the date the Consent to Test Form is turned in until a Drop Form is completed, student graduates or is otherwise no longer enrolled. If a Drop Form is submitted the student shall be ineligible for participation in school sponsored competitive extracurricular activities for twelve months from the date the Drop Form is submitted. Students have a fifteen (15) day grace period for reconsideration of a Drop Form.

Students who are not participants in a school sponsored competitive extracurricular activity may volunteer for participation in the testing program by submitting the Consent to Test Form.

The following shall result from a positive test result:

-The student's parents or guardians will be contacted and a meeting will be held to discuss the positive test result, with the object of collaborating on a plan to assist the student in avoiding future substance abuse.

-The student's privilege of participating in extracurricular activities will be restricted as follows:

*For a first positive test, the student is ineligible to participate in any extracurricular activities for twenty (20) school days. The student may continue to participate in extracurricular activities if within ten (10) school days of the meeting with the parents or guardians of the student shows proof that the student is receiving substance abuse counseling with a qualified professional and submits to a second drug test within two (2) weeks.

*For a second and subsequent positive test, the student is ineligible to participate in any extracurricular activity for one (1) calendar year. To return to participation, the student must complete substance abuse counseling as and to the extent determined appropriate by a qualified professional, and in any event for no less than four (4) hours, and must submit to five (5) follow up drug tests during the next twelve (12) month period.

All testing forms are available in the office or can be found on the www.districtor1.org website by searching "Board of Education Policy" and referencing, Policy 5306, in the document. By: Mr. Hoeft, Activities Director

Physical EducationMr. Wergin, 7-12 Physical Education Teacher

Physical Education provides students with knowledge, attitudes, behaviors and confidence to maintain a physically active lifestyle. Exercising combined with nutrition, helps students maintain healthy bones, build muscle, controls weight, reduces the risk of diabetes, heart disease, and some cancers. Schools and parents play an important and unique role in providing environments where students can learn and practice positive healthy behaviors.

Physical Education classes at District OR-1 Palmyra Jr.-Sr. High School include:

- 7th Grade PE
- 8th Grade PE
- 9th Grade PE
- Lifetime Activities
- 1st Period Weight Training
- 8th Period Weight Training
- Advance PE

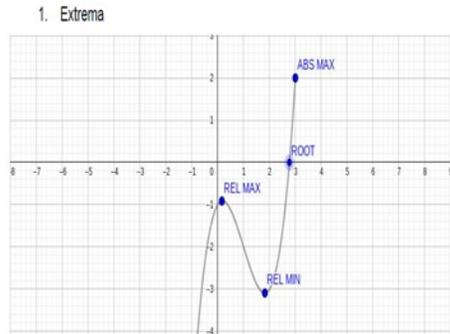
VETERANS DAY: HONORING ALL WHO SERVED

On Monday November 11th, Palmyra High School Student Council would like to invite our former and current military members along with their spouses for breakfast, an honorary assembly, and a guest speaker at Palmyra High School. Breakfast will be served out of the concessions stand by the new gym at 8:15 am, and the assembly will take place in the new gym at 9:00 am. Parking in front of the West entrance will be reserved for veterans. Thank you to all men and women for their service. If you have any questions, please feel free to contact the Jon Davenport about any questions or concerns.

Using Technology to Help Students Fine Tune Graphing Theory

How many of us remember the frustration of graphing by hand when we were in high school? The frustration of not only having to locate the correct points, but then having the ability to draw a smooth curve, or a straight line, through these points. For those of you that share my limited artistic ability, this should sound familiar.

Some of us were in high school or college when graphing calculators became popular – a definite upgrade over pencil and paper – but these were still faced with many drawbacks. “Cost” and “screen resolution” being two of their greatest downfalls.



Today, technology has evolved to a point that eliminates these two issues with the advent of Geogebra and Desmos. We use Geogebra almost on a daily basis in many of my classes, allowing the students to gain a deeper understanding of the underlying fundamentals of not only graphing, but many other mathematical processes as well.

I encourage you check out Geogebra if you have some free time while browsing the internet. It has many features for both the novice, as well as the advanced, mathematician. There will be more to come on Geogebra in future articles.

Ag Class/FFA Newsletter Article

Happy Fall! The agriculture classes and Palmyra FFA Chapter have been quite busy the last few months as we get into the swing of the school year. As time goes on, we get busier and busier!

The ag classes at Palmyra have been busy learning, experimenting, and thinking critically about agricultural topics. The junior high classes have been putting directed focus on vocabulary and hands-on experiences by texturing soil and decorating livestock-breed themed cookies. Classes have also participated in virtual field trips to the Lincoln Children’s Zoo and the Animal Science Department at the University of Nebraska – Lincoln. High school students even practiced their public speaking skills by demonstrating their memorization of the FFA Creed in the introductory agriculture class.

On October 7th, six FFA members competed at the Area Land Judging contest. Teagan Bogle, Jami Gabriel, Dan Frey, Kylee Kment, Andrew Baker, Jacob Wood and Alysa Myers represented the chapter well. Jacob placed 6th out of more than 200 participants. The team placed 12th overall out of 48 teams. Jacob Wood will represent Palmyra FFA as an individual at the State Land Judging contest on October 28th near York, NE.

On October 27th-29th, 13 FFA members participated in the 93rd “Virtual” National FFA Convention by zooming with other FFA members from across the nation – and even from places outside the U.S, like Puerto Rico! They had the opportunity to play “Kahoot!” games with members from all over the place. Daniel Frey placed 2nd in his Kahoot! Round. The knowledge and leadership skills that National FFA Convention charges students with is invaluable – they really enjoy it!

In the coming months, the FFA will participate in many activities such District Livestock Evaluation (November 4th), a blood drive (November 5th), and fundraising with 4Seasons that ends November 2nd. There are several activities in December that are still up in the air due to the COVID19 pandemic, so more information will be available as that time approaches.

The staff at District OR1 and Palmyra FFA appreciates your support! GO PANTHERS!

Follow District OR1 COVID-19 reports each week by visiting <http://www.districtor1.org>

Look Under News/Highlights for Superintendent Updates

The Show Must Go On

By, Cassidy Buescher



The show must go on. This has long been our mantra in the theatre department. We have always known that despite obstacles, snafus, interruptions, and mistakes, we must soldier on and perform anyway. We often adopt this mantra as teachers as well. Teachers must adapt, adjust, self-assess, and then make modifications to our lessons, sometimes even by the minute. Though we always keep best practices in mind, we often find what works by trial and error. I know that many of you are also operating by trial and error each day, both at work and at home, during these uncertain times of COVID 19. This pandemic has affected us all in different ways, some families more harshly than others, and adaptability seems to have become a necessity for us all.

Adaptability is nowhere more evident than on stage as we prepare for our fall one-act play. The students have adjusted to wearing masks for rehearsals. They are learning to utilize eye contact as a tool for connecting with other characters. They are struggling to project and make their voices heard through the masks. They are practicing unwelcome social distancing both on and off stage during rehearsals. And yet, through it all, the show goes on. Quarantined students have missed weeks of rehearsals. The format of our conference competition has changed exponentially. The audience at our home performance may be limited. Extra money had to be spent for video rights to enter online-only competitions. And yet, the students adapt, and the show goes on. I am amazed at their resiliency, their flexibility, and their dedication, even in the face of uncertainty. Especially after our spring play was cancelled, I am incredibly grateful for the time I get to spend with them working together to create art, which can be such a comfort in times like these. We should be so proud of our students, facing this together, and having the courage to persevere and perform anyway. We must also remember to be proud of ourselves for adjusting to hard times with grace. After all, the show must go on.



Band News

The Jr. and Sr. High Panther Marching Band participated in the Apple Jack Parade on September 19, 2020. They earned a 1st Place trophy in Class C. They have worked hard on marching fundamentals and memorizing their music for a solid performance.



The students will end their season on Monday, November 2, 2020, with their fall concert performance. The concert is at 6:00 pm and will have limited seating due to DHM guidelines. It will be strived live.

Marching band is a love-hate relationship; we are happy saying goodbye to the early morning practices and the nuances that can only be found in marching band — but in a few months, students will start asking... "What are we going to do for next year's show theme?"

Marching and playing at the same time is challenging, and marching band members meet the challenge of marching at one tempo while playing at another. The neuronal connections grown in marching band will benefit the students throughout life, for multi-tasking through college and in the workplace, and for multi-tasking as a parent. Understanding proprioception, the awareness of your body, and what needs to be done. Marching backwards, marching sideways while facing straight ahead without checking your neighbors' locations requires you to have a good sense of where you are in space and helps students experience and grow in this area.

NMEA Nebraska All-State Honor Band 2020

Each year, approximately 3,000 of the best high school musicians in the state audition for the Nebraska All-State Band, Chorus, Jazz Band and Orchestra which are sponsored by the Nebraska Music Education Association. Selection as a member of one of these groups is one of the highest music honors attainable in Nebraska.

Sophomore, Oscar Thomas was selected into the Nebraska All-State Band on Tenor Saxophone. This is his first year as an All-State participant, and was also selected his freshman year as an alternate.



Senior, Austin David was selected into the Nebraska All-State Band on Trumpet. This is his third year as an All-State participant, and was also selected his freshman year as an alternate.



Senior, Gwen Leuschen was selected into the Nebraska All-State Jazz Band on Vibraphone. This is her second year as an All-State participant.



Because of COVID-19, students in the Honor Band have been given a selected composition: John Mackey's "Sacred Spaces" to practice at home. Students will do a video/audio recorder to submit their performance, making it into a virtual concert. They will also have a one-hour masterclass meeting with the 2020 NMEA All-State Band Director, Paula Cridler, which will include a Q & A section on Friday, November 20. The experience will also include a one-hour masterclass by a professional performer on their specific instrument on Saturday, November 21.

The size of the The All-State Jazz Band will allow for a limited in-person experience with appropriate social distancing. On Saturday, November 21 All-State Jazz Band students will meet *by section* at the Strauss Performing Art Center on the University of Nebraska Omaha (UNO) campus. There will never be more than 7 individuals (including staff and teachers) in a given room at the same time in order to comply with all CDC and UNO health guidelines. The in-person experience will include a one-hour sectional coached by a professional jazz musician immediately followed by a one-hour recording session in UNO's brand new state of the art recording studio. Each section will record their parts to Eric Richards' composition entitled *T.K.* A professional videographer will film the recording sessions then compile and edit the video into a final product – The 2020 Nebraska All-State Virtual Jazz Band!



Special Thanks to Tami Traeger and Dori Smidt for making bell masks for the Jr. and Sr. High Band Members.

They put in many hours making masks for their instruments so each student was allowed to have two masks to put on the bell of their instrument. Also, a big shout out to our Benet Boosters for also making masks for our elementary band students.

Band gives our students practice and experience in skills that reach far beyond musical notes and instruments. The students don't realize they are getting experience in so many

non-musical life-skills that will positively impact as they become adults. Band goes beyond trophies, titles or perfection. Band is about making best friends, or who they now consider their family. Growing up together and combining individual talent into something greater is what band is all about.

The best thing about these kids and their music is they can enjoy playing their instrument and making music all their life. Building camaraderie, hard work, pride, memories, and friendships that last forever!

Not even COVID-19 can take this away from us!



FILL OUT THE REQUIRED CONNECTIVITY SURVY RIGHT AWAY AT THE FOLLOWING ADDRESS:

<https://forms.gle/PXAMyc87DEKWhUrPA>

Or, Visit the District Web Page and select Connectivity Survey from "Quicklinks"

Patrons are now able to pay lunch balances when it's most convenient for you with a computer or mobile device at <https://districtor1.revtrak.net/>. The District OR1 Web Store even integrates with PowerSchool! Save time and be confident that your payments will make it where they need to go. You will be able to pay online with an eCheck, debit card, or credit card. The first step in setting this up, though, is to make sure you can log into PowerSchool to see your student's grades and lunch balance at districtor1.nebps.org. If not, please contact your school's office to request credentials. Bennet Elementary is 402-782-3535 x1 and Palmyra High School is 402-780-5327 x2.

LUNCH
October Edition

Daily Milk Alternates

| Monday | Tuesday | Wednesday |
|---|--|--|
|  | 1 Chicken Tenders Baked Potato Broccoli Fruit and Salad Bar Daily | 2 Breaded pork patty Hamburger Bun Mixed Vegetables WG chips Fruit and Salad Bar Daily |
| 7 Chicken Fajita Flour Tortilla Black beans California Blend Fruit and Salad Bar Daily | 8 Beef Patty American Cheese Hamburger Bun Tater Tots Fruit and Salad Bar Daily | 9 Teriyaki Chicken Seasoned Rice Broccoli Dinner Roll Margarine spread Fruit and Salad Bar Daily |

Food and Nutrition!

Visit our nutrition web page at . . . districtor1nutrition.org

to view upcoming breakfast and lunch menus. More importantly, click on each food item to learn how that food relates to USDA nutritional guidelines.

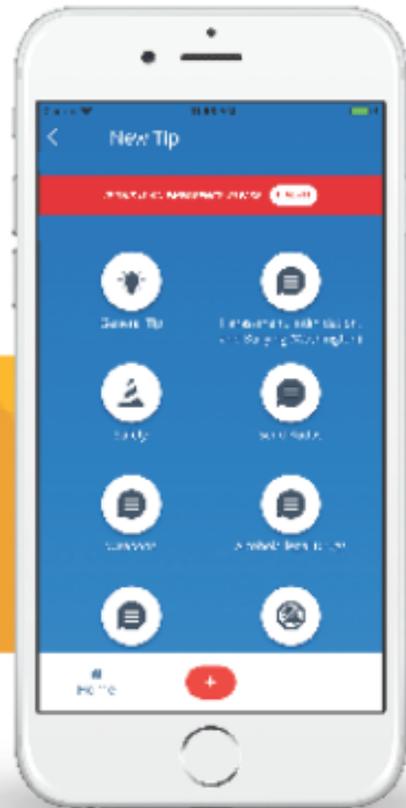


Palmyra District OR-1

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



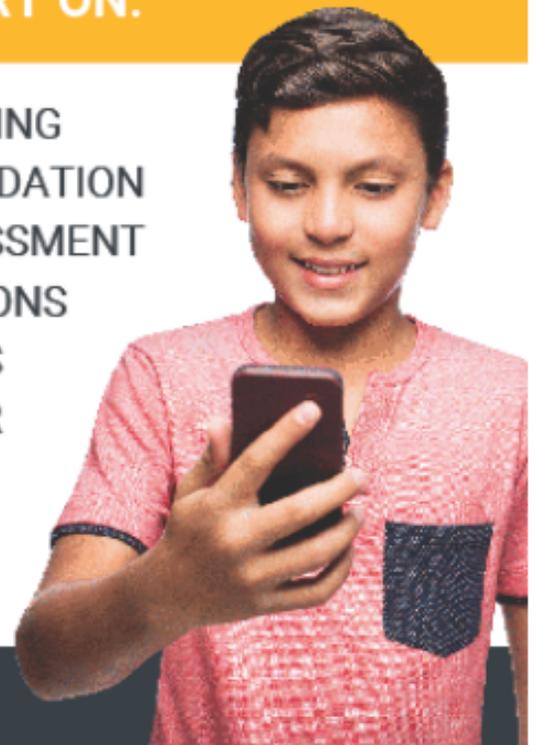
Call to report your tip
402.858.9423



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.

“Together, we prepare our students to successfully meet the challenges of the fu”ture.

District OR1 Schools is collecting data about home Internet access and devices. The information you provide will enable us to:

- *Understand the impact that home digital access has on learning outcomes
- *Target available resources to students in need of access
- *Determine the most effective connectivity solutions
- *Assess options for state and federal funding to close the digital gap
- *Meet emerging Federal CARES Act reporting requirements

The COVID-19 pandemic has created a renewed urgency for closing the digital divide in America’s education system. With many schools having to quickly pivot to online learning, it is more important than ever to ensure access to an Internet connection and a dedicated learning device for students at home. District OR1 Schools, along with the Nebraska Department of Education, remain committed to advocating for these resources on your behalf so we can close this equity gap.

Thank you for completing our survey. We MUST collect this information for EACH child in our school district. Please complete this short survey for EACH child you have in our school district. We appreciate your help and support on this! We will send out an “Alert E-mail” by Monday, November 9 with a digital link. Below is the information the survey will collect. If you do not have connectivity in the home, your student will bring home a paper copy on Monday, too.

FILL OUT THE REQUIRED CONNECTIVITY SURVY RIGHT AWAY AT THE FOLLOWING ADDRESS:

<https://forms.gle/PXAMyc87DEKWhUrPA>

Or, Visit the District Web Page and select Connectivity Survey from “Quicklinks”

Digital Equity Survey (Learning Prefs)

Name: [REDACTED] Grade: 1
 Address: [REDACTED] Bennet, NE 68317

| Question | InternetAccessInResidence |
|--|------------------------------------|
| Is there internet access in the Residence? | Yes - Internet Access in Residence |
| | No - Not Available |
| | No - Not Affordable |
| | No - Other |

| Question | DeviceAccess |
|--|-----------------------------|
| Is the primary learning device a personal device or school-provided? | Personal - Dedicated |
| | Personal - Shared |
| | School Provided - Dedicated |
| | School Provided - Shared |
| | None |

| Question | InternetAccessTypeInResidence |
|---|------------------------------------|
| What is the primary type of internet service used at the residence? | Residential Broadband (DSL, Cable) |
| | Cellular Network |
| | School Provided HotSpot |
| | Satellite |
| | Dial-up |
| | Other |
| | None |

| Question | DigitalDevice |
|---|----------------|
| What device does this student most often use to complete online learning at home? | Desktop/Laptop |
| | Tablet |
| | Chromebook |
| | SmartPhone |
| | None |
| | Other |

| Question | InternetPerformance |
|---|--------------------------|
| Can the student stream videos without interruption? | Yes - No issues |
| | Yes - But not consistent |
| | No |

Date signed

Parent Signature

DISTRICT OR-1 PUBLIC SCHOOL CALENDAR 2020-2021

August 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 | | | | | |

September 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 | | | |

October 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 |

November 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 | | | | | |

December 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 | | |

August 2020

- 10-Aug Start of Fall Practice
- 10-Aug Faculty Inservice-8:00-4:00
- 11-Aug Faculty Inservice-8:00-4:00
- 12-Aug Faculty Inservice-8:00-4:00
- 13-Aug First Day of School

September 2020

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

October 2020

- 16-Oct End of First quarter
- 19-Oct Start 2nd Quarter
- 22-Oct 1:30 Dismissal Fall Break
- 23-Oct Fall Break; NO SCHOOL

November 2020

- 16-Nov Start Winter Practice
- 17-Nov Teacher Inservice No School
- 25-Nov NO SCHOOL Thanksgiving Break
- 26-Nov NO SCHOOL Thanksgiving Break
- 27-Nov NO SCHOOL Thanksgiving Break

December 2020

- 22-Dec End of Second Quarter
- 22-Dec Dismiss at 1:30 for Christmas
- 23-Dec Winter Vacation December 23-January 5
- 23-27 Dec Five day moratorium period est. by NSAA

January 2021

- 1-5 Jan Winter Vacation
- 6-Jan School Resumes, Start 3rd Quarter

February 2021

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

March 2021

- 1-Mar Start of Spring Practice
- 5-Mar NO SCHOOL Spring Break
- 11-Mar End of Third Quarter 1:30 Dismissal
- 12-Mar NO SCHOOL Spring Break
- 15-Mar Start 4th Quarter

April 2021

- 1-Apr Dismiss at 1:30 P.M. for Easter Break
- 2-Apr NO SCHOOL; Easter Break
- 5-Apr NO SCHOOL; Easter Break

May 2021

- 8-May Graduation
- 19-May Elementary End of 2nd Semester Reg. Dis.
- 20-May End of Second Semester-1:30 Dismissal H.S.
- 21-May Teacher Work Day

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

January 2021

| 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 2021

| 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 | | | | | | |

March 2021

| 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 2021

| 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 2021

| 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

Elementary end of Second Semester Reg Dismissal

Teacher days

Vacation Days

Parent Teacher conf.

Early Dismissal

HAPPY THANKSGIVING