



Palmer Public School



Dr. Joel Bohlken, Superintendent
 Sherise Loeffelbein, PK-6 Principal
 Greg Morris, 7-12 Principal

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Board of Education
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Superintendent's Newsletter – April/May, 2024

Over the last year, input has been gathered from all stakeholder groups about the needs of the district. That data has been synthesized and prioritized into a Strategic Plan. Below is a summary of the plan that we will be focusing on over the next five years. Thank you for your input!

Mission	Palmer Public School...a Community that prides itself on Commitment, Growth, and Achievement				
Guiding Principle	Expanded Student Learning Opportunities	Climate and Culture	District Resources	Personnel Effectiveness	Board Governance
	Priority 2	Priority 3	Priority 4	Priority 1	Priority 5
Objectives	To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training courses, rigorous curriculum, high-quality instruction, and learning that accelerates the growth of each student.	To create and sustain a district culture that exemplifies and models high expectations for all staff and students and district connectedness while supporting the social-emotional, and mental health well-being of students and staff.	To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.	To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.	To ensure the mission of Palmer Public Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.
Strategies	Expand learning opportunities to support student engagement, preparedness, and college/ career readiness.	Implement a plan that enables students and staff to connect through a culture that embraces accountability, fairness, diversity, inclusion, respect, inspires pride, and promotes learning.	Provide a safe, and well-maintained learning environment conducive to academic needs and priorities that addresses both short-term and long-term goals including but not limited to expanding/ updating/maintaining facilities and grounds.	Establish norms and shared values that give rise to a culture of high academic expectations and continuous improvement among teachers, staff, and leaders.	Review the district's mission statements, and progress/success of the strategic plan to support and advance student learning.
	Implement quality, rigorous, and updated curriculum in all subject areas to support effective instruction aligned to Marzano's Instructional Framework and to increase learning success.	Continue to focus on providing social-emotional and mental health support for all students and staff to improve the climate and culture at Palmer Public Schools.	Provide the structure and staffing in each building to ensure that every student is personally connected to the school community and supports the development of the students' academic, social-emotional, and mental health well-being.	Define the goals and structures for teacher collaborative time at each school level to ensure that all schools' educators regularly analyze students' outcomes, address individual student's barriers to learning, plan effective lessons and units, and evaluate the implementation of programs.	Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will best serve education and advance student learning.
	Continue to provide social-emotional and behavioral supports through the MTSS model for all students in PreK-6 and fully implement with fidelity in Grades 7-12 to realize the potential and resources accessible to benefit a unified student-centered learning initiative.	Continue training on bullying awareness to ensure a safe and healthy school culture at PPS.	Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications and to enhance student learning opportunities.	Develop and foster a district-wide culture that embraces and supports the mental health and well-being of the staff.	Advocate for children, public education, learning, and equity to support improved student achievement for all students.
			Provide updated technology availability, training, and educational resources to increase educational productivity and optimize academic results.	Encourage and improve open communication between district/school administration and staff. Provide high-quality professional development and training for staff to improve student learning and increase staff's capacity to collaborate and work cooperatively.	Participate in continuous and appropriate training and professional development to build shared knowledge and values that will impact student learning.



Dear Parents and Guardians,

As we quickly approach the end of the school year, we have some important updates and events to share with you. Please take note of the following information to ensure a smooth transition into the final weeks of the academic year!

State and District Assessments:

State and district assessments will be underway in the coming weeks. These assessments are vital for evaluating our students' progress and determining areas where additional support may be needed. We kindly ask for your support in ensuring your child is well-prepared for these assessments by keeping them in their nightly routines, even as the days get longer! Breakfast is also an important factor so please ask them to sign up or have them eat at home.

Upcoming Events:

- K-6 Spring Music Concert: We are thrilled to announce our K-6 Spring Music Concert, scheduled for April 22nd at 6:30 PM. Join us as our talented students showcase their musical abilities and spread joy through their performances.
- PK4 Graduation: The PK4 Graduation ceremony will take place on May 9th. It's a special moment to celebrate the accomplishments of our youngest learners as they transition to Kindergarten.
- Field Day: Field Day is scheduled for May 10th at 1:00, up at the practice field and baseball field. Pinnacle Bank has again sponsored snow cones and they will start serving our students right at noon! Please make sure that K-6 students get first dibs so we can run the track meet on time!
- Elementary Awards (K-2 and 3-6): Mark your calendars for May 16th as we recognize and celebrate the achievements of our elementary students. The Elementary Awards for grades K-2 will take place at 9:00 AM, followed by the awards ceremony for grades 3-6 at 10:15 AM.
- Last Day of School: The school year is quickly coming to a close. Please note that the last day with students will be on May 16th, with dismissal at 11:30 AM. It coincides with elementary awards so if you would like to take your child home after awards, you are welcome to.

We appreciate your ongoing support and involvement in your child's education. If you have any questions or concerns regarding the upcoming events or assessments, please don't hesitate to reach out to us.

Sincerely,

Sherise Loeffelbein

Pk-6 Principal/Special Education Director



"Here is my absence note. I had Spring fever."

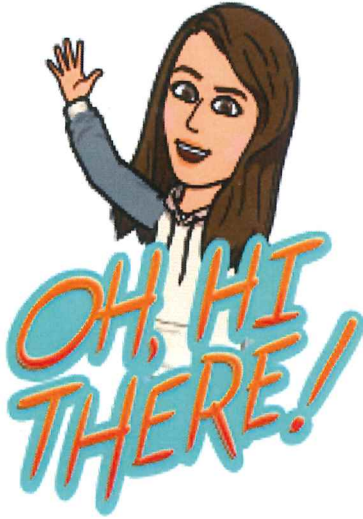
Well springtime is upon us and with only 6 weeks left of school the students and staff are obviously getting antsy. We have already started to prepare for the 24-25 school year and one of the first orders of business is to prepare and register students for the next school year. We are considering adding a few new courses to the curriculum. With a large 7th grade class expected, we most likely will be splitting up that class somehow, someway. They currently have 31 sixth graders and that's too much for our end of the building for one

classroom. So we will be investigating avenues to reduce the class sizes. We're also adding a 7th Grade Developmental Exploratory class, Career Development class for the Seniors and a Cooking class also for the seniors.

NSCAS testing, which is the required testing that the state has for all 7th and 8th graders, has begun. English, Science and Math will all be tested in April. Then we will test all 7-11 graders with the MAP testing system for the same curriculum areas before the students leave in the middle of May. It will be a busy time.

With all that said, I will be retiring in June of this year. I have been in education for 33 years and this school system has been a joy to work in. I've so enjoyed the students that have gone through these halls and those students that are still in these halls. The faculty has given me a "ton" of giggles and so many days of enjoyment. I can't thank them enough!! And I can't forget to thank Dr. Bohlken for hiring me and obviously the school board for approving me eight years ago. It's been a fun ride. With that said, I want to thank you all for the experience of a lifetime!!

Greg Morris
Secondary Principal



COUNSELOR'S CORNER

SOCIAL AND EMOTIONAL LEARNING AT HOME

What is social and emotional learning?

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (Casel, 2020).

Why is Social and Emotional Learning Important?

Decades of research studies demonstrate the following benefits of SEL:

- Sets the foundation and provides long term benefits well into adulthood.
- Improvement in students’ social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- Decline in students’ anxiety, behavior problems, and substance use
- Long-term improvements in students’ skills, attitudes, prosocial behavior, and academic performance (Casel, 2020).

Techniques you can use at home!

Starfish Breathing

- Have your student spread out fingers on one hand. This will be our Starfish hand!
- Place the index finger of their other hand onto the base of the thumb of the Starfish hand.
- Begin slowly tracing fingers starting with the thumb. As they go up the finger, breathe in and as they go down their finger, breathe out.

Breathing techniques help to regulate the mind and body. It also provides a brief break for students who can become overwhelmed with emotion. Reminding students to take a breath before reacting can help with emotion regulation.

The Power of “YET”

- If your student becomes frustrated or discouraged. Try reassuring and encouraging them by adding in the word “yet”
- Example: If your student says, “I don’t know how to do this math problem” try adding the word “yet” to the end of their sentence.

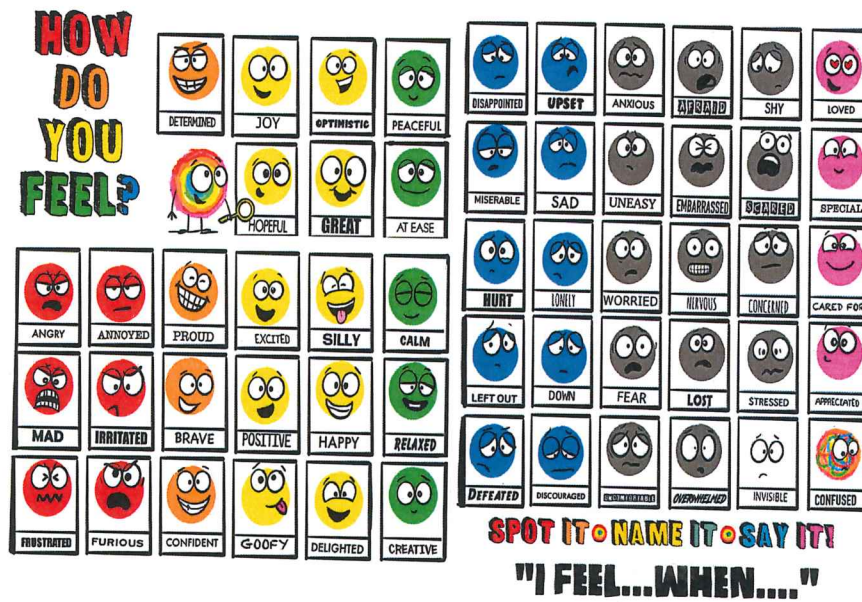
- Adding the word “yet” encourages a growth mindset and reassures your student that our brains get stronger by trying new and challenging things!

Journal Writing

- Setting a timer and having your student write for 5-10 minutes can help them express feelings and thoughts. You can also encourage your student to discuss their thoughts afterwards if they would like.
- You can also provide open-ended prompts:
 - What are some things that make you feel mad? Sad? Happy?
 - What is something you are good at? Something you want to get better at?
 - What are some goals you have in school or at home?
 - What are some qualities that you want in a friend? How would you describe a good friend?
 - What is something you have done this year that you are proud of?

Identifying Emotions

- Oftentimes children struggle with identifying and verbalizing emotions. Having an easy to use emotion chart can help them identify their feelings while associating the feeling with a facial expression. This provides them with building social skills by being able to recognize the emotions of others.
- Ask your student to identify how they feel and then prompt them to answer why they may feel that way. Ex. “I feel proud because I got an A on my math test”



APRIL

HIGH SCHOOL COUNSELING OFFICE



SENIOR NEWS

Mrs. Trout 7-12 School Counselor

Scholarships

April 1st, 5th, & 12th Deadlines

- Local scholarship deadlines are approaching quickly. All seniors have an email from me with the due dates for all the local scholarships.



Community Service Hours

Don't forget that every school year 9th - 12th grade students need to have 10 hours of community service hours completed.

SOPHOMORE/JUNIOR NEWS

This month I will be getting with ALL the sophomores & juniors to go over their class schedules for next year and I will discuss with them the different college courses that they can sign up for.

If any sophomores or juniors would like to apply to Career Pathways Institute (CPI) please contact Mrs. Trout ASAP!

PATRON NEWSLETTER MARCH/APRIL, 2024

Nathan Glause

The High School wrestling team had two qualifiers for the State meet. Junior Gatlin Reimers was District Runner-up and placed 4th at State at 150 lbs. with a 49-9 record. Uriel Guzman was the School's first Freshman District Champion and also first Freshman State Champion at 126 lbs. with a record of 50-9. The team finished 15th at State with 39 pts.

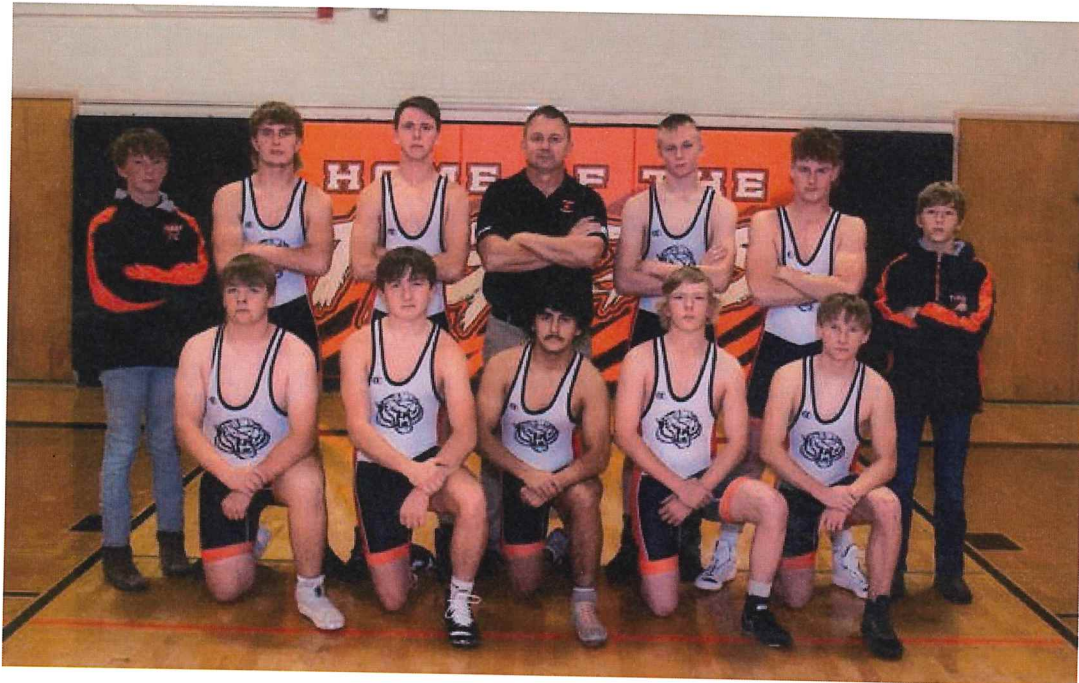
Other team members:

- 113 Kalen Weller 9th, 16-30
- 120 Kane Kucera 10th, 15-17
- 132 Talon Hemmingsen 10th, 0-14
- 138 Emmerson Earl 11th, 36-21
- 144 Owen Schwarz 9th, 9-17
- 190 Erik Samuelson 10th, 18-29

The Palmer Wrestling Club began having practices in November and had its last practice on Thursday, March 14th.

PreK-8th competitions took place at many various locations on Friday, Saturday and Sunday each weekend.

Logan Hayman had Head Coaching duties for the Wrestling club and was assisted by Connor Donscheski and the High School Wrestlers.



Social Science Shenanigans

By Luke Thompson

Greetings everyone, I can't believe that I am in my 10th year as the Social Sciences teacher at Palmer and I must say that I have thoroughly enjoyed my time here. Currently everything seems to be running fairly smoothly as we enter into the 4th quarter.

For the most part everything is still pretty much the same in my neck of the woods. Every year I try to find something to focus on as far as adding something new or refocusing on something that I've done in the past. This year I have incorporated chunking information into smaller portions. Research has shown that high school students can typically receive about 10 minutes of direct instruction before they start to lose focus. That time frame is about 8 minutes for those in junior high. The main way that I share information is through lectures and class discussions so I have been implementing the style of chunking.

So for this process I deliver the information for the appropriate amount of time, based on grade level, and then we break into partner groups for about 2 minutes to have students discuss the main two points or two points they found most interesting during that portion of the lecture. Once that time is up we then have groups share their points and have a class discussion, basically covering the topic again based off student responses. Once we have completed that process we start over and do another 10 or 8 minute chunk of lecture and then repeat the progression.

Before implementing this practice I would lecture for about half the class and then we would take notes. With the chunking process students utilize fill-in-the-blank notes while I lecture during the chunk time which allows us to have more class discussions as opposed to only having teacher-led lectures. Previously I was struggling with getting students to be involved more in class discussions. With this process students have the ability to discuss the information covered, which give them more comfort with the data which in turn leads to most students feeling more at ease with talking in front of the class. I feel that this new process is allowing students to retain more of the information covered and giving more students the opportunity to share in front of the class. This has been one of larger implementations of a new strategy that I have tried and I have been pleased thus far.

I would also like to give a reminder to everyone that my email is lthompson@palmer.esu.7 in case anyone should ever need to get in contact with me about any issues, concerns, or questions. I would also like to share for my new parents or even remind the parents of returning students that my weekly lesson plans can be found on the school web site palmertigers.org. Simply click on the "Staff" tab on the right side of the page, click on "Secondary Staff", and then click on my name on the drop down menu. Once you've clicked on my name then click on the "Mr. Thompson's Lesson Plans" tab and you will be able to view my weekly lesson plans.

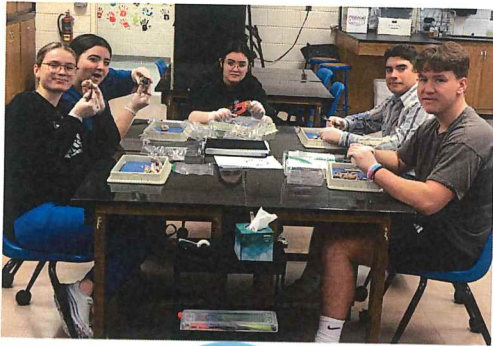
And once again please feel free to email me if anything comes up and I will respond as quickly as I am able.

Go Tigers!

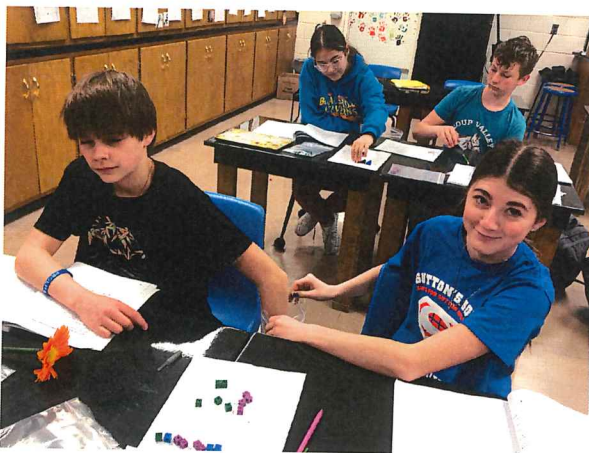
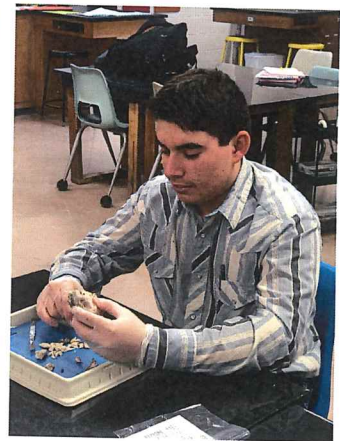


SCIENCE

The students have been working hard in the classroom to learn about science! Each group of students has been committed to their erudition in Anatomy & Physiology, Chemistry, Seventh Science, Eighth Science, Biology, and Physical Science.

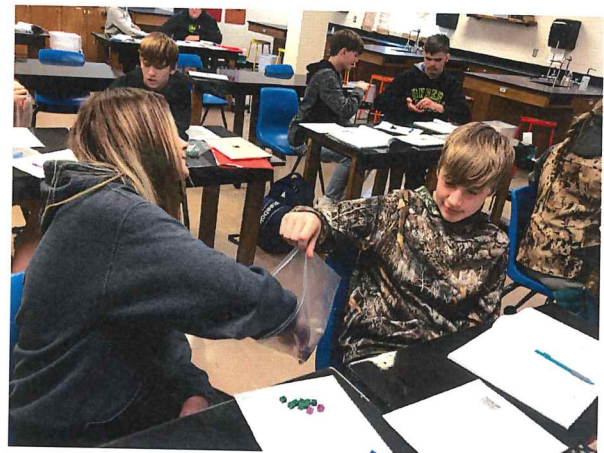


Anatomy & Physiology students collaborating during a dissection.



Eighth-grade students complete a

population hands-on activity.



PALMER'S FUTURE TIGERS

CLASS OF 2042



Monroe Kay 1/2
Daughter of Mrs. Mamot



Zoey Kay 2/15
Daughter of Mrs. Hake



Barrett Michael 2/20
Son of Mrs. Meyer



Tucker Thomas 3/15
Son of Mrs. Santin

APRIL 2024

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
NO SCHOOL	B: Cereal L: BBQ Rib Sandwich, Pineapple, Fries	B: French Toast L: Chicken Sandwich, Glazed Bananas, Scalloped Potatoes	B: Soft Pretzel L: Pizza, Strawberry Cup, Green Beans	B: Breakfast Pizza L: Sandwich Bar, Grapes, Carrots, Cookie, Chips
8	9	10	11	12
B: Pancakes L: Chicken Alfredo, Peaches, Peas	B: Cereal L: Walking Taco, Pink Applesauce, Corn, Brownie	B: Donut L: Chicken Fried Steak, Peas, Mashed Potatoes, Dinner Roll	B: Fruit Turnover Kinder Meal L: Mini Corndogs, Pineapple, Carrots, Ice Cream	B: Scrambled Eggs L: Pulled Pork Sandwich, Mandarin Oranges, Baked Beans, Chips
15	16	17	18	19
B: French Toast L: Chicken Tenders, Peas, Scalloped Potatoes, Dinner Roll	B: Cheese Omelet L: Macaroni and Cheese w/ Ham, Pink Applesauce, Peas	B: Biscuits & Gravy L: Fiestada, Strawberry Cup, Corn, Rice Krispie	B: Cereal L: Teriyaki Chicken on Rice, Pineapple, Broccoli, Fortune Cookie	B: Breakfast Pizza L: Sandwich Bar, Grapes, Carrots, Cookie, Chips
22	23	24	25	26
B: Donut L: Hamburger, Peaches, Potato Triangles	B: Cereal L: Stromboli, Strawberry Cup, Green Beans, Ice Cream	B: Mini Waffles L: Crisptos, Rice, Pineapple, Corn	B: Soft Pretzel L: Chicken Sandwich, Pink Applesauce, Baked Beans	B: Cheese Omelet L: Cream of Chicken on a Biscuit, Mandarin Oranges, Peas
29	30			
B: Cinni Minis L: Pork Patty on a Bun, Strawberry, Baked Beans, Rice Krispie Bar	B: Pancakes L: Spaghetti, Peas, Green Beans, Garlic Bread			

May 2024

Monday	Tuesday	Wednesday	Thursday	Friday
		1 B: Cereal Senior Meal L: Meal in a Bowl, Glazed Bananas, Buttered Asparagus, Refrigerated Dessert	2 B: Donut L: BBQ Meatball Sub, Pineapple, Potato Triangles	3 B: Breakfast Pizza L: Super Nachos, Pink Applesauce, Corn
6 B: Breakfast Sandwich L: Burrito, Rice, Pineapple, Corn	7 B: French Toast L: Hot & Ham and Cheese Croissant, Pink Applesauce, Scalloped Potatoes	8 B: Cheese Omelet L: Chicken Sandwich, Peaches, Baked Beans, Cheese Its	9 B: Soft Pretzel L: Pizza, Strawberry Cup, Green Beans, Ice Cream	10 B: Cereal K-6 Sack Lunch 7-12 Sandwich Bar, Grapes, Carrots, Cookie, Chips
13 B: Scrambled Eggs L: COOKS CHOICE	14 B: Biscuits & Gravy L: COOKS CHOICE	15 B: Donut L: COOKS CHOICE	16 NO BREAKFAST NO LUNCH	17 ENJOY YOUR SUMMER BREAK!