



Palmer Public School



Dr. Joel Bohlken, Superintendent
Sherise Loeffelbein, PK-6 Principal
Kristin Reimers, 7-12 Principal

202 Commercial St.
Palmer, Nebraska 68864
Phone 308-894-3065

Board of Education
Kathy Wolfe, President
Todd Weller, Vice President
Daniel Hake, Secretary
Heather Shotkoski, Treasurer
Brian Friedrichsen
Justin Valasek

Superintendent's Newsletter, February/March 2026

I want to take a moment to share how endowment resources have been invested over the past nine months and how these funds continue to enhance opportunities for our students and school community. During this period, the Endowment Committee has approved approximately **\$20,000** for items and opportunities that directly benefit our students, programs, and facilities. These investments include:

- **Student wellness and learning spaces**, such as a functional trainer (\$1,425), PreK sensory materials (\$242), a cozy cube (\$200), and a PreK sandbox (\$653).
- **Athletics and recreation**, including a football sled (\$1,000) and new playground basketball hoops (\$1,000).
- **School pride and facilities**, with landscape materials (\$250) and updated school record boards (\$4,000).
- **Fine arts and career skills**, including new music instruments (\$4,000) and embroidery equipment (\$1,500).
- **Technology and enrichment**, such as HUDL for athletics and activities (\$2,000), a guest speaker fee (\$1,000), and support for the Washington, D.C. trip (\$2,900).

Each of these purchases was made with the goal of enhancing student experiences—academically, physically, creatively, and socially—while also investing in long-term school pride and opportunity.

I am also pleased to share that this year's **Endowment Pancake Feed and Auction fundraiser raised approximately \$14,000**. This strong community support makes a meaningful difference and helps offset costs while allowing us to continue providing quality opportunities for our students.

On behalf of our staff and students, thank you for your continued trust, generosity, and involvement in our school. Your support truly helps make our school a place where students can learn, grow, and succeed.

Sincerely,

Dr. Bohlken

A Community that prides itself on Commitment, Growth, & Achievement!



SPECIAL EDUCATION

How services have evolved and why it matters today

Special education today looks very different than it did decades ago. It's important to understand how services have changed.

The 1980s: Providing Access In the 1980s, the main goal of special education was simple: make sure students with disabilities could attend school.

At that time

- Many students were taught in **separate classrooms or buildings**
- Schools focused on meeting basic legal requirements
- Instruction and support were limited

Access to education was an important first step—but students were often isolated from their peers.

The 1990s: Moving Toward Inclusion In the 1990s, schools began to understand that students with disabilities benefit from learning alongside other students.

Changes included:

- More time spent in **general education classrooms**
- Use of **Individualized Education Programs (IEPs)** to plan supports
- Increased family involvement

This shift required more collaboration, flexibility, and shared spaces within schools.

Early 2000s: Accountability and Results In the early 2000s, schools were expected to show that students with disabilities were making academic progress.

This meant:

- Higher expectations for student learning
- Required testing and progress monitoring
- Specialized instruction aligned with grade-level standards

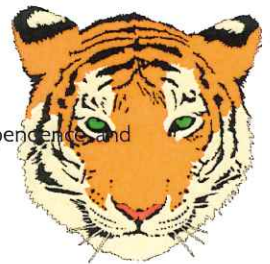
Schools needed appropriate classrooms, technology, and staff support to meet these growing demands.

Today: Inclusive, Student-Centered Support Today's special education focuses on inclusion, independence, and preparing students for life beyond school.

Today's services include:

- Students learning **with peers whenever possible**
- Team-based teaching and support
- Use of **technology and specialized equipment**
- Focus on social-emotional growth, communication, and life skills

These services require **modern learning spaces**, accessibility features, and updated resources.





Why This Matters for Our Schools

Our buildings were often designed for how special education worked decades ago—not how it works today.

To meet current expectations, schools need:

- Flexible classrooms that support small groups and collaboration
- Accessible spaces for students with physical needs
- Technology-ready environments
- Safe, welcoming areas that support all learners

Frequently Asked Questions

Why do special education services need private spaces now?

Today's services include occupational therapy, physical therapy, speech and language therapy, psychological services, and mental health support. These services often involve personal information, sensitive conversations, and individualized instruction that **cannot appropriately take place in open or public areas**.

Why can't these services continue in shared spaces?

Shared spaces do not provide:

- Student confidentiality
- Reduced distractions
- A safe setting for emotional or behavioral support
- Compliance with best practices for therapy and counseling

As student needs have increased, so has the importance of **protecting dignity, privacy, and focus** during services.

What about mental health services?

Our licensed mental health practitioner is in the building a portion of the week and **does have a private space**, which is essential for this type of work. However, that space:

- Cannot be shared with other service providers
- Is unavailable for additional student support needs

This highlights the growing need for **multiple private, dedicated spaces** within our schools.

Has the need for these services increased?

Yes. Today's students require more support in areas such as communication, emotional regulation, physical development, and mental health than in previous decades. Services have expanded in both **number and intensity**, requiring appropriate spaces to deliver them effectively.

Have state and federal expectations changed?

Yes. **State and federal requirements for special education have significantly increased** over time. Schools are now expected to:

- Protect student **confidentiality** during services
- Provide services aligned with **evidence-based practices**
- Document progress, services, and outcomes
- Ensure access to appropriate environments for therapy and counseling

Meeting these expectations requires **private, appropriate spaces** designed for specialized instruction and services.

- Mrs. Loeffelbein, Elementary Principal and Special Education Director



Lucky...Fortunate...Blessed

We've been especially fortunate lately to enjoy some beautiful weather, and it's been a gift we should not take for granted. The sunshine, fresh air, and comfortable days have brought extra energy to our classrooms, giving us more opportunities to learn and connect.



When people think of being lucky, they often refer to chance or good fortune; however, it is more than that, it is about recognizing and appreciating the good that surrounds us every day. It's noticing small moments that make a big difference, being grateful for the people who support and encourage us, and understanding that opportunities often come from hard work, kindness, and a positive mindset. When we take time to reflect on what we have and who we share it with, we realize that luck is often something we help create through our actions, attitudes, and the way we care for one another.



At Palmer, that sense of luck comes to life in meaningful ways each day. We are fortunate to learn and work in a place where students are known, supported, and challenged to grow, and where staff and families come together with a shared purpose. The relationships we build, the pride we take in our school, and the opportunities we create for one another remind us that Palmer isn't just a place—it's a community!



Sometimes in the rush of schedules, events, and daily routines, it's easy to forget just how special Palmer truly is. We are incredibly blessed to be part of a community that values hard work, kindness, and showing up for one another.

What makes Palmer special isn't just our traditions or achievements—it's our people. It's the smiles in the hallways, the teamwork in classrooms, the pride we feel cheering each other on, and the shared belief that every student can succeed. At Palmer, students are encouraged to dream big, staff go above and beyond to support every learner, and families partner with us in ways that make our school stronger every day. Being a part of Palmer means being part of something bigger than ourselves, and that's something worth celebrating. We are fortunate...we are grateful...and we are proud to be Palmer Tigers!





Next year, we will focus on refining four key curricular areas as part of our continuous improvement process, in response to the approved standard revisions from the Nebraska Department of Education for 2026. During this work, the staff will collaboratively unpack the standards to ensure a clear and shared understanding of expectations, then enhance the curriculum to align instruction, assessment, and student outcomes. This process will allow us to ensure consistency across grade levels, strengthen rigor and relevance, and ensure our curriculum continues to meet our students' needs.



While their approaches and content differ, they all share the same ultimate goal: preparing students to be well-rounded, capable, and successful individuals in school and in life. Social Studies is a core

course that teaches the values of citizenship, empathy, and civic responsibility, preparing students to participate thoughtfully in their communities and society.

Physical Education, Fine Arts, and World Language courses are often mistaken as being optional when compared to Social Studies, but they are truly academic in nature. These courses are all guided by the Nebraska state standards, ensuring that each provides rigorous, purposeful learning. Gymnasiums involve

more than running up and down a court; they provide the learning spaces in which students are taught about wellness, the science of movement, and where teachers assess growth, effort, teamwork, and skill mastery through observation and performance data. The lessons learned—discipline, teamwork, resilience—extend far beyond sports or school walls.



Fine Arts courses engage students in creative thinking, problem-solving, and cultural literacy, all of which support cognitive growth and critical thinking. Through music, drama, visual arts, and other artistic experiences, students learn to solve problems in innovative ways, collaborate with others, and communicate ideas effectively.

Exposure to the arts also fosters cultural awareness and empathy, helping students understand perspectives beyond their own. World Language courses strengthen communication skills, global awareness, and cognitive flexibility, skills that help students succeed in an increasingly interconnected world. Learning another language challenges students to think critically, solve problems, and adapt to new ways of expressing ideas while exposing them to diverse cultures.

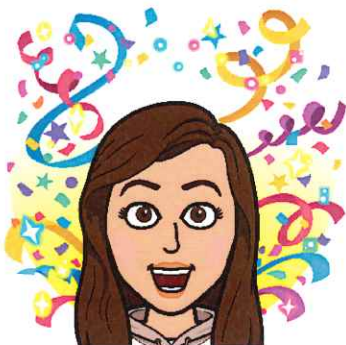


Unpacking the standards for each of these courses promotes consistency, rigor, and clarity across classrooms, giving students a stronger foundation for success and deeper, more connected learning experiences.

Mrs. Kristin Reimers

Counselor's Corner

National School Counseling Week Feb. 2 - 6



In celebration of National School Counseling Week, let's walk through what the occupation is all about and how it has evolved over the last 100 years. School counseling is now designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially. School counselors support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioral, physical, or mental health challenges.

HISTORY OF SCHOOL COUNSELING

In the early 20th century, as industrial centers grew throughout the United States, secondary schools began to increase their focus on courses that would help prepare students to enter the workforce. This movement gave way to school counseling (then called guidance counseling).

- ☐ 1917: Specific legislation is drafted to provide funding for vocational guidance programs.
- ☐ 1920s: New York becomes the first to develop certification requirements for school counselors.
- ☐ 1930s: Urban elementary schools begin to offer school counseling services.
- ☐ 1950s: The humanistic psychology and person-centered psychology movements gaining traction lead the focus of school counseling to undergo a significant shift.
- ☐ 1970s: School counseling incorporates wider goals of helping students develop socially, personally, and academically.
- ☐ 1990s: A nationwide shift toward standards-based education and the adoption of legislation such as the No Child Left Behind Act make it necessary for school counselors to find increasingly innovative ways to serve students.
- ☐ 2010s: American School Counseling Association (ASCA) reissues Code of Ethics to ensure all students receive access to K-12 counseling programs.

As always, if you have any questions or concerns, please do not hesitate to reach out to me at cvalasek@palmer.esu7.org or call 894-3065.

Carissa Valasek

HIGH SCHOOL COUNSELING OFFICE



Scholarships

February 1st Deadlines

- Susan Buffett
- Merrick County Foundation

Seniors can access scholarship applications through a Google Sheet I have shared with them.

Letters of Recommendation:
Don't forget to give your counselor and teachers at least 2 weeks notice when requesting letters of recommendation.

Mrs. Trout 7-12 School Counselor

With the cold February weather keeping us all indoors, it's easy for "mindless scrolling" to replace meaningful downtime. Whether your student is just starting to navigate social media in middle school or is a high schooler preparing for the world beyond, now is a great time to check in on their Digital Wellness. This means using technology with intention and ensuring it adds value to our lives rather than just draining our time.

It's also an important moment to discuss their Digital Footprint. For our older students, this is the season where scholarship and college committees may look to social media to see a student's character in action. For our younger students, it's about building a positive online reputation from the start. We encourage you to sit down with your student this month to review their privacy settings and ensure their online presence reflects their best selves. To get started, try a family "tech-free hour" before bed this week, it's the best way to recharge both your battery and your brain!

Parent Pro-Tips: Privacy "Quick Check"

Most major apps now have dedicated hubs for parents. In February, take 10 minutes to walk through these settings with your child. This builds trust and ensures they understand the "why" behind the settings. Most major apps now have dedicated hubs for parents. If the profile is public, the footprint is permanent. Encourage students to keep their accounts Private. This allows them to control exactly who sees their content and protects their digital reputation for future college and job applications.



The Check: Go to Settings > Family Center > Supervision. Here, you can see who they follow, set

New for 2026: most accounts for users under 18 are automatically "Teen Accounts" by default.

Parent Power: You can now require your permission for them to change safety settings or to go "Live."



The Check: Go to Profile > Settings > App & Privacy > Family Center. Here, you can see who they follow, set

New for 2026: Snapchat now provides "Trust Signals"—if your teen adds a new friend, the app will show you if they have mutual friends or are in your teen's phone contacts.

Privacy First: Ensure "Ghost Mode" is on in the Snap Map settings so their live location isn't visible to anyone they don't know in real life.



The Check: Go to Profile > Menu (≡) > Settings and Privacy > Family Pairing.

New for 2026: Link your accounts to theirs to set daily screen time limit (the 2026 default is 60 minutes)

Safety Boost: Use the "Restricted Mode" toggle to filter out mature content and "Keyword Filters" to hide videos containing specific words they might find upsetting.

THIRD GRADE NEWS



december

December went very quick for us! Some of our December highlights included creating calendars to give to our families, making ornaments, and performing at our Christmas Program. We began our work with division facts, had a visit from Santa, and had lots of fun at our Christmas and AR parties. A favorite activity for many of the students was a "mad lib" Christmas story that they were able to write and then read aloud.

january

We returned in January with a "Countdown to 2026" – our countdown included confetti math review, a "top ten" for returning to school, and a review of routines in the classroom! We set goals for ourselves at home and at school by decorating New Years balloons. We also celebrated our 100th Day of school later on in the month. We did some fun math activities that focused around the number 100.

Things to look forward to...

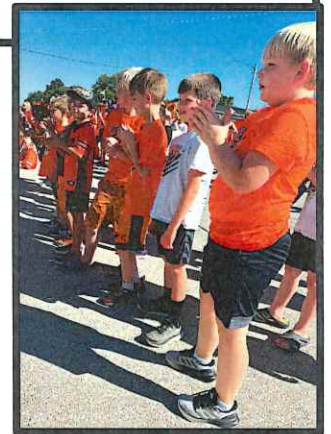
- Animal Research Project
- Superbowl Day
- Valentine's Day Party
- Roman Empire Market
- Stuhr Museum Field Trip
- Henry Doorly Zoo Field Trip

THIRD GRADE NEWS

august/september

Our class was so excited to return to school! During the first week, we shared fun stories about our summer and learned new classroom routines. Students were especially excited about third grade topics such as multiplication and division, cursive writing, and new art projects. Mrs. Santin and Mrs. Norman were also thrilled to begin working together this year.

Some highlights from September included mastering multiplication facts, reading folktales during ELA, and creating awesome art projects, including our cursive name designs. We also LOVED Spirit Week, and our class worked very hard on their cheer for the homecoming pep rally.



october/november

October went so fast for the 3rd Grade class – we had lots to look forward to! Our new reading unit was an informative unit all about animals and their characteristics (definitely made this class full of animal lovers happy!) We also had a great time with Fall Caroling and our Halloween Party! The students participated in the "Escape the Witch's Lair" escape room – it was definitely a 10/10 learning day!

In November, we enjoyed performing at the Veteran's Day program. We were also reminded throughout the month of all of things we have to be thankful for. We also celebrated National Diabetes Day with Ethan and made balloons (STEM project) for our very own Macy's Thanksgiving Day Parade.





4TH GRADE

WHAT A BUSY YEAR IT HAS BEEN! THIS YEAR LOOKS A LITTLE DIFFERENT IN 4TH GRADE BECAUSE WE HAVE 32 STUDENTS WHO ARE SPLIT WITH MRS. THOMPSON AND MRS. NORMAN.

WE HAVE COMPLETED MANY EXCITING LESSONS, ACTIVITIES, AND THERE ARE MANY MORE TO COME! WE ARE ON YEAR 4 WITH USING THE CKLA READING CURRICULUM. THERE ARE SO MANY FUN THEMES, READING STRATEGIES, AND CHALLENGES.

WE HAVE 8 UNITS, EACH UNIT HAS A THEME:

UNIT 1: PERSONAL NARRATIVES

UNIT 2: EMPIRES IN THE MIDDLE AGES

UNIT 3: POETRY

UNIT 4: EUREKA

UNIT 5: GEOLOGY

UNIT 6: CONTEMPORARY FICTION

UNIT 7: AMERICAN REVOLUTION

UNIT 8: TREASURE ISLAND

AFTER CHRISTMAS BREAK WE HAD A MEDIEVAL FESTIVAL WITH A FEAST TO CELEBRATE THE END OF OUR UNIT ON THE MIDDLE AGES. WE JOUSTED, CREATED OUR OWN CRESTS, DECORATED CROWNS, CREATED MINI CATAPULTS, AND HAD A FEAST! OUR 4TH GRADE CLASS IS SO LUCKY TO HAVE SO MANY STAFF MEMBERS AND STUDENTS TO HELP MAKE OUR DAY SO SUCCESSFUL AND SPECIAL! I WAS AMAZED BY THE SURPRISES THEY HAD IN STORE FOR OUR CLASS! OUR SPECIAL GUESTS OF HONOR WERE QUEEN LOEFFELBEIN AND KING DR. BOHLKEN! TO TOP IT OFF, QUEEN LOEFFELBIEN CAME UP TO THE SCHOOL RIDING A HORSE PROVIDED BY ASHLEY ZMEK!

WE DON'T EVEN KNOW WHERE TO BEGIN, BUT THERE ARE SO MANY PEOPLE THAT PLAYED A HUGE ROLE TO MAKE THIS A SUCCESSFUL DAY!

THANK YOU FOR ALL THE FOOD DONATIONS FROM PARENTS/GUARDIANS AND TO MRS. HERRICK'S ART/FCS CLASSES FOR YOUR HELP BY PREPPING AND SERVING THE FOOD. SPECIAL THANKS TO MR. WILLIAMS FOR INCORPORATING THE JOUSTING COMPETITION INTO OUR PE TIME.

THANK YOU ONCE AGAIN TO ALL FOR MAKING THIS MEDIEVAL FESTIVAL POSSIBLE! IT WAS A BLAST AND WE CREATED MANY GREAT MEMORIES. WE ARE SO LUCKY AND BLESSED TO WORK WITH SO MANY GREAT PEOPLE TO MAKE THIS EVENT "THE BEST DAY EVER" FOR OUR 4TH GRADE STUDENTS!

MRS. THOMPSON AND MRS. NORMAN





College visits and career fairs are essential steps in helping students meet Nebraska's Career Readiness Standards, which focus on preparing them with the skills needed for college, careers, and life beyond school. The new Nebraska Career Readiness standards start at the age of 14.

Key Career Readiness Skills:

- Communication
- Critical thinking & problem solving
 - Self-awareness & Goal setting
 - Professionalism & Responsibility
 - Career Exploration & Planning

Experiencing a college campus firsthand helps students connect their classroom learning to real-world goals and builds confidence in being prepared for life after high school. Students who attend career fairs are brought together with professionals from a wide range of fields, including healthcare, trades, education, business, technology, and public service.

These experiences matter because these skills assist students as they:

- Develop postsecondary goals
- Make informed decisions about future education and careers
 - Build motivation and purpose for academic learning
- Strengthen life skills such as communication, responsibility, and self-advocacy

These experiences help students build a strong foundation for college and career readiness by connecting classroom learning to real-world applications.

Mrs. Bohlken, Secondary Special Education

Happy New Year from the second grade crew here at PHS! We have had quite the year as we are a school family of 22! With that being said, we have had a lot of obstacles and challenges, but way more successes and praises that make it worth it!

I am beyond proud of each and every one of these kiddos as they each have improved on their Winter MAPS Reading test, with over half already meeting their SPRING projected score! As a teacher you couldn't ask for anything more with how hard they continue to work.

We will be going on a wild ride as we will become AUTHORS & ILLUSTRATORS for our own classroom book! We will take a heart and they will create their own short story about what it turned into, by giving details and then drawing it! We will then send it off to the National Student Publishers organization, where they take all of our rough draft pages and bind it together for parents to buy if they want! They will use a variety of ideas and this project shows all their creative abilities and ideas!



I hope you all have a great 2026!

Mrs. Hinrichs

Newsletter 2026

Life in Room 103

Math, math and more math all day!! We do have a good time even when the math is hard. The 7th graders have learned so much math this year. Even though I know so much of it has been a review of previously learned material followed by more in-depth learning, they act like it is new every day. The Algebra 1 and Algebra 2 classes are appreciating the complexity of our CPM curriculum (or maybe not). However, they are learning at an intense level. The reward for them will be when they take a college level math course and already know most of what is being taught. The Advanced Math students have conquered Trigonometry and are on to studying Pre-Calc and other advanced Algebra concepts. They are such an advanced group and work together so well, they make my job easy. In Applied Math, we are working through writing and graphing linear equations.

In the extracurricular arena, we are knee deep into the Quiz Bowl season. We competed at Nebraska Christian's invite and will be at the Conference meet in the middle of February followed by Districts in Columbus in March. The JH have had a couple of meets including one at Spalding in October where the all-around group brought home the first place trophy. They also competed at Nebraska Christian and will represent our school at the Conference meet in Elba followed by our own NHS hosted event in the middle of March. I am very proud of their efforts and intelligence throughout the season. Math Counts will be showcasing their skills in early February at their only competition in Kearney. Good luck to all of my smarty pants kids in their upcoming events.

Testing season is coming in hot with the ELPA21 the end of February followed by MAP Testing, ACT, and wrapping up with NSCAS. Without these testing opportunities and the data they provide, teaching your children would be more labor intensive and random. We spend a considerable amount of time pouring over the results to help guide how to teach better.

Respectfully, Cindy Doggett

The Tempo: Band News & Updates

A Massive Note of Gratitude

We are thrilled to share some incredible news with our community. Thanks to a generous and transformative donation from **The Dinsdales**, our music program is taking a giant leap forward! Generosity like this ensures that our students have access to high-quality instruments, allowing them to reach their full musical potential. Please join us in sending a huge "Thank You" to the Dinsdale family.

New Arrivals in the Band Room:

- **The Low End:** Full-Size Tuba & Bari Saxophone
- **The Woodwinds:** Tenor Saxophone
- **The Keys:** Clavinova Digital Piano
- **The Percussion:** Tubular Chimes

Uniform Update: A New Look is Coming!

Following our order submission in December, we are starting to see the first items filter in! The **bibbers** and **jackets** have officially entered manufacturing and will be the final pieces to arrive, expected **early this summer**. We are so excited and remain deeply grateful to everyone who contributed to this fund.

Student Achievements & Honor Ensembles

Our students have been working tirelessly on honor ensemble auditions and upcoming contest repertoire.

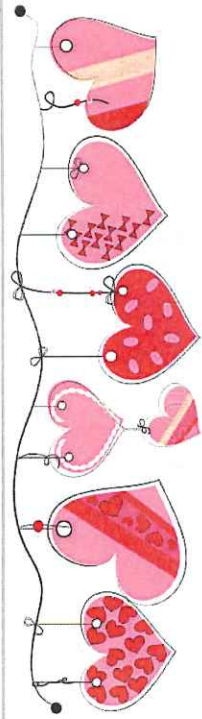
- **Class D All-State Band:** On January 24th, 15 students auditioned! We are currently awaiting results. Those selected will perform at **UNK on March 21st**.
- **WSC Honor Choir (Feb 6):** Featuring Addison Eckstrom and Camila Renteria Guzman.
- **Stanton Honor Choir (Feb 14):** Featuring Tripp Schleicher, Kynsley Green, Summer Gay, Annalynn Yarns, Vandaley Foulk, Macie Bockmann, and Scarlet Scheer.
- **Pierce Honor Band (April 11):** Open to grades 6–9. Auditions are due **February 19th**. The event features a "6-7" band (clinician Mrs. Anna Sake) and an "8-9" band.

Upcoming Events & Contests

Mark your calendars! The spring semester is packed with performances and evaluations:

Date	Event	Details
March 10	WSC MS Festival Contest	7th & 8th Grade Performance
March 11	WSC MS Festival Contest	5th & 6th Grade Performance
April 1	GRC Music Contest	At St. Edward
April 20	7-12 Spring Concert	6:30 PM @ Palmer Auditorium
April 22	District Music Contest	At Elm Creek
May 2	Nate Metschke Memorial	5th & 6th Honor Band (Neligh)
May 4	K-6 Elementary Concert	6:30 PM

"Hard work behind the scenes leads to beautiful music on the stage. We are proud of our students' dedication to these upcoming contests!"



February 2026

Happy Valentine's Day

Monday	Tuesday	Wednesday	Thursday	Friday
<p>2</p> <p>B: Pancakes L: Fiestada, Mandarin Oranges, Green Beans, Cookie</p>	<p>3</p> <p>B: Cherry Frudel L: Hamburger, Pink Applesauce, Smiley Fries</p>	<p>4</p> <p>B: Cereal L: Burrito, Spanish Rice, Pineapple, Corn</p>	<p>5</p> <p>B: Donut L: Chicken Fried Steak, Peaches, Whipped Potatoes, Dinner Roll</p>	<p>6</p> <p>B: Biscuits & Gravy L: Sandwich Bar, Grapes, Carrots, Cookies/Chips</p>
<p>9</p> <p>B: French Toast L: BBQ Rib Sandwich, Pears, Waffle Fries</p>	<p>10</p> <p>B: Cereal L: Walking Taco, Pink Applesauce, Corn, Brownie</p>	<p>11</p> <p>NO BREAKFAST L: Pizza, Mandarin Oranges, Green Beans Early Out</p>	<p>12</p> <p>B: Scrambled Eggs L: Teriyaki Chicken on Rice, Pineapple, Broccoli, Egg Roll</p>	<p>13</p> <p>B: Breakfast Pizza L: Mini Corndogs, Peaches, Baked Beans, Cheese Crackers</p>
<p>16</p> <p>B: French Toast & Sausage Tornado L: Chili Dog, Pink Applesauce, Potato Triangle</p>	<p>17</p> <p>B: Cereal 2nd Grade Meal Salisbury Steak, Fruit, Corn, Dinner Roll, Italian Ice</p>	<p>18</p> <p>B: Cheese Omelet L: Pizza Crunchers, Pineapple, Baked Beans, Fruit Snacks</p>	<p>19</p> <p>B: Donut L: Chicken Sandwich, Peaches, Green Beans</p>	<p>20</p> <p>B: Soft Pretzel L: PB&J Sandwich, Mandarin Oranges, Carrot, Cheetos Early Out</p>
<p>23</p> <p>B: Muffin L: BBQ Meatball Sub, Pineapple, Potato Triangle</p>	<p>24</p> <p>B: Cereal L: Stromboli, Pink Applesauce, Green Beans, Ice Cream Cup</p>	<p>25</p> <p>B: Biscuits & Gravy L: Pork Patty on a Bun, Apple Slices, Baked Beans, Rice Krispie Bar</p>	<p>26</p> <p>B: Breakfast Pizza L: Macaroni and Cheese w Ham, Pears, Peas, Bug Bites</p>	<p>27</p> <p>B: French Toast L: Lasagna Roll Ups, Mandarin Oranges, Green Beans, Dinner Roll</p>

March 2026

Monday	Tuesday	Wednesday	Thursday	Friday
<p>2</p> <p>B: Scrambled Eggs L: Pepperoni Calzone, Pink Applesauce, Corn, Cookie</p>	<p>3</p> <p>B: Cinni Minis L: Fiesta, Mandarin Oranges, Green Beans</p>	<p>4</p> <p>B: Soft Pretzel L: Chicken Tenders, Pineapple, Scalloped Potatoes, Dinner Roll</p>	<p>5</p> <p>B: Pancakes L: Mini Corndogs, Peaches, Baked Beans, Chips</p>	<p>6</p> <p>NO SCHOOL</p>
<p>9</p> <p>Late Start – No Breakfast L: Chicken Sandwich, Tropical Fruit, Green Beans</p>	<p>10</p> <p>B: Cereal L: Walking Taco, Pink Applesauce, Corn, Brownie</p>	<p>11</p> <p>B: Cheese Omelet L: Chicken Fried Steak, Pears, Whipped Potatoes, Dinner Roll</p>	<p>12</p> <p>B: Breakfast Pizza L: Teriyaki Chicken on Rice, Pineapple, Broccoli, Egg Roll</p>	<p>13</p> <p>B: Donut L: Cheese Pizza, Mandarin Oranges, Baked Beans, Chex Mix</p>
<p>16</p> <p>B: Breakfast Burrito L: Crisitos, Spanish Rice, Pineapple, Corn</p>	<p>17</p> <p>B: Cereal L: Walking Taco, Pink Applesauce, Peas, Ice Cream</p>	<p>18</p> <p>B: Mini Waffles L: Chicken Alfredo, Mandarin Oranges, Green Beans, Breadstick</p>	<p>19</p> <p>B: Biscuits & Gravy L: Hot Ham & Cheese Croissant, Peaches, Scalloped Potatoes</p>	<p>20</p> <p>B: Soft Pretzel L: Cheesy French Bread Pizza, Glazed Bananas, Carrots</p>
<p>23</p> <p>B: Breakfast Scrambler L: Hamburger, Pink Applesauce, Corn, Chips</p>	<p>24</p> <p>B: Cereal 1st Grade Meal L: Super Nachos, Pineapple, Potato Triangle, Italian Ice</p>	<p>25</p> <p>B: French Toast L: Pork Patty on a Bun, Peaches, Baked Beans, Cheese Crackers</p>	<p>26</p> <p>B: Breakfast Sandwich L: Salisbury Steak, Pears, Whipped Potatoes, Dinner Roll</p>	<p>27</p> <p>B: Mini Bagels L: Pizza Crunchers, Mandarin Oranges, Green Beans, Rice Krispie Bar</p>
<p>30</p> <p>B: Donut L: Pizza, Peaches, Corn, Cookie</p>	<p>31</p> <p>B: Pancakes L: Macaroni & Cheese w/ Ham, Pink Applesauce, Peas, Graham Snack</p>	