

The Wolverine

February 2024

From the Superintendent-Mr. Collins

January 21-27th was School Board Recognition Week in Nebraska. I want to take a moment to say Thank-You and to recognize the Wilber Clatonia Public Schools Board members: Tim Riechers, President; Chris Cerveney, Vice-President; Russ Schuerman, Secretary; Brad Kalkwarf, Treasurer; and Lance Kuhlmann and Chris Woerner, members. They have been a busy group in December and January as in addition to their normal roles on the Board, they had to plan, interview, discuss and eventually make an offer and hire a new Superintendent. The Board has hired Justin Petersen to be the next Superintendent of Wilber Clatonia Public Schools. Mr Petersen will take over on or about July 1, 2024. Board members serve as trustees of our youth and I ask you to take a moment to say Thank you to the members of the Board of Education in supporting us in the mission of helping Wilber Clatonia students become the best people they can be.

The weather in the second and third week of January caused us to cancel or postpone the start of school several times. The combination of snow, wind and extremely low temperatures made travel conditions unsafe. We also had a couple of building issues: 1) the elementary HVAC system had a couple of pressure relief valves that released pressure and forced water out of the system. The make-up water was low and eventually the system shut down as it is designed to do. We had to clean up the water that was expelled and figure out why the system was low on water and what caused the relief valves to release pressure. Ultimately it was determined the relief valves were 30 psi valves in a system that might get to 40-50 psi normally. This has all been repaired. The boiler part of this system had been off-line for a long time so the new installation with the extended cold forced the new boilers to work. The system finally worked correctly which helped us determine the relief valves were at a setting that was too low.

The second water issue was in the area where the new elementary merged with the old high school. We were not able to find the roof damage immediately due to the amount of snow on the roof. We did have a crew from Paul Davis Restoration come in and we are managing the water infiltration. It appears we have a roofing material seam separation that will be repaired when weather gets warmer (maybe even before you read this). All in all these things are getting fixed however the section of roof that is leaking was installed 20+ years ago and EPDM roofing of this thickness typically has a 20-25 year life so we will need to consider replacement in the near future.

During February there are numerous activities that give our students opportunities to show off knowledge and skills. We have a lot to be proud of and I want to thank our students for their hard work and thank our parents for their continued support. Always proud to be a Wolverine!

Hello, my name is Justin Petersen. I am truly honored to be selected as the next Superintendent of Wilber-Clatonia Public Schools.

Just a little background for all of you. I have been happily married to my wife Brittany for 10 years this upcoming September. We have been blessed with 3 boys - Jase(6), Mack(3) and Brie(7 months).

I have been in education for 10 years. I started my educational journey at Yutan Public Schools where I was a 2nd/3rd Grade SPED teacher. I served Yutan Public Schools for 7 years where I wore a multitude of hats. I taught for 4 years and then moved into the Activities Director/Transportation Director position for my final 3 years. I was also their head boys basketball coach for 6 of the 7 years in the district.

I moved to Broken Bow and accepted their SPED Director position and held that title for 2 years. In my second year with BBPS I was also named the Elementary Principal. I am in my 3rd year at BBPS and have had the opportunity to work with so many great teachers and administrators.

My family and I can not wait to be a part of the Wolverine family! There are so many great things happening in the W-C district and I look forward to meeting the great people that make up this district.





It's Round-Up Time for the 2024-2025
Kindergarten Class
We're adding to our Wolverine Pack!

Kindergarten Round Up will be held
March 15, 2024

If you know of any children in the
Wilber-Clatonia School District that will be
5 years of age by July 31, 2024 that are not
already enrolled in school please contact the
Elementary Office at 402-821-2141 to enroll
them for the Kindergarten Roundup activities.
Or email: jane.znamenacek@wilberclatonia.org



Registration for the 2024-2025 Wilber Clatonia Pre-School Program

We will be registering children that will be 4 years old by
July 31, 2024. Contact the Elementary Office for an application.

Please call the Elementary Office 402-821-2141 if you know of
anyone interested in this program or if you need more information
about the program call or email: 402-821-2141
jane.znamenacek@wilberclatonia.org

Driver's Education Classes for 2024

There will be **NO CLASSROOM PHASE** this year for Driver's Education classes, all will be done **ONLINE**.

Each student will be required to complete the **ONLINE** instruction on their own. Once you have registered and paid the fee, you will be given further instructions for the **ONLINE** class. The instructor will determine the driving phase.

The class will be limited to the first 40 students who register for the program. Registration will conclude on **Friday, March 29, 2024**.

The State of Nebraska mandates that the students must be 14 years and 2 months of age to get a Learner's Permit and must have a permit (LPE, LPD, SCP), by the time they begin driving on public roadways while learning to drive. This includes class driving.

For rules mandated by the State, please see the reverse side. Any questions regarding the program should be directed to Mr. Nick Behring at 402-821-2508 or nicholas.behring@wilberclatonia.org

Anyone interested in the class must bring a **COPY OF THEIR PERMIT, completed bottom portion of this form along with the TUITION of \$300.00 to:**

Wilber Clatonia High School

ATTN: Nick Behring

P.O. Box 487

Wilber, NE 68465

The tuition for the class must be paid for at the time of registration. The tuition is non-refundable once the student begins any phase of the program. Please make checks payable to Wilber-Clatonia Public School.

*****RETURN THE BOTTOM PORTION WITH PAYMENT*****

Student's Full Name: _____

Student's Date of Birth: _____

Student Cell # _____ Parent Cell #: _____

Student Email: _____ Parent Email: _____

Student Current Grade: _____

***** OVER*****

As of January 1, 2013, the Department of Motor Vehicles began processing School Permit/Provisional Operator's Permit waivers electronically. All students are being **REQUIRED** to have a school or learner's permit prior to the Driver Safety Course. You must present your school/learner's permit to the instructor.

Once your student has successfully completed the course, they will be given a card with the necessary information for the student to process their application on line.

1. Applicants must be at least 14 years and two months old, but younger than 16 years and three months to be issued a School Permit (SCP). The SCP expires when the individual is 16 years and three months of age.
2. No Provisional Operator's Permit (POP) can be issued until such person:
 - A. Has possessed a Learner's Permit (LPD) for at least six months (a School Learner's Permit (LPE) and School Permit (SCP) will also be accepted to meet this requirement; and
 - B. Has not accumulated three or more points on their driving record during the six month period immediately preceding the POP application date.
3. During the first six months of the POP, the holder can only operate a motor vehicle with no more than one passenger who is not an immediate family member and who is under nineteen years of age.
4. Individuals presenting a **50 Hour Certification** form when applying for a POP must also indicate that at least 10 hours of motor vehicle operation was between sunset and sunrise.
5. The holder of an LPE, SCP, LPD or POP shall not use any type of interactive wireless communication device while operating a motor vehicle. Interactive wireless communication device means any wireless electronic communication between two or more parties, including, but not limited to, a mobile or cellular phone, a text messaging device, or a personal digital assistant that sends or receives messages, an audio-video player that sends or receives messages, or a laptop computer.
6. Enforcement of the hours of operation and passenger limitation for POP holders and no use of a wireless device while operating a motor vehicle for LPE, SCP, LPD and POP holders is a secondary action when the permit holders have been cited or charged with a violation of some other law.

7 Ways to Give Your Kids Consequences That Really Work

By Amy Morin, LCSW Updated on June 06, 2022

Kids can often seem hard-wired to challenge and test limits. Sometimes, this can mean that parents try and try to get their kids to mind them—and learn to make better choices for next time—but to no avail. No wonder parents become discouraged and frustrated:

Kids don't seem to listen, and they often ignore warnings of impending disciplinary measures.

To counteract this, have a purposeful, well-articulated plan for what to do when rules are broken. Often, the problem is that consequences are not being used in the most effective way to curtail misbehavior and teach expectations. The good news is that a few simple tweaks to your discipline techniques can make a big impact on kids' behavior.

Consequences, when given and enforced the right way, can make your child sit up and take notice that you mean business. However, aim to implement them in a firm, kind way that focuses on encouraging better behavior rather than punishment.

The spirit of using consequences is not to make your child feel humiliated, embarrassed, ashamed, or unloved. Instead, this approach should help them understand and remember that misbehavior has unpleasant results (such as losing their electronics) that they'd like to avoid in the future.

Be Consistent

Positive and negative consequences only work if they are given consistently. If you only take away your kids' video games two out of every three times they hit a sibling, they're unlikely to learn not to do it.

The inconsistent imposition of consequences sends the message that you're not really serious about what you say and/or that you can be persuaded to change your mind. So, the best approach is to give children a negative consequence each and every time they

break a rule. Additionally, you can also give positive consequences for the actions you want to see more of.

Consistency is the key to helping your kids learn that they can't get away with bad behavior.

Make sure you stick to the consequences, as well. If you take away a privilege for the whole day, don't give in early. Commit to doing what you say and saying what you mean. It may take some time for your child to realize and trust that you really will follow through, but if you stick with it, they will figure it out. Then, there's a good chance that your kids' behavior will change—and they will start listening to you again, too!

Give Positive Attention

A healthy, caring relationship with your children is a necessary foundation for discipline. If your kids respect you, consequences will be much more effective. So, at a minimum, aim to give your children 15 minutes of positive attention each day.

The more you invest in time-in with your child, the less time your children will spend in time-out.

This time could be spent listening attentively to your child while they are talking, or going for a walk together. You might do an easy baking project together or read a favorite story, or take out some old photos and talk about shared memories.

The point is that this is their time. Aim to give them your undivided attention. So, no stealing glances at your cell phone when you think they're not looking.

Clearly Define the Consequence

Consequences should be time-sensitive. Saying, "You're grounded until I say so," isn't clear enough. Neither is saying, "You can't go anywhere until I can trust you again."

Giving consequences with a vague end time may signal that you're not really serious and that you may just be making an empty threat in the heat of the moment. Your child may also get the message that things will soon blow over. Or your child may feel like

you are imposing an overly strict response. This gives them little incentive to start complying if they think they'll never be able to get back in your good graces.

Always outline how long the consequence is in effect. Often, 24 hours is a reasonable amount of time to take something away from kids.

Try saying, "You've lost your electronics until this time tomorrow." There may also be times when you may want to take away a privilege until your children earn it back. In this case, the consequences are in place to promote positive behaviors, such as finishing school assignments on time or keeping their bedroom tidy.

If this is the case, explain exactly what needs to happen for your children to earn back what was taken away. This clarifies what behavior is expected from them, and keeps the situation neutral, rather than vague or overtly hostile. This approach also emphasizes the connection between your child's behavior and the consequence.

Linking Behavior to Consequences

Instead of saying, "You can't have your phone back until I can trust you," say, "You can earn your phone back for one hour a night when your homework is all done."

Give Immediate Consequences

The best consequences are immediate. Taking away your kids' overnight with Grandma that is planned for next week is not likely to be as effective as taking away their electronics right now.

Immediate consequences ensure kids remember why they got into trouble in the first place. If it's delayed by a week, they're more likely to forget what rule they violated. Plus, feeling the consequence right after the misbehavior can help motivate them to not do it again.

There may be times, however, that it's not possible to give immediate consequences. If you find out your children got into trouble on the bus three days ago, the consequence will obviously be delayed. Or if they misbehave right before they go to school in the

morning, you may need to wait until they get home before you can outline a consequence and begin to enforce it.

When it's not possible to make the consequence immediate, tell your kids about it as soon as possible. Make it clear why they're getting in trouble now by reminding them which rule they violated.

Teach With Consequences

There's a difference between consequences and punishments. Consequences should be used as a teaching tool. They are not intended to shame kids the way punishments often do. In fact, punishments often make behavior problems worse, not better.

Instead, logical consequences teach better choices by ensuring that the consequence fits with the misbehavior. So, if your kids refuse to turn off their video games, take away those games. Or, if they ride their bike outside the designated boundaries, take away the bike.

If your older child doesn't study and bombs an exam at school, there is a natural consequence: a bad grade. There also is a logical consequence that can be imposed, such as losing video game privileges, taking on extra household chores, or losing out on social activities.

You may even want to give older kids and teens a voice in coming up with ideas for the consequences they will receive for various infractions. You may find that they are even harder on themselves than you are—and they may be more accepting of the consequences when they help determine what they'll be.

Make It Age-Appropriate

Experts agree that effective discipline requires an approach to consequences that are developmentally appropriate for your kids. For example, if a child under 3 breaks a rule, you may choose to remind them that they will get a time out if it happens again. With little ones, often the reminder of the consequence is enough to affect behavior.

Of course, you'll need to be prepared to follow through if they don't comply. If the rule is broken again, simply remove your little one from the situation for a pre-set period of time. (One minute per year of age works well.)

For kids ages 3 and up, you may decide to let them orchestrate their own time-out. Say, "You will need to go to time-out now but you can come back when you feel ready and you are in control." This promotes self-management skills and helps your child learn self-control. And it can work quite well with older kids and teens, too.

Switch It Up

Consequences may become less effective when they are used too often or for too many things at once. Kids who consistently lose privileges for an extended period of time may begin to lose motivation to earn them back. For example, time-out tends to become less effective when it is used multiple times throughout the day.

Or the consequence you are using may not be the right one to elicit the changes you want to see. If your usual strategy is to remove screen time, perhaps limiting a different privilege would be more effective.

Using consequences effectively can make a world of difference in your parenting and your children's behavior. If after using these techniques you still find that they require frequent discipline, try looking at what else might be contributing to their behavioral issues. Other positive discipline tools to try include reward systems, praise, and active ignoring.

These positive discipline techniques can be instrumental in helping kids turn things around. A comprehensive approach, which includes using consequences, motivates them to improve their behavior and often brings the added bonus of helping to improve your relationship with them, too.

Making the Connection: Physical Activity and Sedentary Behaviors and Academic Grades

Data from the 2019 national Youth Risk Behavior Survey (YRBS) show that students with higher grades are more likely to engage in physical activity compared to students with lower grades. Students with higher grades are also less likely to engage in sedentary behaviors compared to students with lower grades. It is important to remember that these associations do not prove causation. School health professionals, school officials, and other decision makers can use this fact sheet to better understand the connection between physical activity and sedentary behaviors and grades and reinforce policies and practices that support physical activity in schools.

Key Findings

Compared to students with lower grades, **students with higher grades are**

more likely to



- Engage in physical activity for at least 60 minutes per day on all 7 days.
- Play on at least one sports team.

less likely to

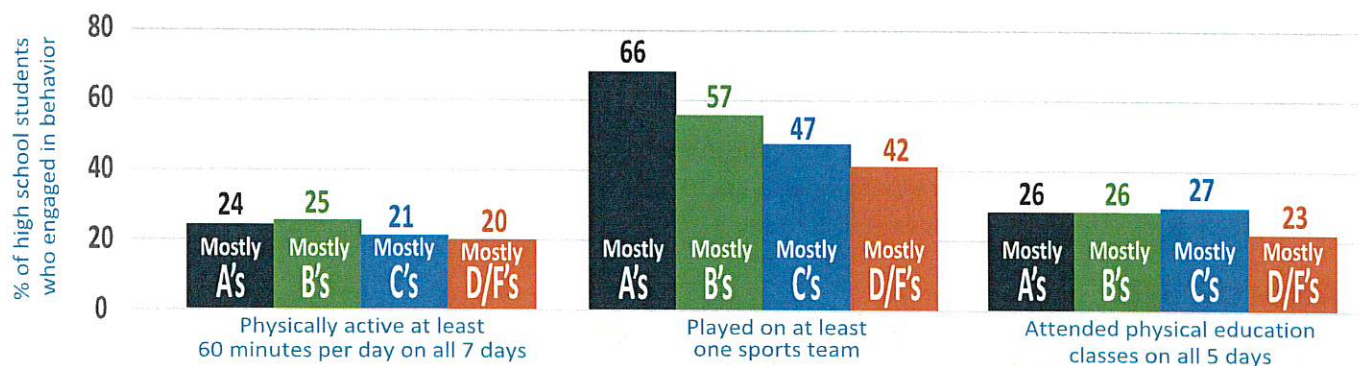


- Watch television for 3 or more hours per day.
- Play video games or use a computer 3 or more hours per day.

The findings do not show that academic grades are associated with participation in physical education (PE) classes on all 5 days.

FIGURE 1

Physical Activity Behaviors, by Type of Academic Grades Earned - United States, Youth Risk Behavior Survey, 2019



SUMMARY



24% of US high school students with mostly A's were **physically active for at least 60 minutes per day on all 7 days**, compared to **20%** of students with mostly D/F's.

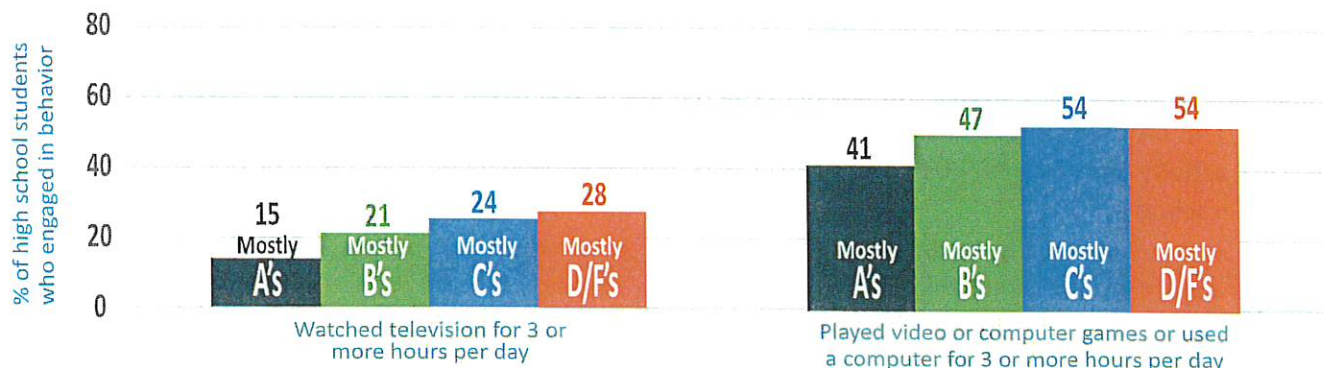
66% of US high school students with mostly A's **played on at least one sports team** (run by their school or community groups during the 12 months before the survey), compared to only **42%** of students with D/F's.

26% of US high school students with mostly A's **attended physical education classes on all 5 days**, and **23%** of students with mostly D/F's attended physical education classes on all 5 days.

*Figure 1A and Figure 1B illustrate the percentage of students who engaged in each health-related behavior, by type of grades mostly earned in school (mostly A's, B's, C's, D's/F's) (row proportions). The percentage of students who did not engage in each health-related behavior are not shown. However, the percentages of students who did and did not engage in each health-related behavior, by type of grades mostly earned in school, sum to 100%. Logistic regression analyses (not shown) controlling for sex, race/ethnicity, and grade in school confirmed a significant association between physical activity/sedentary behaviors and academic grades.

FIGURE 1B

Sedentary Behaviors, by Type of Academic Grades Earned
- United States, Youth Risk Behavior Survey, 2019



SUMMARY



15% of US high school students with mostly A's **watched television for 3 or more hours per day** (on an average school day), compared to **28%** of students with mostly D/F's.

41% of US school high students with mostly A's **played video games or used a computer for 3 more hours per day** (for something that was not school work on an average school day), compared to **54%** of students with mostly D/F's.

Conclusions

These results from the YRBS provide evidence of a significant association between physical activity or sedentary behaviors and academic grades. Further research is warranted to determine whether higher grades in school lead to physical activity behaviors, if physical activity behaviors lead to higher grades, or some other factors lead to these physical activity behaviors. Similarly, further research is needed to determine whether lower grades in school lead to sedentary behaviors, if sedentary behaviors lead to lower grades, or some other factors lead to these sedentary behaviors.

There is a close relationship between health and education. By working together, education and health agencies, parents, and communities can ensure that students are healthy and ready to learn in school. Find out more about the connection between health and academic achievement on [CDC's Healthy Schools Health and Academics website](#).

About the Data

The [Youth Risk Behavior Surveillance System](#) (YRBSS) monitors health-related behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the United States. The YRBS is conducted every 2 years during the spring and provides data representative of 9th through 12th grade students in public and private schools throughout the nation. In 2019, students completing the YRBS were asked, "During the past 12 months, how would you describe your grades in school?" and given 7 response options (Mostly A's, Mostly B's, Mostly C's, Mostly D's, Mostly F's, None of these grades, Not sure). In 2019, 38.0% of students received mostly A's, 37.1% received mostly B's, 16.0% received mostly C's, 4.6% received mostly D's or F's, and 4.3% reported receiving none of these grades or not sure.



For more information, visit the [CDC's Healthy Schools website](#) or call 800-CDC-INFO (800-232-4636).

Making the Connection: Dietary Behaviors and Academic Grades

Data from the 2019 national Youth Risk Behavior Survey (YRBS) show that students with higher academic grades are more likely to engage in healthy dietary behaviors compared to students with lower grades. It is important to remember that these associations do not prove causation. School health professionals, school officials, and other decision makers can use this fact sheet to better understand the associations between healthy dietary behaviors and grades and reinforce policies and practices that support healthy eating in schools.

Key Findings

Compared to students with lower grades, **students with higher grades are**

more likely to



- Eat breakfast on all 7 days.
- Eat fruit or drink 100% fruit juice one or more times per day

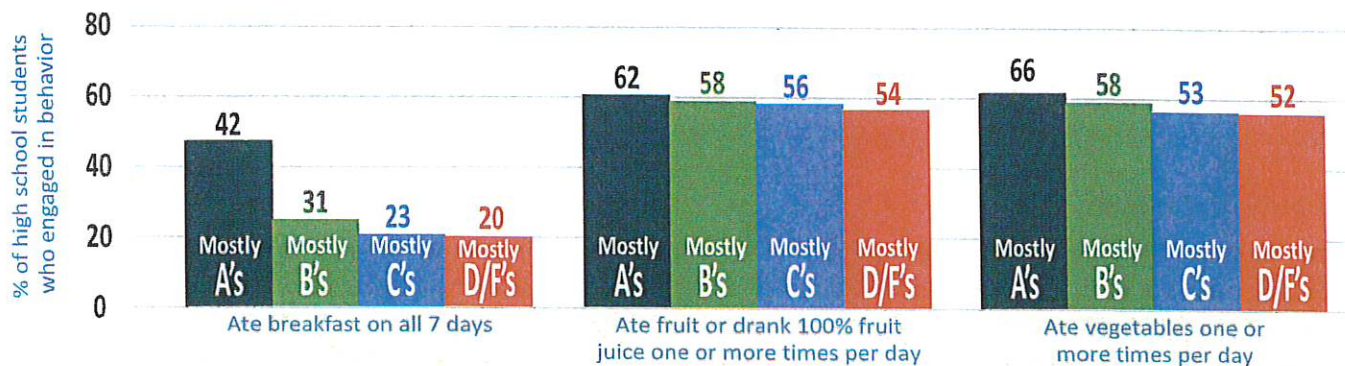


- Eat vegetables one or more times per day.
- Not drink a can, bottle, or glass of soda or pop.

The findings do not show that academic grades are associated with drinking one or more glasses per day of milk.

FIGURE 1A

Dietary Behaviors, by Type of Academic Grades Earned
- United States, Youth Risk Behavior Survey, 2019



SUMMARY



42% of US high school students with mostly A's **ate breakfast on all 7 days**, (during the 7 days before the survey) compared to **20%** of students with mostly D/F's.

62% of US high school students with mostly A's **ate fruit or drank 100% fruit juices one or more times per day** (during the 7 days before the survey), compared to only **54%** of students with D/F's.

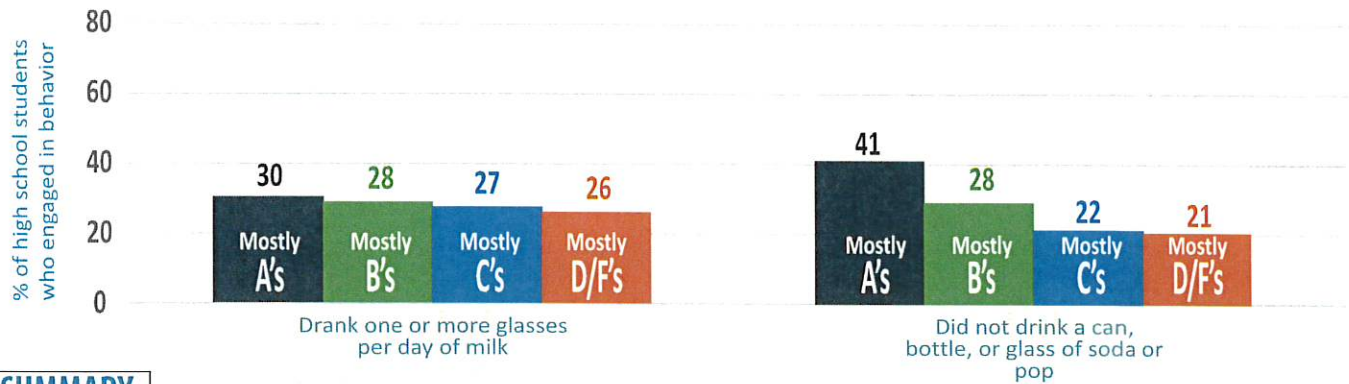
66% of US high school students with mostly A's **ate vegetables** (green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey) compared to only **52%** of students with mostly D/F's.

*Figure 1A and Figure 1B illustrate the percentage of students who engaged in each health-related behavior, by type of grades mostly earned in school (mostly A's, B's, C's, D's/F's) (row proportions). The percentage of students who did not engage in each health-related behavior are not shown. However, the percentages of students who did and did not engage in each health-related behavior, by type of grades mostly earned in school, sum to 100%. Logistic regression analyses (not shown) controlling for sex, race/ethnicity, and grade in school confirmed a significant association between dietary behaviors and academic grades.

Making the Connection: Dietary Behaviors and Academic Grades

FIGURE 1B

Dietary Behaviors, by Type of Academic Grades Earned - United States, Youth Risk Behavior Survey, 2019



SUMMARY



30% of US high school students with mostly A's **drank one or more glasses per day of milk** (during the 7 days before the survey), compared to **26%** of students with mostly D/F's.

41% of US high students with mostly A's **did not drink a can, bottle, or glass of soda or pop** (did not drink a can, bottle, or glass of soda or pop), compared to **21%** of students with mostly D/F's.

Conclusions

These results from the YRBS provide evidence of a significant association between academic grades and dietary behaviors. Further research is warranted to determine whether higher grades in school lead to healthy dietary behaviors, if healthy dietary behaviors lead to higher grades, or some other factors lead to these dietary behaviors.

There is a close relationship between health and education. By working together, education and health agencies, parents, and communities can ensure that students are healthy and ready to learn in school. Find out more about the connection between health and academic achievement on [CDC's Healthy Schools Health and Academics website](#).

About the Data

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For more information, visit the [CDC's Healthy Schools website](#) or call 800-CDC-INFO (800-232-4636).

Flower Colors for Valentine's Day

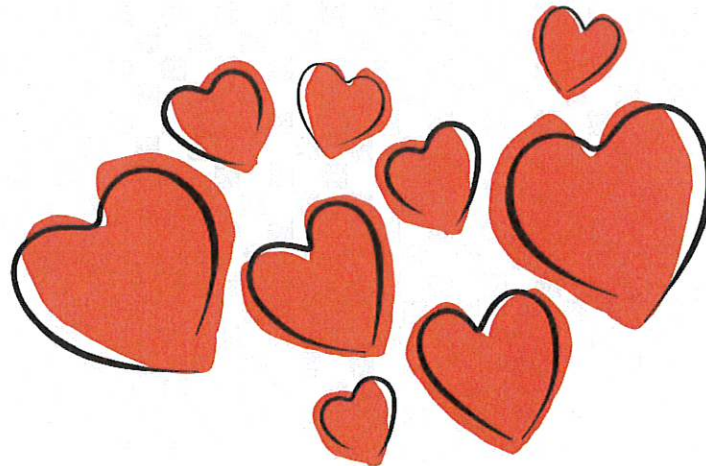
1. **What does a mix of red and white roses typically mean?**
 - a. *Unity*
2. **What does a white rose one receives on Valentine's Day mean?**
 - a. *White roses carry the meaning of purity, innocence and chastity.*
3. **What flower would you send to someone you meet for the first time and would like to get to know better?**
 - a. *Daisy*
4. **What flowers mean "Goodbye" when sent to someone on Valentine's Day?**
 - a. *Black Roses*
5. **What do blue roses signify?**
 - a. *Desire: sent to someone mysterious or unattainable*
6. **What rose color carries the meaning of jealousy and infidelity or joy and friendship?**
 - a. *Yellow*
7. **What flower color is sent on Valentine's Day to say, "I am sorry"?**
 - a. *Purple*



Valentine's Day in Greek Mythology



- 1. Why do depictions of Cupid show him with a bow and arrow?**
 - a. In mythology, Cupid was a warrior of love, hence he would shoot the feeling of love into people's hearts.*
- 2. Who were Cupid's parents?**
 - a. Venus (Aphrodite) and Mars*
- 3. What is Cupid's name in Greek mythology?**
 - a. Eros*
- 4. Who is Cupid the son of in Roman mythology?**
 - a. Venus*
- 5. Who does Cupid fall in love with in Roman mythology?**
 - a. Psyche*
- 6. Why is Cupid sometimes blindfolded?**
 - a. To show that love can be blind.*
- 7. Aphrodite, the love goddess, was said to be born from what?**
 - a. Seafoam*



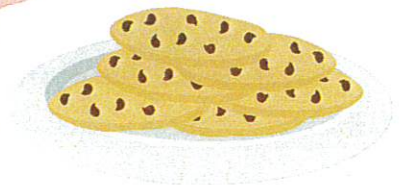


The Valentine Cookie Mystery

It was almost time for the _____ grade class at _____ Elementary
School to have their Valentine's Day party. The class was excited because they had
worked really hard making sure all of the _____ decorations and _____
cookies would be ready. The party was going to start after recess. The class came
_____ walking in from the playground. And what did they find? All of the
_____ cookies were eaten and their _____ cards were scattered on the
floor. Who had made this _____ mess? The students looked for clues.

There were _____ frosting footprints around the snack table. _____
crumbs were all over the floor. The students couldn't believe what a mess everything
was! The footprints led _____ then _____. Footprints covered the _____
and the _____. Finally, the prints stopped at the door to the teacher's supply closet
where all of the _____ and _____ were kept. The door was ajar. Who
would be brave enough to look inside? "Not me!" shouted _____.

"I'll do it," said _____, their voice shaking with _____. As the door
was _____ opened, the students peered _____ inside the closet. _____
turned on the closet light. "That's my pet _____!" _____ said. "It must
have snuck into my backpack this morning!" The class felt relieved and _____
that the mystery cookie eater had been found!



VALENTINE'S DAY I SPY GAME



Love Bugs Valentine's Day Kids Craft

Love is in the air with these cute little Valentine love bugs. A quick and easy craft that can be done in less than 15 minutes. **contains affiliate links**

Author: Ashley Whipple
Recipe type: Craft

Ingredients

- [Red, Pink, White Glitter pom poms from ½" to 1.5"](#)
- [5 mm googly eyes \(or larger\)](#)
- [Foam Hearts or Glitter paper hearts](#)
- Chenille Stems or Pipe Cleaners
- Glue, scissors

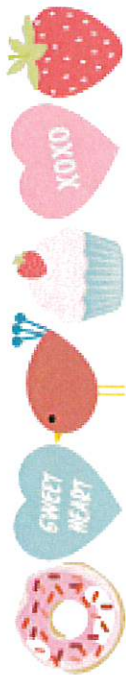


Instructions

1. Choose two pom poms of different sizes for the head and body.
2. Cut 1.5-2" and form bug antennae.
3. Glue the body segments together and glue the antennae just behind the head, in between the body segments.
4. Fold a foam or paper heart in half. If the heart is too big for your liking, trim it down with scissors. Glue the wings to the body of the bug by only placing glue on the center crease.
5. Glue on the googly eyes. Allow all the glue to dry.

Recipe by Cute As A Fox at <https://www.cuteasafox.com/2016/01/love-bugs-valentines-day-kids-craft.html>

VALENTINE'S DAY I SPY GAME



Write down the number of each item you see.

Cherries (single/double stem) _____

Strawberries _____

Donuts _____

Cupcakes _____

Cakes (on cake stands) _____

Conversation Hearts _____

Hearts _____

Flowers _____

Love Birds _____

Rainbows _____

Arrows _____

Cookies (Macaroons) _____

ANSWER KEY: Cherries (7), Strawberries (4), Donuts (6), Cupcakes (7), Cakes (3), Conversation Hearts (8), Hearts (6), Flowers (7), Love Birds (5), Rainbows (4), Arrows (4), Cookies/Macaroons (3)

lvelaughrowe.com ©

Hello from WC Kitchen

February is full of love and kindness.

We are trying to get into a routine but the weather is not cooperating. I would like to say a Big Thank You for working with us through this last month as snow days and trucks not being able to deliver. Just a reminder as the snow has fallen, **if there is a late start Breakfast will NOT be served.** We will do our best to communicate with everyone. We still have a lot of winter to go.

We continue to offer a well healthy balanced meal to all and any student. If students choose, with parents permission, to get seconds; they will need to have money in their account or we can take cash/check. Please have a talk with your student if you wish them not to get seconds.

Our mission is to provide and serve healthy and balanced meals to our children. We have a newer kitchen team and they are all excited to be part of the WC kitchen staff.

If you have any questions please reach me at 402-821-2141 ext. 316 or email me at janet.slama@wilberclatonia.org.

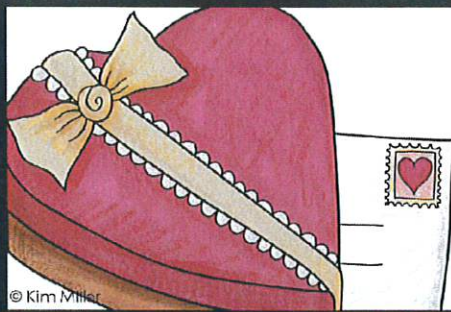
Breakfast Prices

Grades K-12 Breakfast	\$2.10
Extra Milk/Milk Break	\$0.50
Adult Breakfast	\$2.75

Lunch Prices

Grades K-5 Lunch	\$3.15
Grades 6-12 Lunch	\$3.35
Adult Lunch	\$4.60



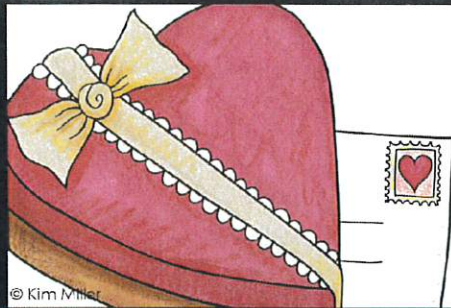


FEBRUARY

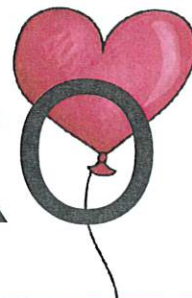


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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Any Questions please contact Janet Slama janet.slama@wilberclatonia.org</p> <p>"This institution is an equal opportunity provider"</p>	<p>Menus subject to change at anytime</p>	<p>Prices Breakfast K-12 \$2.10 Adults \$2.75 Lunch K-5 \$3.15 6-12 \$3.25 Adults \$4.60</p>	<p>1 Breakfast Pizza ***** Egg & Sausage Biscuit Carrots Fruit Milk</p>	<p>2 Biscuit & Gravy ***** Mandarin Chicken Fried Rice Broccoli Fruit Milk</p>
<p>5 Pancake on sticks ***** Chicken Sandwich Oven Potato Baked Beans Fruit Milk</p>	<p>6 Breakfast Taco ***** Taco Mexican Rice Corn/Black Beans Fruit Milk</p>	<p>7 Oatmeal ***** Peanut Butter & Jelly Sandwich Chips Vegetable Fruit/Milk 1pm Dismissal</p>	<p>8 NO SCHOOL</p>	<p>9 NO SCHOOL</p>
<p>12 French Toast ***** Chicken Nuggets Rice Pilaf Broccoli Fruit Milk</p>	<p>13 Breakfast Burrito ***** Super Nachos Lettuce Brownie Fruit Milk</p>	<p>14 Bagel ***** Grilled Cheese Tomato Soup Vegetable Cup Fruit Milk</p>	<p>15 Breakfast Sandwich ***** Wolverine Seasoned Noodles Baked Beans Fruit Milk</p>	<p>16 NO SCHOOL</p>
<p>19 Waffles ***** Quesadilla Mexican Rice Green Beans Fruit Milk</p>	<p>20 Breakfast Taco ***** Country Fried Steak Mashed Potato Corn Roll Fruit Milk</p>	<p>21 Donut ***** Chicken Noodle Soup Cheese Stick Cinnamon Roll Vegetable Cup Fruit Milk</p>	<p>22 Ham/Egg/Cheese Bar ***** Hamburger Oven Potato Baked Beans Fruit Milk</p>	<p>23 Yogurt & Cereal Bar ***** Fish Mac & Cheese Peas Fruit Milk</p>
<p>26 Pancake ***** Corn Dog Seasoned Noodles Green Beans Fruit Milk</p>	<p>27 Breakfast Burrito ***** Chili Mini Bread Loaf Vegetable Cup Fruit Milk</p>	<p>28 Breakfast Pizza ***** Sub Sandwich Chips Carrots Fruit Milk 1pm Dismissal</p>	<p>29 Breakfast Pizza ***** Green Eggs & Ham Biscuit Oven Potato Fruit Milk</p>	



FEBRERO



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LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
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<p>cualquier pregunta por favor póngase en contacto Janet Slama janet.slama@wilberclatonia.org</p>	<p>“Esta institución es un proveedor de igualdad de oportunidades”</p> <p style="text-align: center;">Menu sujeto a Cambio</p>	<p>Precios De La Comida Desayuno K-12 \$2.10 Adults \$2.75 Almuerzo K-5 \$3.15 6-12 \$3.25 Adults \$4.60</p>	<p>1 desayuno Pizza ***** Huevos y la galleta papas al horno la zanahoria Fruta Leche</p>	<p>2 la galleta y el caldo ***** Pollo mandarina arroz frito el brocoli Fruta Leche</p>
<p>5 Panqueques en el palillo ***** Sandwich pollo papas al horno Frijoles cocidos Fruta Leche</p>	<p>6 desayuno Taco ***** Taco arroz ala mexicana Maiz/Frijoles negros Fruta Leche</p>	<p>7 ***** la mantequilla de maniy jalea sandwich Chips verdura Fruta/Leche 1pm Despido</p>	<p>8 NO Hay Clases</p>	<p>9 NO Hay Clases</p>
<p>12 Pan frances ***** Nuggets de pollo arroz Pilaf el brocoli Fruta Leche</p>	<p>13 desayuno Burrito ***** Super Nachos ensalada Salsa la galleta Fruta/Leche</p>	<p>14 el Beigel ***** Queso a la Plancha Sopa de tomate copa vegetal Fruta Leche</p>	<p>15 la galleta y el caldo ***** Wolverine fideos sazonados Frijoles cocidos Fruta Leche</p>	<p>16 NO Hay Clases</p>
<p>19 gofres ***** Quesadilla arroz ala mexicana el guisante Fruta Leche</p>	<p>20 desayuno Taco ***** Carne Frita pure de papas Maiz/pan de role Fruta Leche</p>	<p>21 Donut ***** Pollo con fideos sopa Cheese Stick rollo de canela copa vegetal Fruta Leche</p>	<p>22 jamon/huevo/bar queso ***** la Hamburguesa papas al horno frijoles cocidos Fruta Leche</p>	<p>23 la galleta y el caldo ***** Pedazos de pescado Mac arrones con queso el guisante Fruta Leche</p>
<p>26 panqueques ***** Corn Dog fideos sazonados el guisante Fruta Leche</p>	<p>27 desayuno Burrito ***** Con Chili Mini pan de molde copa vegetal Fruta/Leche</p>	<p>28 el Bagel ***** Sandwich Sub Chips la zanahoria Fruta Leche 1pm Despido</p>	<p>29 desayuno Pizza ***** Huevos Verdes Y Jamón Papas al Horno mini pan de molde Fruta Leche</p>	

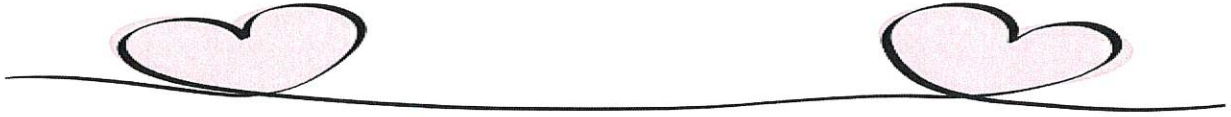
February

2024

Wilber Clatonia Public Schools Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 4:30 pm JH BB Home w/Centennial	2 2:30 pm 4 th Gr Biography Museum 3 pm V Wrestling @ Norris	3 9:00 am JH BB @ Crete
4 7:00 pm Booster Club Meeting	5 12 pm Foundation Mtg 4:30 pm JH BBB-Home w/Milford 5:30 pm G/B RBB @ Tri County	6 4:30 pm JV/V G/B BB @ Sutton	7 1 pm Dismissal 3:30 pm -8:00 pm Parent Teacher Conferences	8 NO SCHOOL All Day Data Retreat for Teachers 3:30 pm -8:00 pm Parent Teacher Conferences	9 NO SCHOOL 4:30 JV/V G/B BB Home w/David City Little Rah Rah Cheer Camp	10 HS W @ Boone Central Speech @ David City 9:00 am JH BB @ Southern (8 th gr) & Centennial (7 th gr)
11	12 5:00 pm JV/V BBB vs Auburn	13	14 Speech/Howells/Dodge Invite 12:30 pm SNC Honor Band @ Superior	15	16 NO SCHOOL 6:00 pm JV/V BBB Home w/Centennial	17 Speech Sutton Invite
18 6 pm Post Prom Parent Mtg	19 7:00 pm Board Mtg	20	21 HS Quiz Bowl @ Milford 6:30 pm TeamMates Board Mtg	22	23	24 SNC Speech @ Sutton
25	26 6:30 pm FFA Mtg 7:00 pm Friends of Music Mtg	27	28 1:00 pm Dismissal JH Quiz Bowl @ Milford	29		

Be the Best Person You Can Be



PRIDE:

Positive Responsible Individuals Dedicated to Excellence



Wilber Clatonia Public Schools

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