

# PERSPECTIVE

FALL/WINTER 2020



PSD GRADUATE PROFILE

PTO CONTRIBUTES \$70,000 TO MAKERSPACES

4K CLASSROOM REDESIGN



OPENING THE DOOR TO

**PEWAUKEE**  
SCHOOL DISTRICT

EACH CHILD'S FUTURE

# "WE HAVE IT IN OUR POWER TO BEGIN THE WORLD OVER AGAIN"

- Thomas Paine, 1776



FROM THE PERSPECTIVE OF



**DR. MIKE CADY**  
SUPERINTENDENT OF SCHOOLS

In 1776, revolutionary Thomas Paine wrote about the "birthday of a new world" in the appendix of his pamphlet *Common Sense*. I can't help but think that once again, "we have it in our power to begin the world over again" (Online Library of Liberty, 2020). **As we close out such a tumultuous and disruptive year, our thoughts turn to the opportunities that we have as a school system to reflect, grow and learn from these challenges and search with open eyes and minds for the possibilities that lay in front of us.** Schools, by their nature, are (or certainly should be) very forward focused. Our work with students, in the end, is primarily about providing learning experiences that help prepare them to be happy, productive, and successful adults. As we move into the spring, we will once again engage in our strong tradition of strategic planning which will allow for substantial stakeholder input and provide direction for our schools as we develop a new three-year plan.

In this issue of the **Perspective**, you will read stories illustrating our work with students related to the six areas of the **Pewaukee School District Graduate Profile**. What has become crystal clear during the challenges of the past 10-months is how important it is that we nurture the dispositions and skills of our students to **Contribute, Create, Compete, Connect, Commit & Care**. In fact, I would go so far as to suggest that the sum of these six characteristics form the foundation of strong communities. Our students are growing up in unique and challenging times that will undoubtedly place great demands on them as they move into

adulthood and take up the mantle of guiding and navigating our nation and world. As important as academic knowledge is, we would fail in our responsibility as an educational institution if we did not engage students in complex problem solving, authentic applications of learning, and opportunities for innovation. Further, as they represent the future of our community and nation, it is critical that we do our part to help grow a sense of positive citizenship to develop the collective will necessary to confront common challenges. **You will find examples of this in the stories shared in this edition.** This includes the wonderful contribution of our Parent Teacher Organization (PTO) who provided substantial funds to provide equipment for our STEAM and MakerSpace programs so our students are able to engage in active and authentic learning experiences. The PTO was only able to do this because of the tremendous support of our parents and community. Just one example of a community focused on big ideas like contributing and caring, which empower our learners to create and compete. These are integrated and reciprocal concepts that provide a comprehensive experience for students.

I view myself as an inherently optimistic individual. While the current challenges have been daunting, **I am very proud of our students, staff, parents and community as we have worked together to make the best out of a tough situation.** The future is bright and I am encouraged by the prospects of a new year, as poet Maya Angelou wrote **"Lift up your eyes upon this day breaking for you. Give birth again to the dream."**



# CONTRIBUTE



FROM THE PERSPECTIVE OF



## BEN LAMP

ACMS/PHS INSTRUCTIONAL COACH

**“The world seems brighter when you’ve just made something that wasn’t there before.” - Neil Gaiman**

I keep this quote in mind this year, as I have the unique opportunity to start an exciting, new role as an instructional coach in the Asa Clark and Pewaukee High School makerspaces. As an art teacher for the last fourteen years, creating has been an important part of my life and career, and I am thrilled to help teachers and students across all disciplines access our spaces and engage in the creative process. It goes without saying that this year has been a unique experience, but that has not slowed down our students’ and teachers’ desire to create and innovate.

**Because of the contributions and fundraisers from our Pewaukee PTO,** our newly created and renovated makerspaces are stocked with state of the art equipment for our young creators. We have been busy making some truly remarkable projects during the first four months of the school year. These are just a few ways that this newly purchased equipment, **made possible by PTO’s fundraising,** has been used!



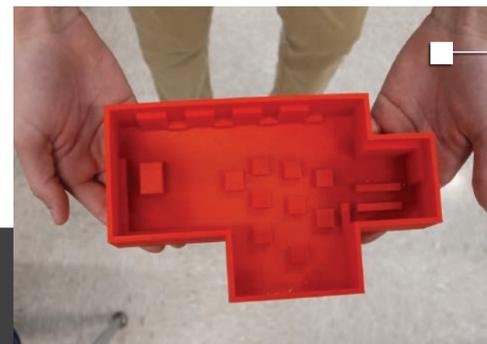
## LASER ENGRAVERS

Our two **Epilog laser engravers** have been used continuously throughout the year. These machines have quickly become popular with our students as they can cut through wood, cardboard, and acrylic, engraving on a variety of materials with remarkable accuracy. Mr. Roehl and Ms. Greupink are teaching a new, STEAM Explore class to all 6th graders at ACMS, and they have been creating some wonderful picture frames and plaques. Students in Mr. Sevens’s tech crew (who constantly amaze us with their creativity) also used the laser to create props and promotional materials for this year’s production of Clue.



## VINYL CUTTERS

In addition to our laser engravers and cutters, we also have new **vinyl cutters** at Asa Clark and PHS. These machines allow students to design graphics and create custom decals that can be applied to a variety of surfaces. As you walk through the halls of Asa Clark, you won’t be able to miss work being displayed that was created on our new vinyl cutter. Students in Mr. Roehl and Ms. Greupink’s STEAM Explore classes designed and created personalized graphics that were installed on lockers. At the high school, Mrs. Olson and Mrs. Bjork’s classes are also creating decals and logos that can be applied to a variety of products.



## 3D PRINTING AT ITS FINEST

Finally, we can’t talk about exciting equipment in the makerspaces without mentioning our fleet of 3D printers. **These amazing machines allow students to bring their ideas to life after they have been designed in CAD software.** So far, students in Mrs. Donald, Ms. Boehm, and Mrs. Brandenstein’s 7th grade Science classes created some awesome cell projects using our 3D printers (and they also used the rest of our makerspace to its fullest extent). During their makerspace experience, students demonstrated their understanding of plant and animal cells using a variety of methods and materials accessible in our space. If you want to be amazed by their work, check out the display outside of the main office at ACMS.

At PHS, Mrs. Bartz brought Geometry to life by challenging her students to create custom castles using CAD software and using the 3D printers. One student’s design was so impressive that she submitted it to a state Art competition! Mr. Reed also used the 3D printers with his Biomedical Innovation students in a truly authentic and relevant experience. These students were challenged to examine PHS and develop new and innovative ways to reduce the spread of COVID-19 in our building. **Using CAD software, each student recreated a room at PHS, 3D printed their model, and presented their solution to district leaders.**

While this is not a comprehensive list of everything that has been created during this school year, it is a glimpse into some of the amazing creativity, ingenuity, and innovation that is happening everyday in the Pewaukee School District. **I am excited to see the growth of our maker movement, and a large part of that is due to our very generous community. Thank you!**

## PTO MAKERSPACE FUNDRAISING AND DONATION CONTRIBUTION

LASER ENGRAVERS (2) \$17,350

VINYL CUTTERS (2) \$4,520

3D PRINTERS (5) \$8,545

PTO HAS DONATED ABOUT

# \$70,000

IN MAKERSPACE EQUIPMENT FOR THE ENTIRE DISTRICT

# CONNECT



FROM THE PERSPECTIVE OF



**DR. DANIELLE BOSANEC**  
CHIEF ACADEMIC OFFICER

The COVID-19 pandemic has presented our school system, and community, with a set of unprecedented challenges. **It has also reminded us that we must work together to best meet the needs of our students.** Working together is perhaps no more evident than in our fully virtual model that is available for families this year as one of the learning model options. Each quarter, families select if they would like their child to attend school through our fully virtual learning model. In this model, students follow the same curriculum as their in-person peers and demonstrate proficiency in course standards as reported on student report cards. This model is a 9-week commitment for students that includes live teaching and peer interactions, recorded lessons, and other virtual learning activities.

Over the course of the first semester, teachers, students, and families have all learned how to navigate this new learning environment. It has taken significant commitment by our staff, students, and families to persevere together and develop a learning environment that shares many of the same characteristics as our in-person classroom settings, while finding unique ways to engage in learning. At a recent Board of Education meeting, fully virtual teachers from Pewaukee Lake Elementary shared their experiences so far. **What was most evident from these stories, is that the virtual environments are finding ways to make students feel connected and**

**that student learning continues to be high.** At our upper grades, students are often more independent and must manage full academic courseloads. Students have quickly adapted to finding different ways to ask questions, connect with peers, and receive support from staff. The important characteristics for a student to possess in this model of personal responsibility and initiative are displayed every day by our students and staff.

It has been remarkable to witness the flexibility and adaptability of students, staff, and families during this unprecedented time. Fully virtual learning is a completely new way to teach for our staff and a new way to learn for our students. **The commitment shown by everyone in this model has been commendable.** We have learned a lot and continue to adapt teaching and learning to create the best environment possible. Thank you to the families for their trust, to our teachers for their relentless dedication, and to our students for consistently demonstrating that while change is hard, **being adaptable is a skill that is critical now and in the future.**



**AMY HARRIS**  
4TH GRADE VIRTUAL TEACHER

In this behind the scenes of virtual learning episode, we are visiting Amy Harris, our 4th grade virtual teacher, who is presenting a math lesson to her 33 enthusiastic, virtual students. Check out how the technology she uses helps to enhance interactive learning throughout her presentation!



**NADINE SEVENS**  
HIGH SCHOOL SCIENCE TEACHER

In our second installment, we are visiting with Nadine Sevens, an enthusiastic science teacher at PHS who takes on chemistry, physics, and biology hybrid classes. Check out how she presents to both in-person and virtual students as she conducts impressive lab experiments.



**TASHA IGIELSKI**  
HIGH SCHOOL CHORAL DIRECTOR

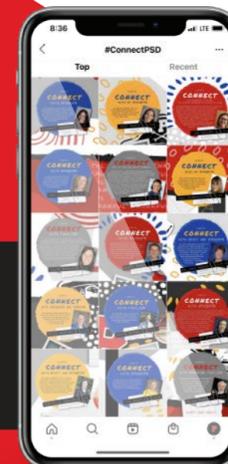
Take a look behind the scenes of how Tasha Igielski goes about instructing her choir students in a this fluid environment! The emphasis on community and relationship building throughout her lessons is a big focus this year as the group navigates a class known for bringing people together.



## #CONNECTPSD

**More than any other year, the importance of finding ways to connect (in-person and virtually) and celebrate those connections is vital to encourage positivity throughout these challenging times.** Pewaukee is proud to cultivate a culture of acceptance and a sense of belonging and this year, we have been highlighting how our staff has been doing just that!

Follow along with the hashtag #ConnectPSD to not only see how we work to connect (with our students, families, fellow staff members, community) but also to learn more about our wonderful and dedicated PSD Crew!



through collaboration and classroom experiences. Collaborating with teachers to provide students hands-on, engaging, and rigorous experiences is my passion. Being able to work with students of all ages, and build relationships with them through these learning experiences, is extremely rewarding.

**COLLEEN ROONEY**  
Teaching and Learning Technology Coach



FROM THE PERSPECTIVE OF



**JEFF BEHRENS**  
ATHLETICS AND ACTIVITIES DIRECTOR

As I look back on the past nine months, I am amazed by our students who have been engaged in athletics and activities at Pewaukee High School. This has been a period of time in which no one has ever experienced before. Yet the students of Pewaukee High School have approached these times with tenacity, flexibility, and a relentless attitude to persevere. Our students have demonstrated passion, pride, enthusiasm and toughness which are all important attributes in order to COMPETE. When we think of competition, we think of competing against someone else or another team. **But last spring, the world changed and our athletes had to compete against something much more difficult... themselves.** Instead of baseball games, track meets, soccer and tennis matches, the spring was filled with wonder, confusion and disappointment. Never knowing if, or when, they would get to compete again, our Pirate athletes had to compete within themselves to stay positive, stay in shape and remain hopeful. Our coaches provided virtual workouts, virtual team meetings and whatever else they could to help with this internal competition.

This fall our athletes were given the opportunity to participate and compete with their teammates against other teams. However, we had to change our focus and metric of success to provide as much of an opportunity to compete and participate as we could.

As we learned in the spring and summer, those opportunities could be gone in an instant. **Our athletes took to the field and court and competed like true Pewaukee Pirates.** Understanding the importance of providing these opportunities, Pewaukee High School was a leader in providing athletic and club activities for our students when many other schools around the state weren't allowing these activities. PHS was also a leader in allowing limited spectators to watch these events, understanding that this is an experience for parents as well. **Most of all, I am proud of our students who were determined, flexible and tenacious in the way they competed.** Our volleyball and girls Cross Country teams were Conference Champions. Our boys Soccer team was the Regional Champion. Jordan Berglin was the Conference Player of the Year in volleyball and the girls tennis, girls golf, boys cross country and boys soccer teams were all conference runners-up.

The past nine months have been difficult and strange, but our Pirate students have demonstrated passion for what they do; pride for Pewaukee High School, themselves and their teams; enthusiasm for activity, opportunity and life; and the toughness it takes to persevere through the enormous adversity in which they face. **No doubt, Pewaukee students know how to COMPETE.**

# COMPETE



## PHS FRESHMAN ADDISON YOUNG

IS THE YOUNGEST TENNIS PLAYER IN SCHOOL HISTORY TO QUALIFY FOR THE STATE TENNIS TOURNAMENT



## REGIONAL CHAMPIONS BOYS VARSITY SOCCER



## JORDAN BERGLIN AND GRANT ROSS

SIGN THEIR NATIONAL LETTERS OF INTENT TO CONTINUE THEIR ATHLETIC CAREERS POST HIGH SCHOOL.

ROSS WILL ATTEND VALPARAISO UNIVERSITY IN INIDANA TO PLAY BASEBALL AND BERGLIN WILL ATTEND FLAGLER COLLEGE IN FLORIDA TO PLAY VOLLEYBALL.



## GIRLS VARSITY VOLLEYBALL CONFERENCE CHAMPIONS



## GIRLS CROSS COUNTRY CONFERENCE CHAMPS

WESTERN LAKES CO-OP TEAM HAD 6 STATE QUALIFIERS INCLUDING JADEN SCHULTZ. SCHULTZ BECAME THE FIRST STATE QUALIFIER IN 8 YEARS FOR PEWAUKEE



## VARSITY FOOTBALL ADVANCED TO FINAL ROUND OF POSTSEASON



PLAN

CREATE

IMPLEMENT



OCEAN AND POLAR REGIONS



JOURNEY IN TIME



FARM TO TABLE



CONSTRUCTION AND CITY/RURAL



SPACE AND WEATHER



TRAVEL AND NURSERY RHYMES



FROM THE PERSPECTIVE OF  
**ROBIN WILSON**  
DIRECTOR OF LEARNING AND ACADEMIC COACHING



Having spent 29 years in the field of education, I've had the opportunity to be part of creating many things, from schedules to maker spaces. When I think of the moments that have been most rewarding, my mind circles back to those creations that have engaged students in memorable learning experiences. Developing these themed 4K classrooms for our youngest students has been an exciting first project as I transitioned from my role as PLE's principal to a new role as Director of Learning and Academic Coaching for the school district.

Over the past several months and with the help of administrators, CG Schmidt, high school students, and teachers, (THANK YOU) we have created new learning experiences for our youngest students. **Each classroom brings to life what we already know about early learning and best practices in early childhood development:**

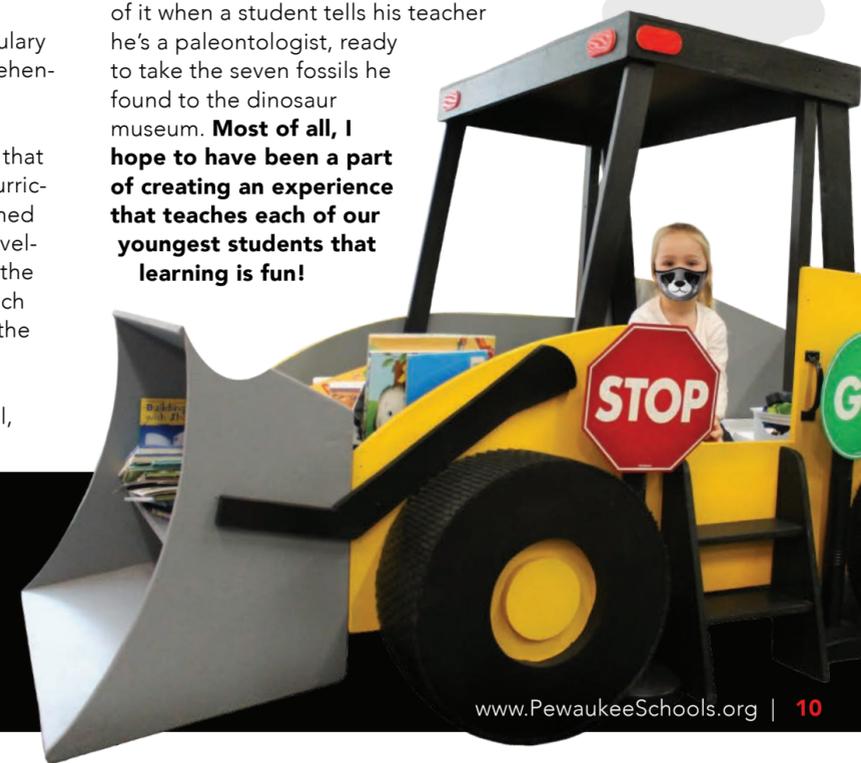
- Children learn by doing, and they remember what they have personally experienced.
- Their understanding of concepts is optimized through active, explorative experiences.
- These early learning years are critical for developing vocabulary knowledge, which is a stronger predictor of reading comprehension than most other variables, including cognitive ability.

Each of the **six 4K classrooms** brings to life a theme or concept that students will encounter in elementary science or social studies curriculum. The experiences within each classroom are carefully designed to build background knowledge in these concepts, while also developing students' literacy and numeracy skills. Over the course of the year, a teacher and their students spend about three weeks in each space, immersed in an atmosphere and environment that wraps the concept, or theme, around them.

In the **Farm to Table** room, for example, students start in the soil,

harvesting wooden vegetables labeled with rhyming words. They move to the farm's orchard, picking apples labeled with a specific letter, and into the barn, collecting a specific number of eggs out of each chicken's nesting box. Students then take their goods to the classroom's market, stock the shelves and develop the understanding that the food in the grocery store didn't just appear there. Fellow students shop in the market, and take their chosen food into the play kitchen to prepare and serve it. This kind of **dramatic play** develops background knowledge on goods and services content they'll learn more about in first grade, while also developing early literacy and numeracy skills.

I know that each of us reflect on whether or not we're making a difference for our kids. I see evidence we've created something that makes a difference when students "suit up for blast off" in the space room's shuttle and count back from ten. I see evidence of it when they count the snails on the aquarium wall in the ocean room and explain to me how they can tell it's a snail, not a hermit crab. And I see evidence of it when a student tells his teacher he's a paleontologist, ready to take the seven fossils he found to the dinosaur museum. **Most of all, I hope to have been a part of creating an experience that teaches each of our youngest students that learning is fun!**



# CREATE

# COMMIT



FROM THE PERSPECTIVE OF



**ADRIANA PLACH**  
DIRECTOR OF INSIGHT

Our mission is to **“Open the Door to Each Child’s Future.”** It is an absolute privilege to have alumni walk back through our doors later on, to give back to the Pewaukee School community and our current students. This year, Pewaukee Schools is incredibly grateful to have **ten PSD alumni working with current Insight students**, volunteering their time and expertise to students who are fine-tuning their post-secondary paths and future career plans.

Insight is a capstone program at Pewaukee High School that combines rigorous courses and authentic partnerships with local businesses and organizations. With eight current strands in Insight, students have the opportunity to acquire experience and build professional networks in various career fields. Students currently in Insight are preparing for careers in health care, global business, entrepreneurialism, engineering, education, information technologies, media, and more.

**One of the elements of Insight that makes it unique from other high school capstone programs is the mentorship experience.** Students identify a career of interest, and then are matched with a professional in that career. This professional mentors the student for the duration of the school year, meeting monthly with their mentee to provide guidance and information about the realities of the career. These connections provide a critical foundation for those ready to refine their future plans, and helps them accrue exposure to the field prior to graduating high school. At times, the mentorship experience helps students determine that the career they planned to pursue isn’t the best fit for them, and they are able to pivot and adjust their plans in a direction that holds more passion for them as an individual - before spending time and money on a path that won’t bring them joy and fulfillment.

Every year our feedback suggests that the mentorship is one of the most impactful components of the Insight experience, and we are so fortunate to have alumni who have returned to mentor our current students. **Our alumni mentors, graduates from 2013 and 2014, bring a passion for their careers and community to their mentorship.** Successful in their post-secondary endeavors, these graduates exemplify being “future-ready” and while they reside across the US, they are still closely connected to their Pewaukee home. We have had additional alumni reach out with interest in mentoring, and we are excited to see this number grow.



## PEWAUKEE ALUMNI TURNED MENTORS



**MEGAN MURRAY 2013**

**Services Reliability and Analytics Engineer - GE Renewable Energy**

It took me a decent amount of time in college to figure out what I wanted to study, similarly I tried a few work roles before I found something I really liked. This is a chance to share those lessons and help students learn about different opportunities earlier in the process.



**MOLLY HILGART 2013**

**Pediatric Intensive Care Unit Nurse - University of Iowa Children’s Hospital**

I wish we had this program when I went to Pewaukee High School! I think it’s such an amazing opportunity to ask questions and spark curiosity in a field of interest for students.



**CLARK VARIN 2013**

**Co-Founder, Emerging Markets Fund Manager - Muvule Financing**

I want to make sure that the 1% of people who are born to be entrepreneurs hear that call when they’re young-- because the sooner you start, the better.



**MIRANDA KOZLIK 2014**

**Marketing and Communications Director - Pewaukee School District**

Seeing the excitement in my mentee’s eyes as we talk through the possibilities of her future remind me of the love I have for my own job. The opportunity to help guide someone by sharing my own challenges and successes really makes it all worth it!



**ALEC STERLING 2014**

**BSN RN (Nurse) - Advocate Aurora**

I remembered the professionals that volunteered their time to come and speak to me when I was a student. I learned a lot from what they had to share with us and I figured that the current students might be able to learn from my experiences.



**TOM BLAU 2013**

**Business Development Representative - Ries Graphics**

I “answered the call” because I wish I had the experience in my high school years. Being able to get real-world applications to different things will hopefully be of great help to students who are unsure of what they want their future to hold.



## INSIGHT STUDENTS’ COMMITMENT TO SAFETY - PANDEMIC CASE STUDY

Insight’s Biomedical Innovations students shared their own pandemic safety strategies to a group of administrators in December for their first presentation of the year. The group collaborated as a team, taking on the role of public health officials charged with identifying and implementing measures to bring the pandemic under control in our community. They engaged in contact tracing, created predictive models to analyze measures to prevent the spread of disease, reimagined infrastructure, brainstormed behavioral shifts to ensure a safer school, and designed a response plan in preparation for future outbreaks.

Focusing on specific locations in Pewaukee High School, the eight individuals supported their research and suggestions with **3D printed models created at the PHS Innovations Center.** The “walking-tour” presentation was met with tough hitting questions by administration to which the students did a fantastic job combating!

The combination of a relevant project, collaborative feedback from administration, Makerspace implementation, and public speaking is truly something to recognize. Great job, Pirates!

**INTERESTING IN BECOMING A MENTOR? Visit [www.pewaukeeinsight.com](http://www.pewaukeeinsight.com)**



FROM THE PERSPECTIVE OF



**KATIE SPADONI**

ASA CLARK MIDDLE SCHOOL ASSOCIATE PRINCIPAL

# CARE

Adolescence is a time of change and self-discovery. While each child develops in their own way, all students endure physical, cognitive and social changes during this time. The combination of these three components is what makes adolescence exciting and challenging. Statistically, bullying behavior hits its peak during the middle school years. Research shows that the most proactive approach we can take to curb this is to create a strong sense of community among our students and staff. **We are proud to say that this has occurred both strategically and organically at Asa Clark Middle School.**

In 2017, ACMS administration met with a group of students and parents to review our building based data on bullying behavior. From that meeting, our Student Services Team created common definitions of types of conflict, strategies on how to navigate conflict and created opportunities for students to learn about the impact kindness has on combating conflict. **These lessons were deployed to all students and we began having intentional conversations around conflict, conflict resolution, and how to support one another in our school community.** All of this has contributed to our efforts of creating a Culture of Kindness at Asa.

The **ACMS Student Council** has been heavily involved in bringing our Culture of Kindness to life. For the past three years, the Student Council has worked to plan, promote and deploy Kindness Days at Asa Clark Middle School. Throughout the course of the year, students engage in activities centered around serving others and work to make our school and community a better place. This year, Student Council advisors Erin Mente, Wendi Lewis and Jami Kay partnered with the community campaign, **"Stuff the Boat" to donate products and food for the local food pantry.** In a year unlike any other, the turnout was tremendous, which speaks to commitment our students and families have to kindness.

If you happen to walk through the halls of Asa on any given **Tuesday**, you will notice staff and students wearing shirts that say, "Choose Kindness" or "Throw Kindness like Confetti."



Picture was taken pre-pandemic.

## T-SHIRT TUESDAY

T-Shirt Tuesday was born out of the collision of ideas between staff member Julie Giese and Maddy Flynn. The concept is simple; on Tuesday, wear a shirt that promotes positivity. **In a world where advertising is everything, Julie says, "I like to think we are walking billboards of kindness and acceptance."** The movement began with the staff as Asa, but soon, students took notice and began participating as well. Slowly, T-Shirt Tuesday has spread across the campus and the community. **This year, in collaboration with our Student Council, over 240 shirts and 88 masks with the phrase "Spread Kindness Pewaukee" were purchased by Pewaukee School District staff, students and community members.**

Anthony and I could not be more proud of the work our staff and students have done to commit to building a Culture of Kindness at Asa. Whether it's an initiative that grows organically or develops through a more strategic approach, **being kind to one another is a value we hold close at Asa Clark Middle School.**





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## ECRWSEDDM Postal Customer

**PLEASE NOTE:** In order to be good stewards of taxpayer funds, a cost-effective bulk mailing service was used for this publication. However, there are limitations and the service cannot precisely match the Pewaukee School District boundaries without adding significant cost. If you do not live within the district and received this publication due to this limitation, we ask for your understanding.

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FROM THE PERSPECTIVE OF



**BRIAN KAMMERS**

BOARD OF EDUCATION PRESIDENT

### **We have to prepare our children for the future!**

That would be eminently easier if someone could accurately tell us what that future looks like. **No one knows what our children will be facing when they leave school.** The rate of change in our society is increasing so much that there is even a small industry of people that get paid to predict what our future will look like. The only thing certain is that none of them will get it quite right.

We do know that the future of education will look much different than it does presently. As a profession, education is continually evolving to improve academic success. Math seems to be a particular topic that gets called out for being taught differently to our children than it was to our parents. I for one, certainly hope math would look different for our children. To teach math the same way we did 30 years ago would mean that education has not made any improvements in the delivery of the subject in those 30 years. How could you prepare students for the future with a math education designed for the world 30 years ago?

While it might not be as noticeable, the other subject areas have also been undergoing improvements to curriculum delivery. If you are a parent, you might have noticed that language arts has a connection to all subject areas. There are connections between all subject areas, decreasing the need for singular subject learning.

Again, when the parents of our students were in school, the teacher was solely responsible for the education of the students. The students were not offered and did not take responsibility for their education. **A giant educational shift has been the progressive release of responsibility to the student for their education.** There are still educational standards that have to be met but more and more students are able to direct their own educational experience.

**That brings us to the theme of this Perspective.** What will be the important characteristics our students will need as adults? What will these citizens of tomorrow need to be successful? Those questions resulted in the six C's. If you do not have time to read all the articles, the six C's are Create, Connect, Commit, Care, Contribute, and Compete. **These are the experiences and traits we believe our children will need to navigate their futures.**