

PERSPECTIVE

■ SPRING | SUMMER 2021

COLLABORATIVE CAMPUS CONTRIBUTIONS

NOT ONLY SURVIVING, BUT THRIVING DURING THIS UNPRECEDENTED YEAR

THANK YOU TO OUR SCHOOL NURSES!



OPENING THE DOOR TO

PEWAUKEE
SCHOOL DISTRICT

EACH CHILD'S FUTURE



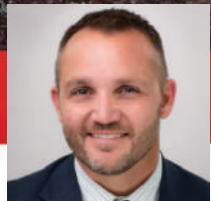
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COMMIT

CONTRIBUTE

CREATE



FROM THE PERSPECTIVE OF



DR. MIKE CADY SUPERINTENDENT OF SCHOOLS

Happy Summer Pewaukee School District! **What a year it has been!** In June of 2020, we were engrossed in planning to do something we had never done before - running schools during a global pandemic. We had just started weekly meetings with the Waukesha County Executive, Health Department, and all county superintendents to collaborate on our plans. We were in the **last days of a state ordered shut down of school campuses** and had just begun bringing administrative and office staff **back on site for the first time in months**. Meanwhile we were deeply engaged in trying to complete the **largest set of campus wide construction projects in district history** and the implementation of a **new grade configuration** as ACMS became a three grade school.

So much had to be done and frankly, no one really knew what to expect. Data metrics were identified and dashboards created to support our ability to monitor and manage viral activity. Plans were devised to try and apply public health guidance in practical ways to allow us to run schools and keep students and staff healthy and safe. We had to learn how to run schools and manage other programs like the arts and athletic activities in new ways. Through all of this we used a set of values to guide our decision making - **the health and safety of students and staff, the social-emotional wellness of students and staff, and student learning**. Throughout this situation we spoke about the importance of trying to not only survive, but to **thrive** so that our students would have the best experience possible.



COMPETE

With the support of our community, the hard work of our staff, and the resilience of our students, we found a way to have a very successful school year under the most trying circumstances we are ever likely to experience.

We succeeded in providing the opportunity to bring students back for in-person learning from day one while also offering a virtual option for our families who felt that was best for their children. We leaned on guidance and data as we progressively increased days of in-person attendance until we had all students able to attend every day. All athletic programs ran and successfully completed full seasons. Using creative approaches plays and musicals were performed, concerts returned in the spring, and programs like Robotics were able to engage students in alternative experiences. We even enjoyed a historic basketball season with the first state championship in school history. The community was able to gather and send the team off in grand fashion with thousands cheering them on from our unique single campus setting. As vaccinations became available we held onsite clinics for our full staff so all could complete doses prior to spring break and then we provided onsite clinic options for eligible students. As infections dropped and the weather improved we were able to take better advantage of outdoor spaces and start to experience a greater sense of "normal." This included our first concert on the new outdoor staircase with ACMS students performing and we were finally able to celebrate the formal grand opening of our new facilities. Our spring athletes were able to compete with no restrictions on spectator attendance and experienced great success as they capped off a year in which PHS teams won eight conference championships. The senior class was able to experience the first Prom in two years at the new Brookfield Convention Center, we successfully held full in-person 8th Grade Promotion, the Graduate Parade returned and Commencement for the Class of 2021 was celebrated with the full class and their families at Feuerstein Field.

Despite all its imperfections, challenges, and annoying protocols, the 2020-21 school year should be remembered as a time when this community, this staff, and in particular, these students rose to the occasion. As we all look forward with excitement to brighter days ahead and a resumption of more normal experiences, let's remember that this pandemic was no match for the resilience, ingenuity, and passion of our school community.

Have a great summer, Pirates!



I think it's awesome that we get to go out there every week because you get to see how it changes from week to week."

DANIELLE PRATT, 2ND GRADER



FROM THE PERSPECTIVE OF

SARAH TORBENSON, JULIE SCHMIDT, ERIN MEISEL

2ND GRADE



Our nature trail project has been one of the best parts of our school year! When our kiddos first came to school in September, we took our classes to the outdoor amphitheater by the PLE library and noticed that many of our students were afraid of bugs, were hesitant to sit in the grass, etc. We knew then and there we needed regular outside time!

It was important to us to give our students the opportunity to experience nature and the outdoors on a regular basis. We began going out to hike once a week, for about 45 minutes to one hour. The first hike was a little rough - kids were saying it took too long, it was hot/cold, etc. However, gradually over time, the kids began to really look forward to our nature hike days! We would stop and listen to the birds, notice plants/trees, listen to the wind, and do many other "nature detective" type things. **We wrote poems outside, found signs of animal habitats, played in a snowstorm, hiked through driving rain, and formed many wonderful memories together as a school family.**

Over the course of the fall semester, our students decided there were two problems they wanted to solve; There was litter on the trail, and there weren't any places to sit and rest. Thus, our first **LAUNCH** (Listen, Ask questions, Understand the problem, Navigate ideas, Create a prototype, Highlight and fix) Cycle began! LAUNCH is a way for students to organically work through problems they notice, until they have a successful solution in place.

In short, our class noticed two problems to fix:

- 1 A NEED FOR GARBAGE RECEPTACLES
- 2 A NEED FOR BENCHES TO SIT ON

Our students presented to the administrative cabinet, presented to the school board, and worked with **Mr. Lamp, Mr. Sevens, and Mr. Baker** at Asa Clark and PHS to coordinate building benches. We worked with **Mr. Stangler** to order waste receptacles as well. Students voted on bench designs, garbage types, and where to place them on the trail. Each decision was made by kids.

From our **perspective**, the time we spent outside this year has been invaluable. The LAUNCH cycle was meaningful to all involved. Perhaps the best benefit though was just being able to walk with students. When you are out hiking, kids just naturally converse with you and others around them. We learned so much about our students' families, interests, hobbies, and challenges. We formed special memories together, bonded in new and authentic ways, and many students discovered they indeed appreciated the natural world around them.



It's important because if we didn't have the garbage cans and benches out, people wouldn't have a place to rest and the litter would keep happening."

MADELYN SWAMP, 2ND GRADER

CONTRIBUTE

CREATE



FROM THE PERSPECTIVE OF



CATHY WALZ TECHNICAL EDUCATION TEACHER

As a lifelong Pewaukee Pirate, many of my favorite years on the PSD campus have been the ones in which construction was happening. I've always felt there was something inherently inspiring about expansion, renovation, and new construction. I see it as a way for people to leave their world better than they found it. I have fond memories of Asa Clark opening and I remember watching the footprint of the elementary school I once attended double in size. Seeing Horizon come together and complete the loop around Houle Circle felt like someone had just inserted the last piece of a beautiful jigsaw puzzle, and when it comes to PHS, let's just say it's hard to believe it is the same building that housed kindergarteners in the fall of 1989. **These days, my excitement for construction on campus remains as strong as ever, but in my role as a technology and engineering teacher it is less about my personal enjoyment and more about the opportunity to share my passion for construction with the next generation.** It is a means of bridging the gap between classroom and job site so that students are able to see the things they are learning brought to life right before their eyes. Occasionally, as happened to be the case in 2019, construction on campus can also lead to authentic opportunities for students.

That fall, Dr. Cady sparked a series of discussions about potential projects for a construction or engineering class that could be done under the guidance of CG Schmidt, the construction company working on PSD. **In the end, it worked best to have the civil engineering and architecture class partner with Mike Borchardt and Mike Deitrich to bring to life Robin Wilson's vision of a gazebo-like structure for the center of the outdoor classroom at PLE.**

The students set to work on the gazebo project at the start of 2020. They visited the site, took measurements, researched, asked clarifying questions, created models, and finally delivered their best sales pitches to a team of stakeholders. It was literally everything they had learned and practiced theoretically in the first semester, and they nailed it! As the design phase wrapped up, they were eager to move on to construction, motivated by the

knowledge that the end result would be something that would be seen and used by the next wave of Pirates as well the teachers of their past. **Then COVID hit.**

The project sat at a standstill for nearly a full year and when things resumed, everything was different. I had a new group of students jumping into the build without having much involvement with the design. Our CG Schmidt partners moved on to new projects and we were connected with **Drew Blischke** and **Jared Matteson**. Our client changed as well when **Brian Seigel** became the new principal at PLE. Initially, it broke my heart that things unfolded the way that they did but the more I thought about the nature of creating, the more I realized that what played out in this experience was about as authentic as it gets. Creating is rarely one person doing it all from start to finish. There are teams of designers and the designers are not typically the builders. It can be messy and it is an ever changing process. Despite everyone's best efforts to think through every angle, sometimes obstacles still pop up.

There will be projects in which you get really invested but then your talents are needed elsewhere and the job gets reassigned. It may begin as your idea, but ends up nothing like your vision and that's all ok. **At the end of the day, thanks to another memorable year of construction in Pewaukee, these students are walking away with a stronger ability to work as a team to solve problems, a deeper understanding of what innovation means, and a first class experience in the value of adaptability.**



JAN
2020



FEB
2020



MAR
2021



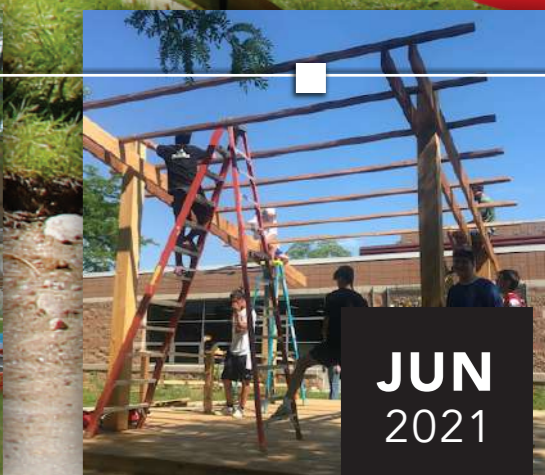
APR
2021



MAY
2021



MAY
2021



JUN
2021



5%
INCREASE
IN 4K
LOWERCASE
LETTER IDENTIFICATION
(DUE TO THE NEW
THEMATIC LEARNING
ENVIRONMENTS)

6%
INCREASE
IN 4K
UPPERCASE
LETTER IDENTIFICATION
(DUE TO THE NEW
THEMATIC LEARNING
ENVIRONMENTS)

**HORIZON
ACMS
PHS**
WI RTI CENTER
AND DPI
**RECOGNIZED
SCHOOLS**

PHS
NAMED A
**BEST
HIGH
SCHOOL**
BY U.S. NEWS

PSD
RANKED
#1
MID-SIZED
**DISTRICT IN
SOUTHEASTERN
WISCONSIN**

2011
2012
2013
2014
2016
2017
2018
2019
PSD
NAMED
**TOP
WORK
PLACE**
2020

10%
INCREASE
IN 4K
LETTER SOUND
IDENTIFICATION
(DUE TO THE NEW
THEMATIC LEARNING
ENVIRONMENTS)

HORIZON ELEMENTARY
3RD GRADE TEACHER
**KATIE
ADAMS**
AWARDED THE 2020
HERB KOHL
AWARD

**AVERAGE
GPA**
FOR ALL
PHS ATHLETES:
3.61

PHS
RANKED
#16/673
(STATE)
#652/17,857
(NATION)

PHS
AWARDED
**LEVEL 1
2020**
AP PACESETTER
AWARD

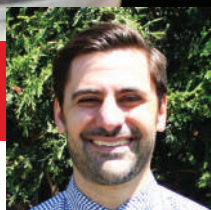
PSD RANKED
#20
OF 379
WI SCHOOLS FOR
**BEST
TEACHERS**



PLE

COMPETE

PHS



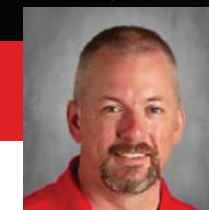
FROM THE PERSPECTIVE OF
BRIAN SIEGEL PEWAUKEE LAKE ELEMENTARY PRINCIPAL

When looking at our 4K data from this year, it is clear that our students had more access to and experience with literacy and numeracy through all of the thematic experiences. However, in looking at developing competitive students for the future, simply analyzing their letter and number awareness doesn't encompass the full picture. The thematic experiences have provided students with extensive background knowledge and vocabulary that prepares them for future learning.

Through our immersive rooms, our youngest learners are walking away being able to name specific bones and parts of the body, planets, parts of a plant, animal species, dinosaurs and professions (zoologist, paleontologist, etc.). Access to these types of experiences builds excitement and wonder that will propel their learning and enthusiasm for education forward in the future. **Although our numbers are extremely impressive after this year, it is the foundation that the new model creates that will separate our learners from others in the future.**



FROM THE PERSPECTIVE OF



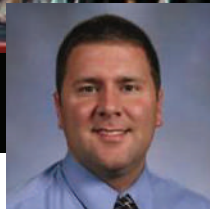
PEWAUKEE HIGH SCHOOL PRINCIPAL **BRIAN SNIFF**

Our students' success is our success and one way we measure meeting the Compete competency goal is to provide students a head start into their next endeavors after high school. We want our students to leave our doors with college credits or industry certifications on their resume. In the Spring of 2020, we continued to improve our Advanced Placement results with additional students taking and earning high marks on their AP exams despite the year ending closure.

A focal point throughout the 2020-2021 school year has been to continue to provide an equitable educational experience for these students as prior students experienced in previous years. **Thanks to the dedication, adaptability and innovative work of the staff at PHS,** we have allowed students to earn post-secondary credits and industry certifications at a pace commensurate with the years prior. Recent accomplishments earned include the AP Pacesetter Award for 2019-20, the Wisconsin RtI Center Recognized School for successful math and reading programs, and over 43 industry certifications earned by the Class of 2020!



8TH GRADE PROMOTION



FROM THE PERSPECTIVE OF



JOHN STANGLER DIRECTOR OF BUILDINGS AND GROUNDS

This past year was unlike any other for everyone in this school district - teachers, students, parents and staff alike - but through the perseverance of all involved, we were able to keep our schools open and thrive despite the challenges presented by COVID-19. As the start of the 2020/2021 school year approached, Pewaukee School District was tasked with developing ways in which

to open for in-person learning while also keeping students and staff safe. A large portion of responsibility fell to the **Buildings and Grounds department, whose staff doubled their commitment to providing safe, healthy and secure schools for every person who entered the doors.** A huge thank you to every member of the team. We could not have gotten through this year without your resilience and hard

The motto of **"opening the door to each child's future"** applies to more than classroom instruction.

It also involves the experiences a child has on the school grounds outside of the classroom. It is the Building and Grounds department's mission to provide clean, well-kept spaces that facilitate learning at its best and in turn, allow students, staff and the community to create lifelong memories. This last year was different, but my staff and I were determined to think outside the box – and the school – in order to keep as much normalcy as possible. With extra cleanings, providing necessary PPE, the recent facility improvements, and the use of our beautiful campus, we are proud to say that we were still able to hold many events, both large and small, **and ensure that the experiences these events provided were not lost.**

Whether it is a sporting event, concert, play, or graduation, the same commitment can be seen by the Building and Grounds department staff. We view each event or day as an opportunity to leave a positive impression of the school district on the school community and general public. Sometimes our interaction or event is the only time an individual will access our district. Through the preplanning, set up and execution processes of an event, our department is the behind the scenes crew that strives to make sure everything goes off without a hitch, and that the Pewaukee School District is seen in the best light possible, and that every student is provided the opportunity to make the most of their school years.



One highly anticipated event was the **2021 High School Graduation Ceremony.** Through the commitment of the Buildings and Grounds department, and some quick thinking when the chair order went awry, we were able to not only hold the PHS graduation, but also the **8th grade promotion** ceremony outside on the football field. June 11th was the last day of the Class of 2021's high school career, and I am proud that, despite restrictions imposed by COVID, my department and I were still able to provide the graduates and their parents with a night to remember.

Walking through our beautiful campus this past spring and seeing students of all ages enjoying classes, events, and other activities, whether indoors with PPE or adapted for outside learning, **I was reminded that the commitment and dedication of my entire department and myself made a real difference in the lives of our students.**





MELINDA LARSON-HORNE
LEARNING COACH

While the focus of this article is on **CONNECTION**, rarely is a single Graduate Profile competency demonstrated exclusively. They are all inherently linked to each other and, when multiple competencies are exemplified simultaneously, the outcomes are inspiring. It has been a source of Pirate Pride and a highlight of my year to have worked with a group of dedicated educators and students who **CARED** deeply and **COMMITTED** their time and resources to accomplish a year-long project aimed at making **CONNECTIONS** with young adults with special needs. Ultimately, the students **CREATED** a product aimed at **CONTRIBUTING** to the future success and wellbeing of their "clients". These students and educators deserve all of the credit, but I am honored to share their story.

Earlier last year, PHS social studies teacher Amy Budde, transition teacher Jill Thomas, speech pathologist Asia Backus, assistive technology coordinator Becki Cook, and I came together to design a cross-curricular collaboration among students in the Psychology 102 classes and students with physical, emotional, and cognitive challenges.

Mrs. Budde's advanced psychology students researched the use of virtual reality as a tool to increase social-emotional intelligence as well as to provide therapeutic sensory experiences. Working in groups, they analyzed anonymous dossiers provided by Mrs. Thomas and Mrs. Backus and developed personalized experiences to meet the specific needs and interests of their special education clients.

With the help of Create Coach Ben Lamp and his volunteers, students used the laser engraver in the PHS Innovation center to produce a set of Google Cardboard virtual reality viewers. Several of the Psychology 102 students challenged their own spatial intelligence and observational learning abilities as they assembled the VR devices. Others curated a list of 360° videos representing authentic interests and real-life tasks as well as low and high impact experiences for use with the Google Cardboards. **Senior Maria Opie said that it was fun to put the Google Cardboards together but that the Psychology 102 students were most excited to present the personalized products to their clients.** In late May, after months of research and development, Mrs. Budde's students finally connected with their clients. Transition student **Madysen Dollins** said that watching the 360° videos with her personalized Google Cardboard viewer was wonderful and shared,

"I LOVE how things come alive in 3D!"



"Not only did the headsets allow for the students to enjoy themselves, but they also allowed for instructors to create an educational experience for their students to help them learn and grow."

SOPHIE NAUMAN, JUNIOR PSYCHOLOGY STUDENT

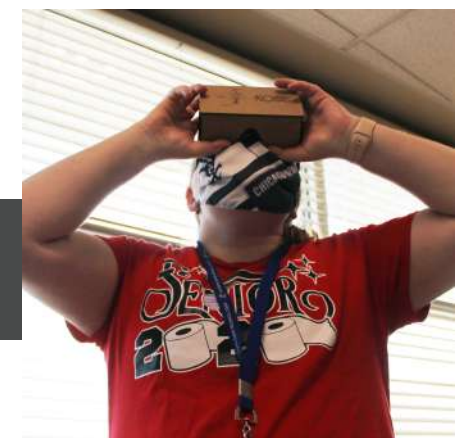
Next year, the virtual reality project will continue as Mrs. Budde's classes create personalized 360° experiences including videos to assist younger students as they transition from building to building on the PSD campus. Some videos will focus on safety while others will help students interpret social cues and build their own social-emotional intelligence. **There are also plans to create videos that will introduce users to professional and cultural experiences such as visiting the zoo, going to a play or a concert, exercising at the YMCA, taking public transportation, and a variety of authentic workforce experiences.**

Reflecting on the impact of this project, junior Dominic De La Cerda emphasized the power of human connection: "I have gained a new **perspective** on how VR technology can be used as a social tool. Finding out what students enjoyed and what they wanted to experience helped me understand them better. Sharing a similar experience with somebody provides a lot to talk about."

CONNECT

"I LOVED CONNECTING WITH STUDENTS AS AS THEY EXPERIENCED THE HEADSETS FOR THE FIRST TIME; WATCHING THEM EXPLORE AND ENJOY WAS A PRIVILEGE!"

SOPHIE NAUMAN





FROM THE PERSPECTIVE OF

CARE



COLIN JACOBS
DIRECTOR OF HUMAN RESOURCES

The Pewaukee School District Graduate Profile includes a Care component which is defined as **“the ability to manage one’s health and support the well-being of others.”**

This definition serves as not only a description of what Care requires but it is also a goal the District strives to uphold for all students and staff. It is an aspect of the learning process that requires every staff member to remain mindful of student health and well-being as they interact with students.

This last year and one-half has served as a constant reminder as to how important this support is and how relevant it is to include CARE in the Graduate Profile.

The CARE component, which is rooted in health and well-being, proves to be essential to success regardless of age, grade, or background.

I am proud to detail how our PSD School Nurses and Health Room Assistants have focused on caring for and supporting every student as well as their colleagues, the PSD staff.

This team consists of our District Medical Advisor, Dr. Patti Young, our School Nurses and our Health Room Assistants. Our Nurses are Jen Buth, Danielle Betz, Liz Caccese, Angela Castillo, Gabby Courseault, Trina Gross, Jennifer Hinde, Liz Ingrisano, Janet Meyer, Heather Melvin, Abby Philleo, and Kari Winkelman. Our PSD Health Room Assistants are Laura Kassel, Claire Salb, Kerri Siira, and Lori Woodford.

It is very difficult to quantify such a valuable service but the data below sheds light on the wide range of contributions, responses, and supporting actions that these wonderful professionals provide.



HEALTH ROOM DATA

- Over 4,000 visits to each school's health room this past year.
- School Nurses managed over 250 Student Care Plans during the 2020-21 school year.
- This year also had over 4,000 instances where medication was administered by a School Nurse
- Over 100 PSD students have a severe allergy requiring potential use of an Epi-Pen



EDUCATION OF STUDENTS

- School Nurses: contributed to the Insight-Biomedical Innovations Program
- Led CPR/AED certification for PHS 10th Graders
- Provided Reality Store Activities with PHS 12th Graders
- Taught Human Growth and Development classes for 4th and 5th Graders



STUDENT WELLNESS

- School Nurses and Health room staff: conduct Hearing and Vision Screenings
- Prepared medication and health information for each school day
- Will continue to attend field trips for students for health and medication needs
- Supported families during Registration and Great Start conferences
- Provided direct care in all health room visits



EDUCATION OF STAFF

- School Nurses: led CPR/AED certification for coaches and staff
- Led All Staff through state mandated medication training
- Onboarded New staff with orientation and health services updates
- Led All Staff through to complete Blood borne pathogen training
- Conducted Medical Alert drills with each school's Emergency Response Team



STAFF WELLNESS

- School Nurses assisted with Health Risk Assessments/Biometric Screenings
- School Nurses and Health Room staff: assisted with Flu shot and COVID Vaccine Clinics
- Managed Health room visits (such as blood pressure checks, basic first aid after injury)
- Served as Staff Liaison to Safety Committees, 504/IEP Meetings, Waukesha County Health

It is clear to observe such excellence when one looks over the depth and breadth of contributions, responses, and supporting actions of our health room staff. It also becomes clear that CARE is not only helping to directly aid another person to feel better but also to provide education so as to achieve well-being in knowing what to do.

Of all the caring groups of staff within the Pewaukee School District, the professionalism, responsiveness, and care from our school nurses and health room staff stands out. **If you have the privilege of knowing or meeting a member of this valuable team, please tell them thank you.** A common response from them is “that’s what nurses do.” In all of their doing, it is important for their well-being to know that their efforts are so greatly appreciated.

THANK YOU PSD SCHOOL NURSES



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404 Lake Street | Pewaukee, WI 53072 | PewaukeeSchools.org



FROM THE PERSPECTIVE OF



BRIAN KAMMERS

BOARD OF EDUCATION PRESIDENT

As we emerge from the pandemic it is hard to predict which lifestyle changes made in response will continue and what practices will return to their pre-pandemic form. It will take time for the families that experienced tragedies to recover. It will take time for our economy to recover. Even during this terrible time, learning was taking place. **Our children were continuing to learn. Teachers, who were amazing throughout this ordeal, were also learning how to be effective educators in a virtual or hybrid mode.**

The scheduled construction and renovation of facilities took advantage of the shutdown. The work was completed on time and on budget. The truth being told, it looked like we might not be finished in time for the opening of school in September. It took tremendous effort by our staff and our construction partners in order to be ready at the start of a new school year. **On the topic of amazing efforts, we should also recognize all the work our nursing staff did behind the scenes to help keep us safe to stay open. We also need to recognize the work by our building and grounds and custodial staff that was committed to keeping our buildings safe and clean.**

This issue of the Perspective uses the six competencies of our Graduate Profile to review the work and the results of the last school year. Much has been written about the impact on learning that virtual and hybrid teaching has had. In other districts, the academic results have not been good. **Pewaukee has done more than survived, our numbers show that as a district we thrived.**

Please take the time to read this Perspective so you can see how, even during the pandemic, the Graduate Profile drove our educational focus to open the door for each child's future.