

Bucks Bulletin is a project of the students and staff of Washington Island School.

Washington Island School District *Bucks Bulletin March 2020*

"It was one of those March days when the sun shines hot and the wind blows cold: when it is summer in the light, and winter in the shade." – Charles Dickens, "Great Expectations"

We are moving nearer the final quarter of this academic year, with less than two weeks left in the third quarter. High school students have taken the ACT exam off of their plates, and elementary and middle school students are going to begin preparations for the April FORWARD testing. The freshmen and sophomores have already begun preparations to take the 2020 ACT Aspire in April as well. Our seniors are moving closer to their graduation date and have been diligently filling out scholarship applications in preparation for their post-secondary education. We closed out another high school basketball season with coaches Shawn Young and Sara Gibson guiding our boys and girls throughout. We are grateful for their time and their dedication to our district's athletic program.

Given the current state of the state, we are also mindful of the risks that the coronavirus and influenza could have on us as a school community. The WISD website has also been updated with information on a link (COVID-19) on the home page. We welcome people to peruse these information pieces, as well as the link for WISD family information and communications. This Observer piece also has several of the communications and most recent Governor's information. The WISD has been working tirelessly to launch an alternative learning plan for our 4K-12 grade students and their families, in order that they can support our educational services while they are at home. We will begin these educational services on March 30. Communication from the district will be ongoing, as we move forward. This time in history is unprecedented. We are mindful of the challenges and possibilities that it brings.

Thank you for your time and partnership in education.

Michelle Kanipes, WISD principal

Heading home



PHOTO BY MARLEEN JOHNSON

Third and fourth grade students pictured here carrying all of their personal belongings in garbage bags down the hall at the end of the day on March 17, 2020. Following a mandatory health safety announcement for all Wisconsin schools, Washington Island, too, had to close its doors because of the coronavirus pandemic. When Ms. Johnson heard of the closing, she announced, "But I have so much to teach yet!" Then, Ashlynn responded, "And I have so much to learn!" Despite the looks on the children's faces carrying heavy garbage bags of notebooks, folders, pens and pencils, teachers throughout the building felt some students' feelings of confusion, disappointment and sadness.

Testing and accountability update from the state

WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

The DAC Digest

March 18, 2020

COVID-19 UPDATES

On Monday, March 16, Deputy State Superintendent Mike Thompson sent an email to district administrators with an important update about testing and accountability in light of the current COVID-19 pandemic:

"It is increasingly clear that it will not be possible to complete testing this year due to the pandemic. The DPI will aggressively pursue a waiver request to the United States Department of Education (USDE) from this requirement and will work with the legislature and governor's office around suspending the state test requirements this spring. In addition, we will continue discussions around the impact on report cards with all parties. We will keep you updated on this progress as we move forward."

Due to the evolving updates with COVID-19, this week's DAC Digest does not include Forward, ASPIRE, and DLM specific updates. Forward and DLM test windows will not open as planned on March 23 due to the Governor's executive order to close schools for the duration of the public health emergency. We will keep you updated as the situation progresses, and thank you in advance for your patience. Please bookmark DPI's [COVID-19](#) website, which serves as the agency's main resource for information and communications related to the developing situation around this pandemic. The page is updated regularly.

As you know, assessment is a key component in Wisconsin's federal and state accountability systems, and at this point, we do not know the full impact the potential suspension of testing will have on future state and federal accountability reporting and identifications. OEA and OSA staff are working with other states and national experts as we plan our next steps to advocate for schools and districts.

Also, please note that OEA and OSA staff remain available for any assessment or accountability questions. You can contact our teams by emailing oeaemail@dpi.wi.gov or osamail@dpi.wi.gov.

Letter to parents

To: WISD students-families
From: WISD Administration and BOE
Re: School information and updates
Date: March 17, 2020

The Washington Island School District will suspend in-person classes beginning on MARCH 17th at 3:35 pm. Alternative learning plans for all students in grade 4K-12 will be made available to students, parents and guardians starting March 30th. Throughout the closure, the teaching staff will be working to provide the best continuity of services that we are able. Teaching staff will communicate regularly with WISD families, as we move forward with alternative learning strategies for our students.

Please refer to the WISD webpage for updated information. There is a link that has been posted for your reference which will direct you to resources. The COVID-19 link is located on the main school website page. The building will be closed starting March 19th, phone calls will be routed to individual staff member's extension numbers.

We are tentatively planning to reschedule in-person classes on APRIL 6th, beginning at 8:20 am. As federal and state information and directives are updated and passed along to school district officials, we reserve the right to adjust this school start date. We are grateful for your patience and understanding as we work to manage this international situation. Thank you.

Bucks Bulletin is a project of the students and staff of Washington Island School.

High School English class

By Leila Nehlsen

Students in high school English class just finished “All Quiet on the Western Front” and then read poems with similar anti-war themes. Each student picked their favorite poem and wrote an analysis of it. The poems were written about several different wars.

The following are two analyses by Aidan Purinton and Andrea Valentincic.

Analysis of “Dulce Et Decorum Est”

By Aidan Purinton

“Dulce Et Decorum Est” is a poem by Wilfred Owen about WWI. Owen wrote this poem shortly before he was killed in action in France in WWI. You read the poem as if from Owen’s perspective. It talks of dead tired men trudging back toward their barracks, “Knock-kneed, coughing like hags” (line 1). They struggle through the mud, some without their boots. Some are injured, the blood mixing with the mud on their feet. Out of nowhere a cry of “Gas, Gas” (line 8) rings out, and the men rush to pull on their masks. The poem describes one unlucky man who is unable to get his mask on in time. He is writhing and screaming on the ground, as the other men watch helplessly. In desperation, the man flings himself at Owen, who hears the gurgling noise of a man drowning in his own blood. Owen describes, “He plunges at me, guttering choking, drowning” (line 10) The men then have to dispose of him in a wagon for the dead. Then Owen talks of how if you were with him fighting, there would be no glory, only death, and violence.

Owen uses many literary devices in the poem “Dulce Et Decorum Est.” For example, the last line of the poem, “Dulce et decorum est/ Pro patria mori,” is a French phrase. It means it is sweet and right to die for one’s country. Another literary device is a metaphor: “Drunk with fatigue, deaf even to the hoots (gunfire)” (line 3), is used to describe how Owen and his comrades are feeling after days on the front. They are stumbling and bumbling, like a drunk person leaving a bar. Owen also uses similes, for example, in line eight a man has failed to get his gas mask on and is “flound’ring like a man in fire or lime.” This helps you visualize the man almost like a fish, flipping, and flopping as if he were on fire or burning. Finally, Owen uses an A B A B rhyme scheme in his poem, and each line has exactly ten syllables.

Analysis of “The Letter”

By Andrea Valentincic

“The Letter” by Thomas Gallagher is about a young soldier in the Vietnam war writing back and forth to his parents. They began alternating, “Dear Mom and Dad” and “My Son.” The war is over and he is about to come home and he asks if a friend who has lost an arm and a leg can stay with them, but his parents say they are too busy to take care of a crippled boy. By the end of the poem, the friend reveals that the friend was actually himself, and he wanted to see how his parents would react to caring for a paraplegic son. In the end, he commits suicide and his parents find out when his body comes home that he was talking about himself. A narrator explains, “Some months later, a letter came, saying their son had died. When they read the cause of death, it said ‘SUICIDE.’ Sometime later when the casket came, draped in our country’s flag, they saw their son lying there without an arm or leg.

This poem is in letter form. The rhyme scheme is rhyming couplets, but the rhyming words are at the end of sentences instead of lines. There is no rhythm. There are no figures of speech. This poem uses pure irony to get to the reader’s emotions. The parents had no idea their son was talking about himself.

Early Childhood Screening cancelled

Washington Island School’s Annual Early Childhood Screening for children who will be 3 or 4 by September 1, 2020, scheduled for Thursday, April 2, has been cancelled until further notice.

And though she be little, she is fierce

By Jessica Dennis

On Thursday, January 20, 2020, Sarah Duggan Goldstein visited the high school students at Washington Island School to share her educational pathway as well as an insight into her occupation in Public Health.

Sarah began her presentation by asking students to respond to the question, “What is public health?” Flu shots, vaccines, vaping/juuling, subways/transit, viruses, GMOs, food, restaurants, and many more answers were shouted out. She then began by sharing with students that all the responses were indeed part of Public Health and Sarah shared hospitals, vaccines, restaurants, and vaping/juuling were some of her primary areas of focus right now. Sarah shared with students the process taken to create vaccines as well as discussing the emerging COVID-19 virus.

Mrs. Duggan Goldstein shared how she attended Connecticut College for her undergraduate program before spending two years in Boston working at McLean Hospital, a psychiatric hospital affiliated with Massachusetts General Hospital and Harvard University. It was here she discovered public health and started post graduate work at Boston University’s School of Public Health, completing a certificate in maternal and child health. She continued to complete her master’s in public health through attending the University of Illinois in Chicago. Post completion of her master’s degree, she worked for the American Medical Association in the division of medicine and public health, primarily focusing on immunizations and infectious disease.

Mrs. Duggan Goldstein is married to Brett Goldstein, and the past six years have been eventful as she has been working on her doctorate in public health, has moved a couple (7) times, built a house on the Island, trained for her first marathon and served on several Island boards. She and Brett are raising three wonderfully eccentric children. Recently they are on assignment in Washington DC where Brett works at the Pentagon. Currently, Sarah works for the Blue Cross Blue Shield Association working on a national hospital distinction program. Her current areas of focus are in the areas of maternity, cancer, spine, and knee and hip replacement.

The passion for her work beamed out through her knowledge of public health, excitement of the students’ questions, and through the description of her dissertation which will lead to the title of Doctor of Public Health.



PHOTO BY JESSICA DENNIS

Sarah Duggan Goldstein, front center in plaid shirt, with the high school student body.

Student artists



PHOTO BY LEILA NEHLSSEN

Spencer holding his finished clay pot, ready to be glazed.



PHOTO BY LEILA NEHLSSEN

Breanna working on her clay pot with Mrs. Jones in Art Class.

Bucks Bulletin is a project of the students and staff of Washington Island School.

Washington Island school day activity



PHOTO BY MARLEEN JOHNSON

This third grader is dressed for success and ready for the big league!



PHOTO BY MARLEEN JOHNSON

On the last day of the celebration week of Dr. Seuss's birthday, students showed off "the places they will go" by dressing for success as they will in their future careers. "Like mother, like daughter." Future teacher, Miss Dennis, is pictured with her mom, Mrs. Jessica Dennis, Washington Island School Science and Math teacher.



PHOTO BY ALYSSA WAGNER

The first graders had a blast on "Oh, The Places You'll Go" Day to celebrate Dr. Seuss and Read Across America Week. The students were able to dress up as what they want to be when they grow up. In our class there was a builder, a NASA scientist, a park ranger and a veterinarian.

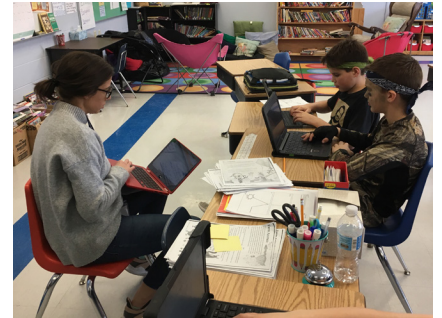


PHOTO BY MARLEEN JOHNSON

Kayla Mann, who successfully completed her Student Teaching experience at Washington Island School on March 17, is pictured here conferring with Tommy (in the back) and Mason (in the front) about the essays they were editing. For most of her student teaching, Kayla Mann was with the 6th grade students and traveled, like they do, between Mrs. Grzelak, Mrs. Dahlke and Ms. Johnson's classes, which include Social Studies, Math, Science, and English Language Arts. Aside from all she did for those classes, she often filled in where she was needed. We will miss having her around. Congratulations, Mrs. Mann! Now go take out an application!



PHOTO BY MARY GRZELAK

In early March, Jake Dahlke and Mike Nichols presented fire safety to the 5th-, 6th- and 7th-grade students as a requirement for their Fire II class. They talked about the importance of smoke detectors and showed them the importance of reacting fast when getting called to a fire. Mike Nichols showed the students how he could get into his fire gear, which weighs between 80 and 120 pounds, in less than two minutes as the students timed him. Then, he let some of them try to do the same thing. Finally, the students were taken outside the school to see the safety features on a firetruck and look inside the ambulance. It was a great learning experience for the students of both Washington Island School and the Washington Island Fire Department!

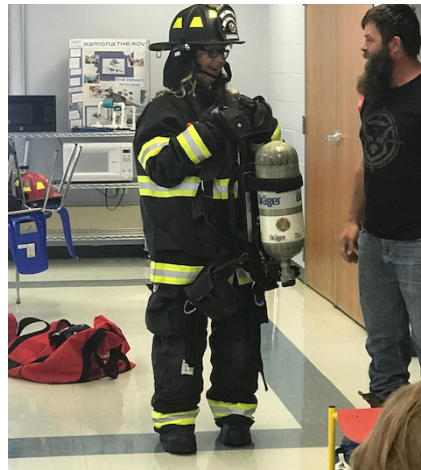


PHOTO BY MARY GRZELAK



PHOTO BY MARY GRZELAK



PHOTOS BY MARY GRZELAK

After they studied about ancient China, Mrs. Grzelak's 6th grade social studies class invited Dani Gillespie to give the students a view of current day China. She talked of where she lived and what it was like growing up in China.

Bucks Bulletin is a project of the students and staff of Washington Island School.

Nathan Hale's visit to Washington Island School: Reflections

By Teagan McGrane, Grade 5

Today, Monday, February 24, 2020, Nathan Hale, the guy that wrote and illustrated "Nathan Hale's Hazardous Tales" series, which is a set of graphic novels about historical events, came to Washington Island School. He spoke to the 5th - 7th grade students about his career and showed us how he illustrated and wrote his books by telling us the story about Lewis and Clark's adventure down the Missouri River while drawing the story on the SMART Board. He is so funny, and I felt so silly because he made me laugh so much. I liked how he drew everything because it would help him talk better.

For the last two or three weeks, the kids at school have been reading "Nathan Hale's Hazardous Tales" books before he came, so we could ask some questions. His books in that series seem so good to me because I like comics, so I recommend them. Some people dressed up like characters in the series when Nathan Hale came, like my friend Julia, who dressed up as Lafayette's wife.

During Nathan Hale's visit, I learned a lot about him. First, I learned that Nathan Hale has been drawing since he was young, and I think that is why he is amazing at drawing. He told us that he always

said, "Yes" to drawing jobs when he was younger, even though he might not have wanted to do some of them. He not only made money doing those jobs, but he learned a lot of things that he wouldn't have if he didn't do them. Second, I learned advice about writing from Nathan Hale. He said, "If you have an idea, write it down right away, and then you can always change it," which I will take for advice because I always forget things. Third, I learned that Nathan Hale liked both writing and illustrating his own books because he wouldn't have to ask anyone questions when he wanted to change the story or

pictures. When Nathan Hale did work with an illustrator, he found himself just sitting there waiting for answers because he couldn't change anything until he heard from the illustrator. I felt interested to meet Nathan Hale because I've read his books and they're really good. After Nathan Hale came to our school, I learned a lot more about his books, and I wish he could come back and tell us another story. After all, it was a very funny presentation and he is a very funny guy.

By Kinsey DeJardin, Grade 4

Nathan Hale is an illustrator and an author of graphic novels. He came into our classroom to discuss and to teach us about graphic comics. He taught us how to draw and create quick four-panel comics. He taught us that if you are trying to draw a really detailed drawing, and it is taking a while, you're better off doing some quick sketches! Also, if you have something in your mind right away, jot it down on paper. This is what Nathan Hale taught us as he drew his own comic on the Smart Board. First, you get a piece of paper and draw a line down the middle and then through the sides. Then, you pick an animal and draw a few pictures of it real quick and circle the one you like best. Next, you stare at it, and while you're staring at it, think of a name, what it likes, and what it is afraid of. Then you draw another animal of your choice, and again, circle the one you like best, stare, name, loves, and what it is afraid of. Then, you quickly think of a place where your animals could go, like I first thought of Florida. Then, you think of some quick words for the animals to say that are interesting. It wasn't hard to do, and it was definitely fun to experience making a quick four-panel comic! When everybody got up and shared their comics, I thought it was awesome and very fun to see what everyone drew! Nathan Hale said that he has presented to many grades, and he thinks that the third graders have the best imaginations.

Nathan Hale has made a series of books called, "Nathan Hale's Hazardous Tales." Right now, he is working on the tenth book in the series. When he came into our classroom it was Monday, January 24, 2020, in the afternoon. We had skipped recess to see him, but it was worth it! At recess we usually do football or obstacle courses. Even though the reading level of "Nathan Hale's Hazardous Tales" is around third grade, I still read them. I had a great time learning about the wars in his books! I read Nathan Hale's book, "Treaties, Trenches, Mud, and Blood." It was a great book. I enjoyed it very much! My whole class read at least one book of his, but many read almost all of them! From "One Dead Spy" to "Major Impossible."

When Nathan Hale came, I was very excited to meet him, and I still am even though he already left. This experience was very fun and uplifting. I am glad that I was here to enjoy it.



PHOTO BY MARLEEN JOHNSON

When Nathan Hale visited Washington Island School, he got to meet several of the characters from his "Nathan Hale's Hazardous Tales" series as several students decided to dress up and surprise him. Jaida dressed up like the grandma in the book she was reading, "Donner Dinner Party."



PHOTO BY ALYSSA WAGNER

Deep concentration along with a few giggles here and there describes the Kindergarteners and 1st, and 2nd graders when author and illustrator Nathan Hale visited Washington Island School. The kids loved his presentation, during which he taught them how to draw four different animals and an imaginary monster using shapes.

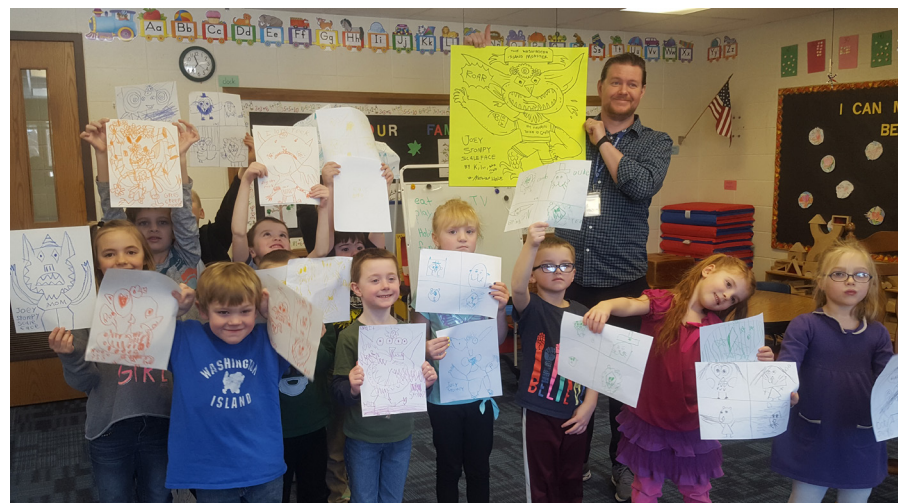


PHOTO BY ALYSSA WAGNER

The K-2 students were proud to show off their very own drawings, created with author and illustrator Nathan Hale. They named their Washington Island School monster Joey Stompy Scaleface.