

REFORM

HOW TECHNOLOGY SUPERCHARGES EDUCATION IN DISTRICT 191

SUMMER 2024 | VOLUME 6

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Burnsville • Eagan • Savage

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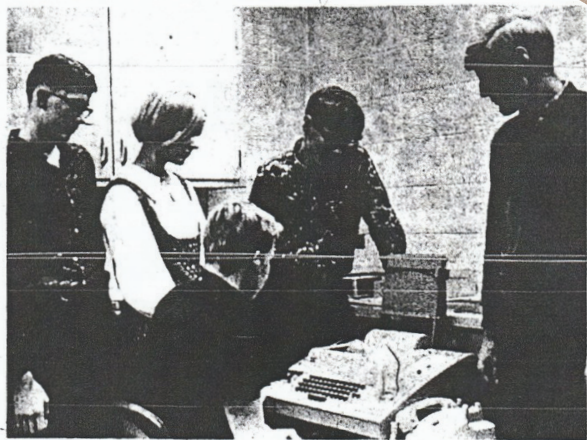
SUPERINTENDENT'S MESSAGE

Supporting student learning with technology and innovation



JANUARY 26, 1967

Computer In Great Demand



USING THE TELETYPEWRITER at Burnsville high school are from the left Jim Resameyer, Connie Carlson, Greg Van Guilder, Mitch Seymour (seated) and Dan Jorvig. Mitch is sending to the computer programs written by the students. The computer, located at the Pillsbury Company in downtown Minneapolis, immediately sends back the complete results indicating if the student designed program is a workable one.

By BARBARA PUCH
Staff Writer

Enthusiasm for the computer currently being used by Burnsville high school students and instructors is running high.

According to Dick Hanson, chairman of the math department, the "incredibly fast moron" is being used not only by his department but by the science, business and physics departments as well. He said that some of the instructors were skeptical at first, but that they are now fighting for use of the teletypewriter.

Burnsville is one of eight schools in the area using the "shared time" hook-up with the large scale, versatile computer. This year, Burnsville will use the hook-up for about a month, with increased time scheduled for next year.

Both students and instructors use the computer constantly. Even after a heavy snowstorm, an instructor battled the drifts on foot to use the computer until the 11:00 p.m. cut-off time.

Hanson, in his seventh year at Burnsville, said the computer does "not make programmers of the students but they use the computer as a tool." The student has to design the program and then feed it into the computer. The language used is simple. If an obvious error is made the computer will type back, "What are you? Some kind of nut." The students find success in

writing a program to solve a set of problems which depends more on understanding the problem and less on the mastery of programming technique.

Lyle Haugen, head of the science department, has written several programs which remove the drudgery from hundreds of calculations required in velocity-acceleration experiments. Each student still records his own data in the lab, but the program will wisk through the calculations giving the student the output with his name and complete results including percent of error. When the error is within limits, added to the output will be a hearty "How about that. . . just call me genius."

For John Sorteberg, the machine has opened new possibilities for his probability and statistics course. It was found that programs written for one class or one problem prove applicable to other situations. For example, a program written for the calculus class was snatched by the statistics people.

In describing the computer applications, Hanson said, "For the mathematics student and teacher, the only limit on the uses of the machine is the imagination." The computer is used by junior and senior programming classes and one sophomore class.

In full agreement with statements in a recent issue of Scientific American concerning the use of computers in the homes

of the future, Hanson said, "For our students and instructors, the computer may not have entered their homes but it has invaded the classroom and offered a new challenge to their creativity."

SOURCE:

Burnsville Historical Society's Dakota County Tribune archives.

In 1967, students and staff at Burnsville High School got access to a computer for the first time. The actual computer was located in downtown Minneapolis – and BHS only got to use it for a month of the school year – but programs could be sent to it through a teletype machine at the school, and the computer age for schools was underway.

We've come a long way from the days of shared access to a computer that pretty much just did math faster than people, but our approach to technology and its potential for education might not be that different.

In a January 1967 story in the Dakota County Tribune, renowned BHS math teacher Dick Hanson was quoted as saying "For the mathematics student and teacher, the only limit on the uses of the machine is the imagination."

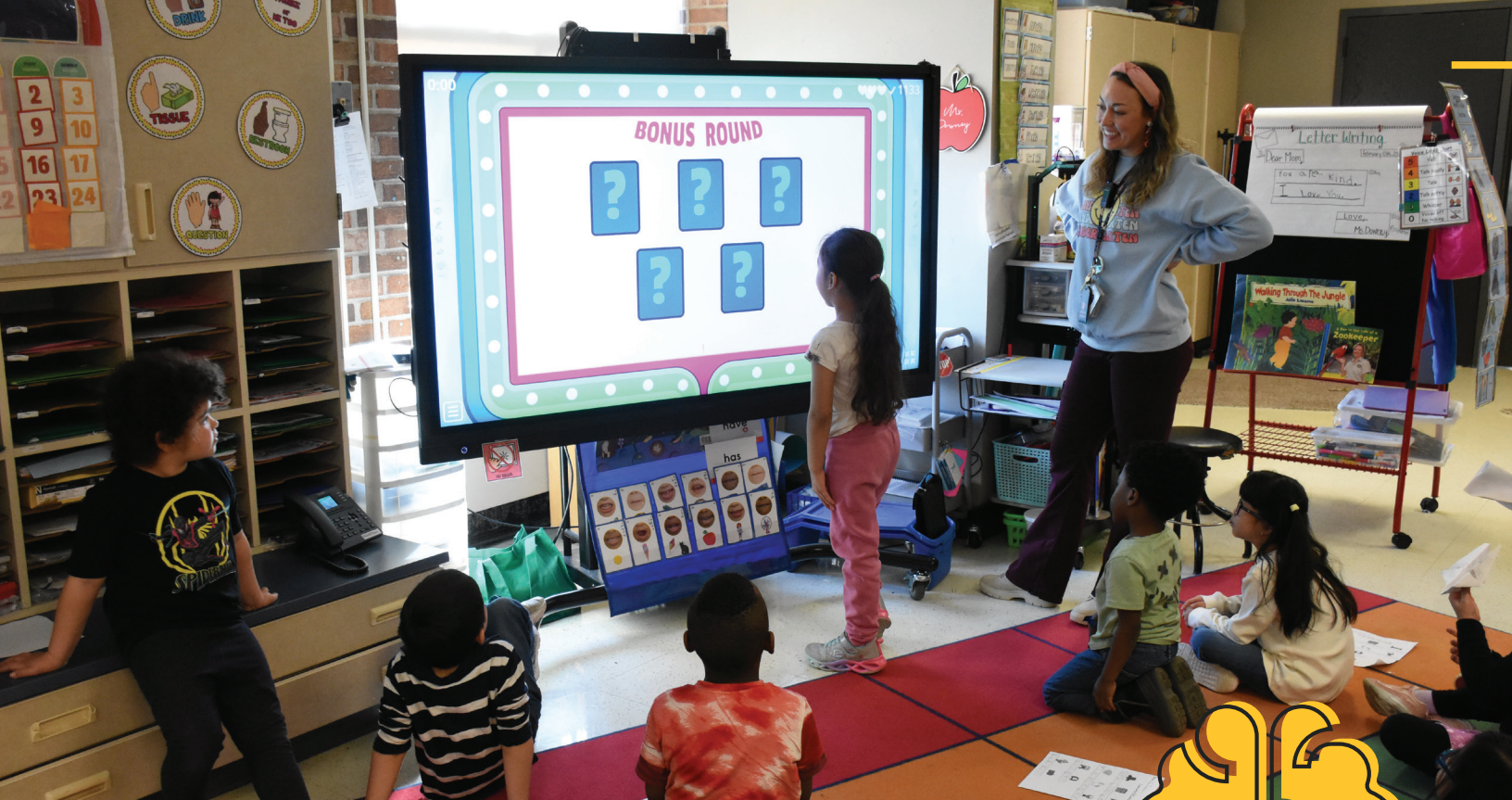
It's just as true today, but now every student has pretty much unlimited access to machines that regularly do things no one was imagining back in Mr. Hanson's day.

Of course, with seemingly limitless possibilities come new challenges and dangers. We continue to invest in instructional technology that helps students access more and more learning, but also in structural technology that helps keep our data and our students safe.

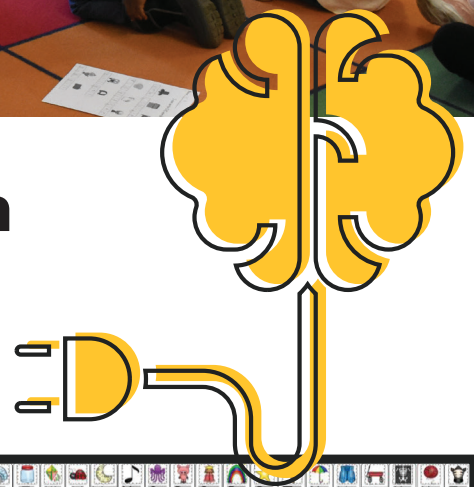
Much of our ability to be proactive when it comes to technology is because we've had such amazing community support, and I'm incredibly thankful for that. I know District 191 is in a good position to handle the next 60 years of technological advancement.

Theresa Battle

Dr. Theresa Battle,
Superintendent



How teachers are plugging in with the latest teaching tools to increase learning



Vista View Elementary kindergarten teacher Samantha Downey remembers the first time she saw a smart board when she was in middle school. It was wheeled into the classroom on a cart, it took a while to start up, and only the more tech-savvy teachers dared to use it.

Since then, Downey has experienced the evolution of classroom technology first-hand. As an undergraduate earning her teaching degree at the University of North Dakota, she took a course called Tech for Teachers where she learned how to use a variety of interactive or smart boards. The class ran through SeeSaw, which provided her with a student perspective of the instruction and communication platform, which would be helpful for her future at District 191.



We've gotten rid of that transition time where you lose the kids if you're trying to search for a lesson or pull something up on the screen. I don't lose any of that learning time because they don't have to get resettled and refocused on what we're doing.

- Ms. Downey



Interactive learning that goes beyond the board

Now the smart board plays a big role in helping Downey stay organized. It's been that way since the return to in-person learning after the pandemic.

"I basically run my whole day with it. Instead of having written lesson plans, I can use a slide deck and have hyperlinks to all the lessons, pictures and information about the activities we're going to do that day, videos and games in one place," she said.

That simplicity keeps students engaged.

"We've gotten rid of that transition time where you lose the kids if you're trying to search for a lesson or pull something up on the screen. I don't lose any of that learning time because they don't have to get resettled and refocused on what we're doing," Downey said.

Not only are students more focused, they're also motivated to complete their own assignments and behave responsibly so they can have a turn to show their work on the colorful 3-foot by 5-foot touchscreen.

"It's not something they get to do all day long, so they like the opportunity to come to the board," Downey said. "There's also value in them getting to take control of their learning. They get to take their turn, use the board, and they feel like a teacher."



Strengthening the connectivity between school and home

SeeSaw also plays a big role for Downey in allowing parents to stay connected to their child's learning. Through SeeSaw, she provides regular updates about what students are working on and shares photos from classroom activities or books they are reading. It's also a direct line of communication.

"Parents can send me a message and it's set up to go directly to my phone, as well," she said. "I know from parent feedback that they feel a lot more involved with their child's learning because they're seeing what we're doing all the time."



Supercharging the curriculum

The advancement of communication has also paved the way for increased collaboration between classrooms, schools and even school districts. One example is the implementation of the new Heggarty reading curriculum. Downey has been able to use videos and slide decks that have helped make the transition a success.

"It's easier to share things and find resources," she said. "Heggarty has done a great job with technology and every day we're able to play a video and follow along with it, and kids are excelling with this new reading and writing curriculum."

Downey is pleased that her willingness to embrace new technology in her classroom is engaging students.

"It's interesting to see them pick up on it and get excited about it," she said. "Learning about how to use technology has been so helpful and beneficial." ■





Reading, writing and digital citizenship:

Teaching elementary students to safely and confidently navigate the online world

A new question has begun to show up in the elementary classroom setting with what students see on the screen of their devices or classroom technology: *Is this actually real or isn't it?*

Teachers and students in District 191 have started to use Artificial Intelligence (AI) in the classroom. AI is just one of the ways in which technology—established and rising—is being used to educate students beginning as early as kindergarten. Although technology has been used in district classrooms for well over 30 years, the speed and intensity at which new technology is being developed and introduced has increased dramatically.

“Technology impacted how we educate and how students learn in a very powerful way,” said Shonita Harper, a digital learning specialist at Harriet Bishop Elementary School. “This district has jumped on a wave of technology and our students are better for it. The technology we’re using makes students more engaged. They’re collaborating, listening to different perspectives and creatively communicating with each other using digital tools.”

The software students use isn’t limited to basic word-processing platforms anymore. Beginning in elementary school, students are using Adobe Express, Book Creator, We Video and Tinker CAD. They can create their own digital avatars and digital citizen pledges as well as collaborate, get questions answered, solve problems and learn to decipher between actual images or facts and those that AI-generated.

Lessons from COVID-19 and the impact on students’ mental health led the district to use materials from Common Sense Education (CSE), which promotes the smart and responsible use of technology and digital citizenship. Across the district, all students in kindergarten through fifth grade engage in multiple digital citizenship lessons focused on preparing them for a life with evolving technology.

According to Jon Abrahamson, a digital learning specialist at William Byrne Elementary, digital citizenship and responsibility are embedded throughout the school day.

“As a school we see that teaching kids to be good digital citizens is important,” Abrahamson said. “They’re using technology all the time, and they need to know how to be safe, and how to be responsible online.”





District 191 elementary schools and elementary school digital learning specialists were recently recognized by CSE as Common Sense Schools. To earn this designation, elementary staff participated in professional development about digital literacy, taught three digital citizenship lessons across three grade levels and shared lessons with families to strengthen the connection to home.

Students aren't the only ones learning how to properly use and work with technology. CSE includes a component that reaches out to parents to keep them informed about what their children are learning in the classroom and how to keep their children safe online.



“Educating families when it comes to tech is so important,” said Abrahamson. “We’re at a time in history where we need to learn how to navigate that as parents and as educators. We’ve taken it upon ourselves to help support them and the mental health and wellbeing of our students.”

Parents have been very receptive to learning about these new technologies so far.

“It’s been a great start. As educators, we can only do so much at school to teach kids social skills with tech. The other part has to come from families and parents at home,” he said. “It’s important for families and teachers to partner. It’s something that can’t just be done at the school.”



● LIVE



While technology continues to grow at an exponential rate, our elementary students and families are learning the basics of how to stay safe and think critically while using new tools and software.

“This is important because students spend a lot of time on the internet,” said Harper. “They need to know what is real, and what is not real. They can go online and find answers and they can do the research. But, they also have to think critically about what they find. Is it real? We’re helping them to answer that question.” ■



Embracing AI with Guidance and Guardrails

Burnsville-Eagan-Savage School District 191 acknowledges and embraces the transformative power of Artificial Intelligence in education and in our world and is committed to providing guidance for safe and ethical use by our staff and students. We are currently creating resources for our staff, students, and families to utilize as AI increasingly becomes a part of our lives.





Empowering adult learners through technology

The One91 School for Adults, also known as Adult Basic Education (ABE), helps adult learners in the Burnsville, Eagan and Savage communities reach their academic and career goals by creating a bridge between where they are now and the pathways they want to pursue.

For some of these adult students, many of whom have recently immigrated to the United States, a variety of barriers may make it more difficult for them to pursue their goals. Whether it's learning a new language, conflicts with childcare or a lack of reliable transportation, there are many reasons why it's difficult for adult learners to realize their dreams. One of the biggest reasons, however, is the digital divide that exists for these individuals.

Elizabeth Bennett has been teaching in District 191 for three years and teaching in adult education since 2016, says the "digital divide is very real."

Devices & applications

Through the generous support of the One91 community, students have access to personal learning devices, Chromebooks, to aid in their learning. Bennett's classroom has a set of

Chromebooks to use, but that doesn't mean that one is always available. To complete coursework, students sometimes have to borrow a device from a family member or go to the library, if they are able to.

"The majority of students have smartphones, but that may be their only internet-connected device," said Bennett. "They don't always have reliable internet service or service at all."

Bennett designs coursework and learning around the devices and connections that students do have access to. She learns about each student's situation and finds a way to meet their learning and technology needs. Whether it's a smartphone, tablet or laptop, Bennett ensures that all of her students learn to use Google applications and can navigate them on their device.

Students enrolled in the program are set up with Google accounts and access to all the apps in the interface like Google Sheets and Google Slides. Since Google apps are widely used both in higher education and many workplace settings, it's important to learn how to navigate them, especially for those pursuing certain careers or higher education.

“Even for my students who are getting their GED or focused on taking care of their kids, they need to build digital skills and have digital literacy,” said Bennett. “Those are essential for basically everything – managing your healthcare, personal finance (online banking), getting a job and so much more.”

Bennet also uses WhatsApp which uses Wi-Fi and allows users to send free messages to people all over the world and does not require a data connection. Many of her students are already familiar with the app so it is easy for her to connect, share homework and answer questions.

Flexible class options

Bennett teaches a Level 4 (low to intermediate) English as a Second Language (ESL) hybrid-flexible (HyFlex) class. She also teaches a multilevel (beginner & intermediate ESL) online-only evening class.

The HyFlex class, an innovative practice that was started during the COVID-19 pandemic, has been very successful. Students can choose how they want to join class each day based on what works for them.

“It’s a model that, while K-12 was forced to do during the pandemic, has really helped my students thrive,” said Bennett.

Offering this flexible class model is another way of being culturally proficient. Improving access to education is an equity issue. For many students, it’s not really a choice of online or in-person class. Rather, it’s more of a choice of online class or no class at all because they aren’t able to attend in person.

Bennett is very intentional about getting to know her students and building a sense of community and relationships. She has gotten to know each of her students very well online and is able to connect with them even though they’re not in the same physical space.

“Having online classes is just fantastic for adult education,” Bennett said. “Online learning allows adults to access class even with their busy schedules, jobs, transportation issues and more. I am so thankful that we can offer these flexible options.”

By the numbers

In 2023-2024, One91 School for Adults attendance hours are at an all-time program high. The program has seen a **17% increase in attendance** since the 2022-23 school year and a 61% increase since the 2021-22 school year.

34% of attendance is from hybrid classes where students attend online once a week and in-person three times a week. These are mainly the daytime ESL classes.

26% of attendance is from online-only classes, including synchronous online classes that use Google Meet, which includes morning, afternoon and evening ESL classes as well as classes that are program-wide, distance-learning platforms that students can attend asynchronously.

20% of attendance is from in-person only classes, which include all evening ESL and GED classes as well as the adult drivers education and computer classes.

18% of attendance is from HyFlex classes, which give the students the option to attend class online or in-person. Some of these classes include daytime ESL, GED and citizenship classes.



“We know that our adult students have many responsibilities outside the classroom that include work, childrens’ schedules and family obligations,” said Susan Edmunson, coordinator of One91 School for Adults. “The combination of providing a variety of class options and the use of technology to be able to attend these classes has opened the doors for adults, enabling them to juggle their responsibilities while also attending school and progressing toward their goals.” ■

TECH

Transformation

*How technology supercharges
education in District 191*



In today's dynamic, diverse and always evolving educational landscape, technology has become the silent yet powerful ally reshaping how students learn, teachers instruct, and schools innovate. No one knows this better than District 191 Director of Technology Rachel Gorton.

Now in her third year as director, Gorton has seen many changes during her 14 years in education, but the pace of change currently taking place in technology is reaching new heights.

"Kids in the early grades today will be using devices and programs in high school that haven't been created yet," Gorton said. "This is exciting and requires us to continually look forward as we plan."

Keeping up with the almost constant changes in technology is hard enough. Paying for it may be even harder. Since 2015, District 191 has utilized funding from a voter-approved tech levy to provide students and staff with digital devices, software, and the infrastructure they need to operate.

"What the tech levy does is give us a dedicated funding stream for technology," Gorton said. "Most of it goes to student equipment and support. Because of the tech levy, those are things we don't have to pay for out of the general fund, and that's good for students."

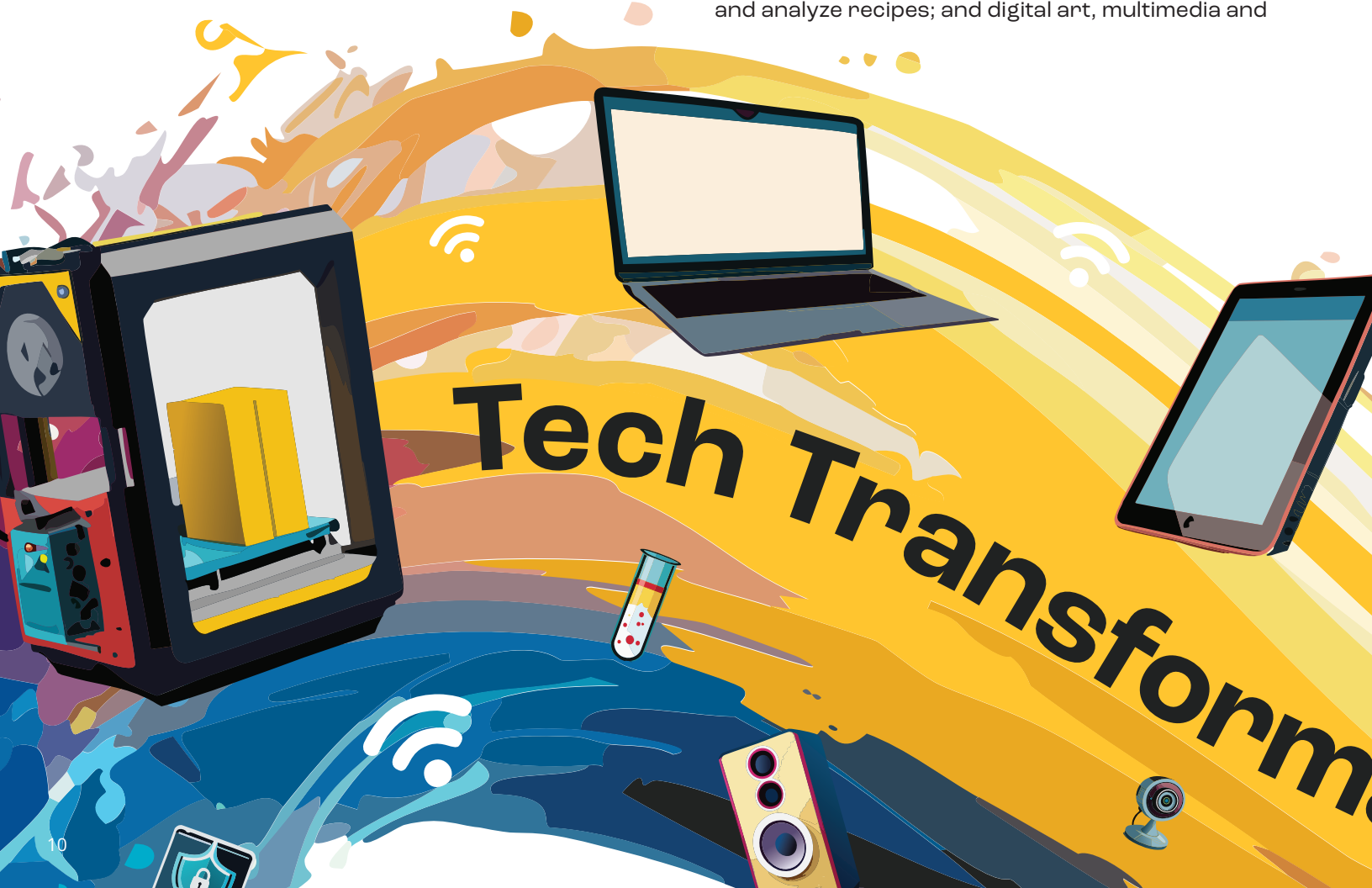
The other major component of the tech levy is safety and security with District 191 able to add security systems that find and stop cyber attacks earlier.

"Cyber security for school districts is completely different from what it was five years ago," Gorton said. "Schools are being targeted by bad actors. They're specifically looking to get family, student and staff information that needs to be protected."

Among the first steps that District 191 took after the tech levy passed was training and equipping teachers to use new technologies in their classrooms. "We were able to do a significant amount of professional development with teachers and quickly equip them to help our students," said Gorton.

The tech levy also provides classroom digital learning specialists so that the district can teach foundational tech skills at the elementary level. By the time students reach the upper grades, they are well acquainted with the technology and how it works.

Whether it's for study or research, there is not a single area of the curriculum that technology doesn't touch: biology students can perform online experiments; automotive students can run diagnostics on cars; culinary students can create and analyze recipes; and digital art, multimedia and



animation programs all open doors for new learning opportunities.

While the equipment and its use can be seen by walking around a school, it's the behind-the-scenes work that gives District 191 a leg up. Because of the 2015 tech levy, the district was able to build a strong infrastructure and what you don't see is more impressive than what you do. It's easy to shrug off until you consider that the district supports:

- + 2,000 Windows devices
- + More than 9,000 student Chromebooks
- + Audio systems in every classroom
- + Hundreds of access points in every school and district building for robust wifi
- + Computer labs at the high school
- + 3D printers
- + Phones and both wired and wireless devices
- + 50 instructional programs, including Schoology and Seesaw
- + Cybersecurity systems and software

"You can build a house, but if you don't have good infrastructure it won't last," Gorton said. "There's a lot of coordination behind the scenes to make sure the end users get access to the things they need in as smooth an experience as possible. The less people have to think about it, the better. It means we're doing our job."

Without the voter-approved tech levy, District 191 would have been unable to provide each student with a Chromebook, teachers would have to return to bulky and time-consuming workflows, and families would not have access to the student information they've become accustomed to.

Should voters approve a renewal of the tech levy, the majority would be used to replace aging student Chromebooks and enhance classroom technology, labs, and instructional technology. It would also update a variety of software and cybersecurity systems to protect students, families and District 191's vast network

"Anytime you bring in technology it has a life cycle," Gorton noted. "The technology allows teachers to use different programs and devices that align with what they're teaching and makes learning more engaging. Students interact with content so that learning sticks. It offers a variety of inputs to maximize student learning."

Non-renewal of the tech levy could also have consequences.

"The biggest thing is students would be missing out on developing a significant skill set," said Gorton. "Students would be at a significant disadvantage in entering the post-graduate world. There's just not a job out there that doesn't utilize technology and some form of digital communication, and jobs that require more advanced technology skills are only increasing." ■



Celebrating the Class of 2024

Congratulations to the more than 600 students who graduated in ceremonies at Burnsville High School, Burnsville Alternative High School and the BEST Transition program during the week of June 3!





Q & A

with Katie Lyon:

Hands-on experiences in One191 schools sparked an interest in STEM field

Katie Lyon is a 2018 graduate of Burnsville High School. During her time in District 191, she also attended Hidden Valley Elementary, Harriet Bishop Elementary and Eagle Ridge Middle School. She graduated from Iowa State University in 2022 with a degree in Mechanical Engineering and now lives in the Chicago area where she works for Bosch in the Power Solutions department. To read the unabridged interview, visit isd191.org/discover/blog.



What led you to pursue a career as a mechanical engineer?

KL: I have always really enjoyed my math and science classes, and I took advantage of some of the extra-curricular opportunities offered in middle and high school to get involved in things like the Science Fair and Science Quiz Bowl, both of which helped me expand my knowledge of what a career in science looks like. I also took a few Project Lead the Way classes at Eagle Ridge and BHS that really got me interested in pursuing a career in engineering. The classes made me think both critically and creatively while also typically including some hands-on aspects, which I found to be incredibly engaging.

How did those clubs and activities fuel your passion for the STEM field?

KL: The Science Fair not only allowed me to explore a topic I was interested in, but also showed me how fun science could be. For one project, a friend and I tested to see how efficient certain algae species were at removing heavy metal pollutants from water to simulate the potential they may have in detoxifying polluted ponds and other bodies of water.

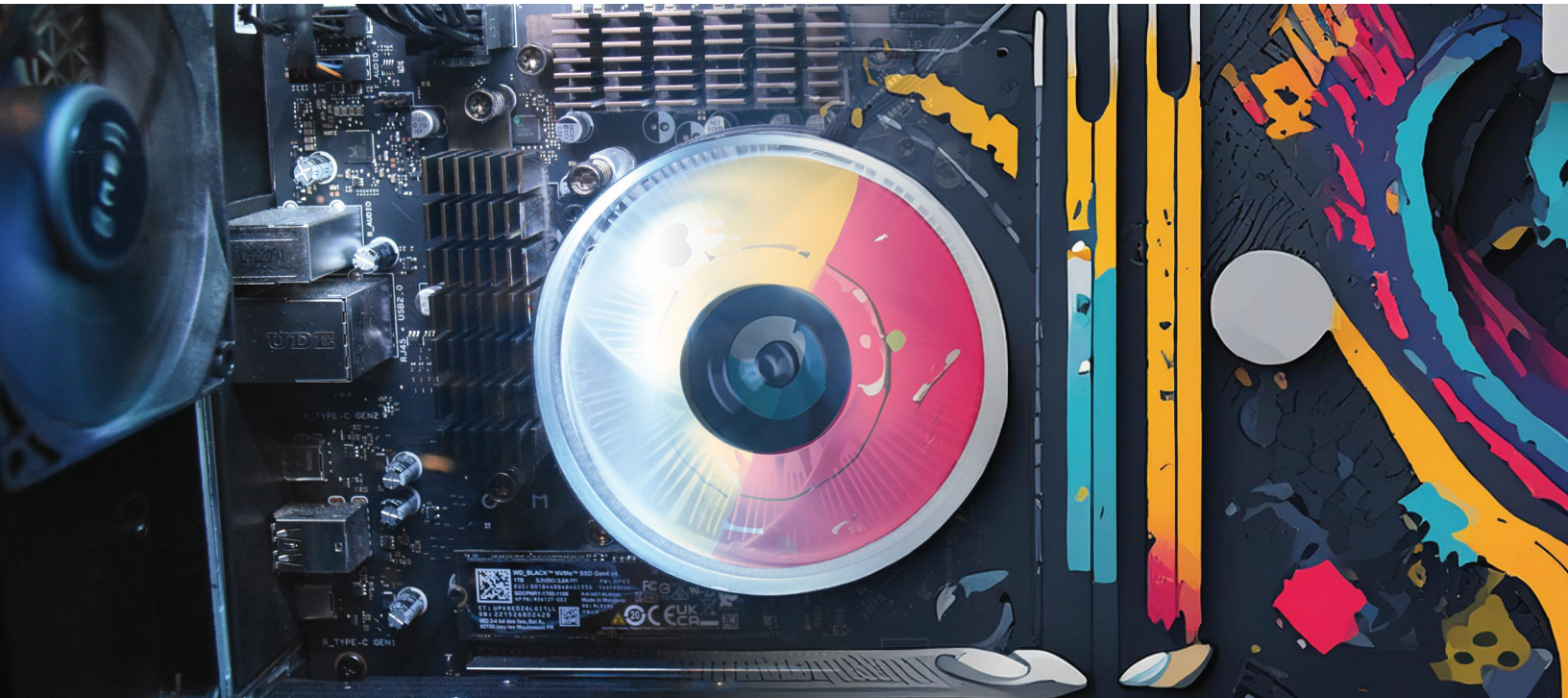
Science Quiz Bowl and Math League were incredibly fun ways to engage with science and math. It also opened my eyes to all that science and math can encompass. I learned about so many other fields and applications of math that we might only spend a week on in class and it helped me figure out what I was passionate about. It was also a great way to develop friendships with others interested in STEM. I still talk to some of my Science Quiz Bowl and Math League friends today!



Katie in Math Club at BHS

More than a lab

How the BHS computer lab provides real-life experiences, business training and serious competition



Picture a computer lab from your high school. What do you see? Maybe it's a room full of huge desktop computers with towers and monitors that take up half the desk. Maybe it's got floppy disks (large or small depending on how old you are) or maybe your high school simply didn't have one. At Burnsville High School (BHS), students are now using a refreshed and revamped computer lab for a wide variety of activities to prepare them for their future.

The lab was built over the 2022-23 school year and when it opened in the fall of 2023, it featured all the software needed for traditional classes and esports. The lab is a hub of activity throughout and beyond the school day between classes and the Blaze esports team. The main goal of the lab is to provide students with a sneak peek of what awaits them in their chosen pathways.

"We teach to industry standards so we use software that's industry standard," said Michele Carroll, a Career Technical Education (CTE) business education teacher, and high school building leadership team

leader for CTE. "We use Adobe and Microsoft to start so that students see what business would have them do since those are seen in most workplaces."

A digital version of real-world situations

The lab uses software and systems that give students a unique digital perspective, including simulations of a wide variety of career pathways.

"Our biggest emphasis is marketing, so they're creating videos — PSAs (public service announcements), commercials — posters, you name it," Carroll said. "We also use simulations where students can see customers walking around on the screen. Sometimes they get mad at you and a little bubble will pop up and say 'I'm not shopping here ever again.' It's good for kids because that's sometimes what customers do."

The lab fosters a collaborative environment, with virtually every Pathway using its resources to take



learning to the next level. Engineering students use computer-aided design (CAD), construction students collaborate with students from manufacturing engineering, design and technology to build houses and design the interiors, and culinary students share notes on recipes and make adjustments according to the number of people a meal will serve.

Carroll added that the use of technology has allowed students to feel more assured and comfortable as they learn.

"It's enhancing learning now, and it gives students a better understanding and more confidence," she said. "They have a much better understanding of what they're studying and what they're getting into."

Students also have the opportunity to take a Microsoft course where they can earn dual credit with Normandale Community College. "Learning how to use all the functions of the [Microsoft] Office suite is something that helps them to be career-ready," said Carroll.

There's no Oregon Trail here.

A look at esports at BHS.

For the members of the Blaze esports teams, the lab serves as a practice and competition space with equipment that can handle the fast-paced world of competitive gaming.

One of the pros and cons of esports is that students can practice on their own as long as they have the equipment at home, but not all schools have computer labs that allow students without their own equipment to practice at school.

The new lab allows teams of students to gather together to practice and compete.

Unlike traditional sports, there's no set schedule, so having the lab available to them is a huge advantage for BHS students. The team will practice in person at least once a week when possible, but different games have different schedules. One may play on Wednesdays and another on Thursdays, so the team's practice schedule has to be flexible.

Esports is a growing enterprise with a bright future. Blaze esports is made up of several different teams playing different games with most players being part of multiple teams. It's fairly casual at the high school level, but it still presents gamers with opportunities to continue after graduation. Colleges, especially smaller ones, are using esports to attract students with fierce competition and tournament play getting national attention. Some have paid staff and labs dedicated solely to esports. At the college level, they've also introduced physical training so that participants' minds and bodies are in top shape.



It doesn't quite get the attention of college football yet, but the team helps students learn about what scholarships might be available and connects them with colleges so they can make the best choices for themselves.

Like their counterparts in traditional sports, gamers benefit from participation by learning how to work as a team, sportsmanship, setting high expectations and exploring new challenges.

The new lab shows a student-focused commitment from District 191 to provide students with the opportunity to grow their skills in an activity that is growing in popularity. With access to these tools, there's no question that students will continue to excel not only in the esports world but will continue to develop the computer and life skills that will serve them well as they pursue college and career opportunities. ■



Spark. Fuel. Blaze.

This edition of the Wayfinder has been all about how technology allows students to level up their learning and get ready for the future. Beyond the use of technology, students are using hands-on learning, community service, and showcasing their talents each and every day!

By sparking curiosity, fueling student passions, and allowing them to blaze their own paths, District 191 continues to be an educational leader in college and career readiness that is constantly innovating our approach to student preparation and success.



Spark

Elementary students are inspired to approach the world with wonder.



February is I Love to Read month and schools throughout the district celebrated by welcoming parents and community volunteers for events like Breakfast with a Book, and hosting dress-up days, spirit days and book fairs. Students and staff alike enjoyed the month full of events centered on literacy.



In March, students in the Partners Achieving Learning Success, or PALS, after school program at Sky Oaks Elementary were visited by the Eagan Art House and made their own pottery pieces. It was one of many fun and engaging opportunities that sparked students' interests and enabled them to express their artistic talents!



In March, Virtual Academy students in grades kindergarten through third had an in-person, hands-on learning opportunity at Vista View Elementary. Thanks to a visit from the Dodge Nature Center, these young scholars learned all about reptiles and amphibians and got up close and personal with a turtle, toad and snake. Teachers also used the Meeting Owl, a 360° camera, mic and speaker device that immerses remote students in the classroom. This live stream of the presentation enabled students who were unable to attend the event to participate from the comfort of their home.

Fuel



Middle school scholars discover new ways to look at the world.



The National Junior Honor Society (NJHS) at Eagle Ridge Middle School in Savage hosted a pencil drive for teachers at the school. NJHS is a group of students that organizes service projects based on the pillars of scholarship, leadership, service and citizenship.



In February, fifth graders were welcomed to Eagle Ridge and Nicollet middle schools for our Explore Middle School events. The school bands played as Where Everybody Belongs (WEB) leaders led tours of the schools and shared all the fun activities students will get to experience in middle school. Students and their families enjoyed popcorn, participated in a scavenger hunt and got the chance to get to know their principals.



In March, the Nicollet Knights chess team placed second at the Minnesota State Chess Association's State Scholastic Middle School Championship tournament held at the University of St. Thomas. Nearly 300 students in grades K-8 competed in the two-day, seven-round tournament. Chess residencies across the district teach students the game and help them develop skills that benefit them in the classroom, as well.



Blaze

Immersive experiences increase future readiness for high school learners.



The Burnsville High School Theatre Guild entertained audiences with seven performances of the winter play, "Peter and the Starcatcher."

Through humor and friendship, the play unveils Peter Pan's origin and the making of Captain Hook. The combined efforts of the lighting crew, backstage crew, technology crew and actors made for an exceptional production.



Burnsville High School senior Julia Osmolski was named a 2024 State Winner of the Aspirations in Computing award by the National Center for Women & Information Technology.

Award recipients are selected based on their aptitude and aspirations in technology and computing, as demonstrated by their computing experience, computing-related activities, leadership experience, tenacity in the face of barriers to access and future plans.



As an expression of unity and support for the entire Burnsville community following tragic events in February, Burnsville Strong student-leaders installed black and gold ribbons at schools, as well as at locations around the city, including city hall and the police and fire stations. One91 students and many others embraced their community and contributed in whatever way they could to show their support.



Student Voice: Hallway Chatter



“Celebrating our cultures shows that we value our diversity. It’s an amazing time for us to learn and grow together and to make sure that everyone feels represented.”

-
Linh Hoang

“

“It’s important to me to show other people things about my culture and what I like about it, like the food, the traditions and the holidays.”

-
Kleiver Perez
Martin



“It’s really important for the student body to understand a variety of cultures. It gets us in sync and just makes a lot of us happy, makes us smile, and brings us together.”

-
Shahnaz
Gutierrez

”

“Culture Week encourages us to reflect on the rich history and the profound influence of Hispanic individuals throughout the world. From the vibrant art, music, and literature to the remarkable achievements in science, politics, and beyond, Hispanics have made indelible marks in various fields, enriching our society in countless ways.”

-
Gerson Vladimir
Villalta Umana

