MARIE: Welcome to the St Albans City Schools presentation,

as we accept the Student Voices award.

My name is Marie Desorgher.

I'm a fifth grader at St Albans City School.

Our school is a Pre-K through eighth-grade school

located in St Albans, Vermont.

Let me have my co-presenters introduce themselves.

NICK: My name is Nick and I'm in fourth grade

and when I grow up I want to be a vet.

CHLOE: My name is Chloe and I'm in sixth grade.

When I grow up I wanna be a doctor that does the medical check-ins

for people coming into the country.

MOLLY: I'm Molly and I'm in sixth grade and when I grow up

I'd like to be a gym teacher and since I cannot work in summers,

during the summer I'd like to be a photographer.

(LAUGHTER)

GABRIELLA: My name is Gabriella and I'm in second grade.

When I grow up I wanna be an interior designer.

CHARLIE: My name is Charlie and I'm fifth grade.

When I grow up I wanna be a professional soccer player.

(APPLAUSE)

MARIE: Thank you for this opportunity to present.

It is an amazing experience for all of us.

Now, to start our presentation we would like to share

an overview of our school.

One of the seventh and eighth grade teams

in our school, created this video to showcase our school community.

('CONSORT FOR BRASS' BY KEVIN MACLEOD}

TIM SMITH: St. Albans is a community.

There's a St Albans city and town.

The city is 7,200 people who are residents

and the town is about 5,700 residents.

The city is a hole within the doughnut

and the town is the doughnut itself.

We are located in the North West portion of Vermont,

one hour from Montreal.

And we have... the surrounding area is a huge dairy community.

St. Albans has been...there's been a revitalization in St. Albans

with the downtown streetscape

and we've added a parking garage, hotel

and many other improvements to make St Albans a better place to live.

St Albans is known as a walking community.

Many individuals can walk from where they live in St Albans

to the library, the movies

downtown to restaurants to...

to shopping center, drug store, post office.

So we're a walkable community.

('SMOOTH LOVIN' BY KEVIN MACLEOD)

GWEN: At St Albans City school

we have 13 different learning communities.

A learning community is a group of 20 through 60 students

spanning two to three grade levels.

Our communities are focused on Pre-K and kindergarten.

First grade through third grade.

Fourth grade through sixth grade.

Seventh and eighth grade make up our oldest communities.

All in all there are around 800 kids in our school.

Our school was founded in 1968

and at the time consolidated several neighborhood schools

to be one of the biggest elementary schools in the state.

This year we will be celebrating our 50-year anniversary.

Our school has seen many changes over its storied history.

One of the major changes that has occurred

in the past several years

is the development of stewardship projects.

Each learning community has a stewardship project

they've been working on for approximately six years.

Our projects are focused on gardens, trees, food, education,

the environment and community involvement.

We take a lot of pride in our stewardship projects.

With so many projects going on it was time to fall off

a major accomplishment for our school.

In the fall of 2017, our school attempted

our first-ever schoolwide project.

The Economics or School Mall project

turned out to be a great success.

Students had two months to create a manufactured product.

Many of the products were created from our natural resources

or recycled material, in some way.

Students could be seen creating molded crayons

made from old crayons.

Making products out of old bleachers and dead trees.

Products that promoted our natural environment

and products that supported local causes

by donating some of their profits.

The culmination of the economics unit

was a School Mall evening.

The event included opening the school during the evening

in the form of a mall just before the holidays.

The evening event saw community members walking around our hallways

and purchasing products that students created.

Students were involved in all aspects of their projects.

This included the design, acquiring resources,

building, promoting, and then selling the products.

We had the chance to learn about and run a business.

The amount of energy and pride in the school

on the evening was amazing.

Our Learning Communities had to use some type of technology

during the ergonomics unit.

We have a lot of technology in our school.

Our grades one through eight students

all have one-to-one access to Chromebooks.

We use Google Tools daily and collaborate with our peers

and our teachers.

Our younger students have access to tablets as well.

We have a maker space that includes 3D printers, laser cutters

and many more cool tools to help us complete our projects.

Our school offers clubs and classes in robotics,

coding, Minecraft, 3D art, video production and more.

Technology is a very important part of our school day.

('CONSORT FOR BRASS' BY KEVIN MACLEOD)

(APPLAUSE)

MARIE: Technology is a part of our school function.

Whenever we go to a class or a meeting,

we all have our devices.

We even dedicate an entire day in December

to learn a computer code.

We call this, 'Day of Code'.

Technology is consumed, expected, integrated and connected.

We all have a Chromebook,

starting in first grade with a touchscreen Chromebook.

When you're eighth grade we get to keep our Chromebooks

and bring them to high school with us.

We use the devices throughout many different classes

in writing, we use them

collaboratively on Google Drive.

In art we use them to design things for the 3-D printer.

In reading we use them to do research for our book project.

Our access to technology has created a unique experience

and has provided individualization, we would have never had otherwise.

I'd like to pass it over to Chloe

To talk more about our stewardship projects.

CHLOE: As you saw in our St Albans City School video,

stewardship is a required part of our school.

Each of the thirteen learning communities at our school

are required to have a stewardship project or several.

On the first Wednesday in June, we all come together

to celebrate our work and share our stories.

We all wear a t-shirt designed by a seventh or eighth grade student.

We enjoy our work over lunch.

We all get to school on our own power.

We run workshops and a schoolwide assembly,

to share our work over the year.

Stewardship is a key part of the narrative about our school.

It all started with a farm to school grant

and the search to find a place to put our apple orchard.

In that search, we found out that we had over 25 acres of land

and we wanted that land to be used

as a hands-on part of our education.

That was eight years ago and our land is still a great way

to serve our community, engage our students

and make useful items in our maker space.

The University of Vermont visited our school

and helped us get aerial images of our school property.

They went back to their labs and created a web map for us.

This showed what Google Maps looked like in comparison

to our current school property.

At the time, Google Maps did not have

our walking path, rain garden or a street reference.

Unfortunately, Google is always trying to go

to the latest satellite images.

So, now Google Maps is updated

and looks exactly the same as our drone image.

After seeing how useful a drone can be,

our school bought one.

We use it for everything from

checking out our stewardship projects up close,

to getting footage of our students walking to school

on Walking Wednesday.

We even started to use it to document our sixth grader's

24 mile bike ride, in the Spring.

I've gotten to see the last sixth graders videos

and I'm excited to go on the bike ride this year.

Now, anything we do in our school, we are documenting.

Many of our stewardship projects use the laser cutter

to create professional all-weather signs.

We made the signs out of recycled chalkboard and wood.

Our teams use QR codes on the signs to direct people

to their section of the stewardship website.

Every June, we celebrate our stewardship projects

as a whole school.

Every team collaborates in a Google Slides presentation

to showcase our projects using pictures and videos

to show what we accomplished throughout the year.

Now we are going to take a look

at two different stewardship projects.

We will start with mine.

My team, the Voyagers, is in charge of our school's wetlands.

Our school received a grant to bring in heavy equipment

as well as over 100 different types of plants and trees

that'd survive in this habitat.

We also got rid of all the phragmites,

which is an extremely invasive plant

that had taken over the wetland area.

Our team bought 60 pairs of muck boots,

so that our whole team can go at the same time

to maintain the wetland paths.

Two years ago, the school bought a weather station for our wetlands.

We tried to put the weather station in the wetlands,

but it was too far away and the signal from it

wouldn't reach the digital reader that we had inside the school.

So we had to move it closer

and now it's on a pole by our walking path.

We use the weather station to collect real-time data

on weather in St Albans.

During math, we collected data using the rain gauge

and the weather station.

It is fun and way more interesting

to use real data we have collected when we were learning

main, median, load, and graphing during math class.

We often used a combination of high-tech tools and low-tech tools

or no-tech tools, to create a functional

and educational wetlands.

Let's go back to when we were building our bridges.

We started off by drawing what we would like to see

for our bridge.

Then we used Google to see some bridge options.

We made a small model of the bridge

and then planned out materials needed for larger bridges.

Power tools were used during construction,

but no use of newer technology was really used for that project.

We also wanted people to know what different types of plants

were in our wetlands.

We went through and identified many of the plants

using an app on our teacher's phones.

And we created labeled signs for them to play.

Unfortunately, our signs were damaged.

We plan on going back out, re-identifying the plants

and making signs with our laser cutter

out of wood from the wetlands.

On Stewardship Day each year, we sing a song to the tune of,

'This Land Is Your Land'.

It highlights all of our projects.

You're welcome to sing along if you'd like.

(LAUGHTER)

# This land is your land.

# This land is our land.

# From the Christmas tree farm to the urban forest.

# From the run-off rain gardens to the resource wetlands.

# This land supports our city school.

# As we go walking through the gravel pathway

# We have some markets and community gardens.

# Don't forget those maple's that give us sugar.

# This land supports our city school.

# As we roam in rare wool all around the pathway

# Sitting up in the shade tree and watch some pollinator bees.

# When the winter sun shines we grab our snow shoes

# Spring over to our butterfly gardens

# And outdoor classroom.

# Come see our compost shed

# Don't miss our bird passes.

# This land supports our city school.

# This land is your land.

# This land is our land.

# From the Christmas tree farm

# To the urban forest.

# From the run-off rain gardens

# To the resource wetlands.

# This land supports our city school.

# As your go throughout our schoolyard

# You'll see our new sign

# Made by our students to greet our neighbors.

# To help our oceans

# You can buy our cool mugs.

# This land supports our city school. #

I would like to ask Marie and Nick to come up

and talk about their team stewardship project

and the impact of technology.

(APPLAUSE)

MARIE: In the video you saw them talking about

the Schools of Travelers community stewardship project.

Nick and I were both travelers in first through third grade.

We had to do a lot of work to get our gardens ready.

We had to do a lot of weeding and planting.

We also had to do a lot of problem solving

because our gardens were located in the school parking lot

and kept getting trampled.

We ended up putting warning barriers down the middle

to keep people from walking across our plants.

The pollinator garden wasn't our only project.

We also had pet bees.

I was part of an afterschool club called, 'None of Your Beeswax'.

And in this club...(LAUGHTER).

And in this club, we learned more about bees

and how to keep them healthy.

One time, one of my teachers asked me where I was going after school.

And I told them, "none of your beeswax."

(LAUGHTER)

They were really offended until I told them

it was the name of the club.

(LAUGHTER)

We used multiple different types of technology

throughout our two stewardship projects.

The low goal for the pollinator garden

was hands-on by our student... by a student.

They learned how to use the laser cutter in our maker space

to create a professional all weather sign

made out of old chalkboard.

We learned more about bees and how they behave.

Bees communicate to each other by doing a dance called,

'the waggle dance'.

I'd like to pass it over to Nick

to talk more about bee dancing and programming.

NICK: When I was in first grade,

this was the picture of me in the first grade.

Look at me over there.

We started to learn how to program robots.

The first robot we learned was a Bee-Bot.

This is a Bee-Bot.

The bot is programmed using the buttons on the top.

These are the buttons.

We programmed the Bee-Bots to do a dance

by having them move in different directions.

We all danced in along with the Bee-Bots.

I have learned how to program other robots like, Dash.

The little picture of me, in second grade, holding Dash.

I also have learned how to use ScratchJr and Droid.org.

Programming has taught me a lot.

Especially patience, because a robot doesn't always do what you want.

And persistence, because I don't give up.

MARIE: Technology has been a big part

of our stewardship projects in so many ways.

I'm going to pass it over to Molly

to talk about how technology

influenced our schoolwide economics unit.

(APPLAUSE)

MOLLY: Each year, our learning communities

do three thematic units.

Last year, in the fall, all learning communities

based their projects around the theme of economics.

This was the perfect setting

to end in a schoolwide outcome.

I'm a member of the Incredibles team.

We are built up of fourth, fifth, and sixth graders.

When my team was thinking of a project

we thought of our calming spaces in our classrooms.

Two of our products were the boredom block

and cozy cushions.

This is the cozy cushion

and this is our boredom block.

For each of these products, we had a lot of hands

doing things from sewing, selling, sanding, and cutting.

But today we're gonna take a closer look at our boredom block.

This is our boredom block.

A boredom block is a tool made for all ages

to help calm you down.

We used the figure eight for you to trace your finger on

and to take breaths with.

And we also have inspirational quotes on the back.

To start off by making this product

we took...we took a piece of wood

and traced a figure eight or an infinity sign on it.

And, we thought we could use the wood burner

to burn in the figure eight.

But, it wasn't coming out as neat as we wanted.

And in the time period that we had it just wasn't realistic.

So, we looked to the maker space to see what our maker space

would have, and we found the laser cutter.

This one was made by the laser cutter.

And the laser cutter gave us a lot...

it was faster and a lot cleaner

than the wood burner.

And although the laser cutter was faster,

it would still take about eight minutes per block

which...was a fairly long time

and that was not including the finishing

and the quotes we wanted to put on the back.

Now although it looks...you just kind of put it in the machine

and it will do all the work for you.

We actually had to do a lot of measuring

and math, to make sure that the figure eight

was gonna be in the same place every time.

And that they would all be like,

the same amount of deepness.

So, 'cause we wanted them all to be the same

as if you would buy it at a store.

And our cards were influenced by our stewardship project,

which was a butterfly garden.

So, we decided to put butterflies on our cards.

And to know what quote you would get on the back,

we've also put the quote on the back of the card

and the block, so you would know which quote you were getting.

Now I'm going to ask Marie to come up to lead us in a brain break.

MARIE: Whenever we have a long presentation

we like to do a brain break.

We're going to share our favorite one we did with you,

a few years ago, the brainstorm.

We're going to ask you to stand up and then follow us.

We will not be talking, so you'll need to focus.

(LAUGHTER)

That's what we're doing in the do over.

(RUBBING HANDS)

(SNAPPING)

(PATTING KNEES)

(STOMPING)

(SNAPPING)

(RUBBING HANDS)

MARIE: Thank you for participating.

(APPLAUSE)

MOLLY: Now we're going to highlight our second economics project

and I'd also like to introduce Gabrielle.

Gabrielle, what was the name of your best piece?

GABRIELLE: Our best piece was called, "Scentsational Soaps".

We made soaps of mint and lavender

that is grown in the school gardens.

We'd like to show you the commercial we created

to help...to sell our product.

Then, I will tell you how we used technology

and the design theme it took to create this.

STUDENT: Are your hands dirty?

STUDENT: Yes, really dirty.

STUDENT: Here's Scentsational Soap.

STUDENT: Thank you.

(LAUGHTER)

STUDENTS: Ooh (LAUGHTER).

Scentsational Soap.

STUDENT: Our lavender...

STUDENT: And mint.

STUDENTS: Are locally grown at St Albans City School.

STUDENT: We will keep your skin smelling good.

STUDENT: And feeling smooth.

STUDENTS: # Bar soap (CLAP CLAP).

# Bar soap (CLAP CLAP)

# If we want to stay clean bar soap (CLAP CLAP).

STUDENT: Stay clean one wash at a time.

STUDENT: No batteries included or required (LAUGHTER)...

in the mint product. (LAUGHTER)

(APPLAUSE)

MOLLY: Gabriella, what part of the business

did you help out with the most?

GABRIELLA: The advertising.

(LAUGHTER)

MOLLY: When you were making the commercial,

who were you making it for?

GABRIELLA: The people who would buy our soap,

our friends, family, and other students.

MOLLY: What do you want people to know or do

after watching your commercial?

GABRIELLA: We made the products ourselves

out of local ingredients.

And we wanted people to go to our school

and buy our soap.

Hopefully, by the bucketload. (LAUGHTER)

MOLLY: How did you come up with this idea for the video?

GABRIELLA: We crated a storyboard with the pictures

that were of our ideas.

And everyone got to help us singing.

MOLLY: Did you have to do a lot of takes

to get your singing just right?

GABRIELLA: Yes, there was too much background noise

on the first two takes.

We had to cut out the kids because they were too loud.

MOLLY: How did you know the commercial was ready?

GABRIELLA: We tested it by showing it to our teachers

and our classrooms to see what they thought.

And they all loved it.

MOLLY: What was your favorite part about helping with the video?

GABRIELLA: Dressing up as a bar of soap

and rocking back and forth in front of the camera. (LAUGHTER)

MOLLY: Thank you, Gabriella, for sharing. (APPLAUSE)

For this unit, two businesses emerged.

Cutting edge designs works collectively

on projects that will be sold online.

All students run all aspects of the business

and all profits are put back in to the business.

Cool Mug's interns are already delivering

over nine-week goal marks.

They expect to have a new design

and customizing stickers for people who own

their own Cool Mug.

This came from a stewardship commitee

that noticed too much waste

from coffee and other beverages

being thrown in our school trash cans.

At this point in the presentation

I'm gonna ask you to look under or by the side of you chairs

and you should see a sticky...a sticky note.

And, at...yeah.

A sticky note like this

and it should...some of you might.

And if...(LAUGHTER)

And if you do, I'm just gonna ask you

to hold it up like this, please.

Just hold it up like this, please.

(GROUP TALKING)

(APPLAUSE)

STUDENT: Nick, Nick go this way.

Someone over here...had it.

Bring it over here.

MOLLY: Now I'd like to introduce Charlie,

to talk about our new portfolios.

CHARLIE: Now I'd like to show you a quick screen capture that I made

highlighting the first pages and pages

within our new portfolio.

In Vermont, students in the seventh through...in Vermont,

students in seventh through twelfth grade

have encouraged life's learning plan.

At our school, we start this plan in Pre-K.

We use our e-portfolio to track our progress...

through high school.

Each year we reflect on their

about being...when we grow up.

And finally, our goals.

We must provide evidence of our growth

in the Vermont transferrable skills.

Twice a year we reflect on our learning,

including students, teachers, and parents.

When we graduate from high school

we will each have this story of our learning

from our first years using the e-portfolio.

For me, I started in first-grade.

(LAUGHTER)

At this point, I'd like to show off

a few parts of my e-portfolio.

Including goals, transferable skills and reflections through the years.

These were my goals from second-grade and fifth-grade.

In second-grade, we only have to set one goal

however, in fifth-grade, we have to set a personal goal

and an academic goal.

Whenever I'm creating one of my goals

I like to think about why that goal's important to me.

I also like to make a pledge, a reminder to keep

working on my goals.

I like to write my plan directly in my e-portfolio,

so I can remember to stay on track to do...to meet all of my goals.

I would really like that we type our goals

right to our e-portfolio.

Because I'm the type of person

that forgets where I put things the minute I don't go with them.

(LAUGHTER)

When I put something in my e-portfolio,

I can see it and work on it on any computer.

I definitely couldn't do that just on a piece of paper.

I have to prove that I've met all five of the transferable skills.

Which are, clear effective communication,

responsible involved citizenship,

creative effective problem solving,

self-direction, and finally informed and integrated thinking.

I use for reflecting and providing evidence

for all the years I'm at St Albans City School.

I picked self-direction to highlight for you today.

As I was preparing for this presentation

I had the chance to go back through my e-portfolio.

It was neat to see the difference in the amount I wrote

as well as the quality of my reflections.

So much growth from second to fourth-grade. (LAUGHTER)

When I was reviewing my fourth-grade reflection

I realized I really didn't mean to write about

how self-directed I had to be

when I chose to make a 3-D printed dog.

I had to learn how to use the 3-D printer

and Tinkercad to design the dog.

Which was the topic of the book I selected for my book project.

I was the only student in my class

that chose a 3-D printed model to represent their learning.

If I didn't have my own computer

with access to a 3-D printer at school,

this wouldn't have even been possible.

After this presentation, I'm definitely going to put the video...

For my part of this conference,

as evidence of clear and effective communication. (LAUGHTER)

(APPLAUSE)

At the beginning of every school year

students do a reflection

on how they will follow the SACS guiding principles.

SACS is the acronym for our school.

But also stands for safe, achieving, and caring.

Reflect on how we did at the end of the year, too.

Teachers also write a reflection

on how they think I'm doing in their classes.

Even my unified arts teachers add a reflection using a slide show.

I love seeing the pictures they include to show my learning.

The um...my mom and dad

get a chance to write reflections too.

They start the year with

wishes they have for me

and also for them, how they think I did at the end.

I like to read what my teachers have to say about me.

It's nice to see that my teachers who really know me.

I also like to read my parents logs

about how I'm doing in school

when looking at our new portfolio.

Going forward, it would be really cool to look back

and see if everyone's comments about me are still true.

E-portfolios are another way we collaborate as a school.

While it's my e-portfolio, my parents and teachers

can view my e-portfolio at any point and time.

It's an expectation that I am constantly reflecting on my learning

and providing evidence to show my growth throughout the year.

One of my favorite parts of the e-portfolio

is when present my reflections at my student-led conference.

I like it because my parents, teachers, and I

get to look at my hard work together.

It's really cool. (APPLAUSE)

MARIE: Thank you, Charlie.

Now we are going to share our favorite parts of technology.

We're going to start with mine.

My favorite part is the 3-D printer.

I was part of a group that moved...

and in this group we 3-D printed,

laser...we used the laser printer,

and we learned how to program robots.

I made snowmen, turkeys, snowflakes, keychains

for me and my friends.

It was really cool to see the joy on my friend's faces

when I gave them to them.

NICK: My favorite program on OnBox is typing.

Typing Globe is a website that helps you type faster

and helps you type with one hand

and type without looking.

And you get to go compete against your friends

and play with your friends.

CHLOE: My favorite way to use technology

is writing stories on my Chromebook.

I like it because it tells you when you have a word wrong

and you can customize your writing to your liking.

MOLLY: My favorite part of technology is

taking pictures, because I like to

take pictures of big events or family events.

And the way I use this at school is by taking pictures

of maybe a math test or work that I've done

to put on my e-portfolio.

And also pictures that represent me.

GABRIELLA: My favorite part of technology is programming robots.

I love to see what the result is,

no matter success or failure.

When you program robots, it's like they have a mind of their own.

But, you are controlling them.

It's amazing to see what you can do when you're programming a robot.

CHARLIE: My favorite thing about technology

is using the 3-D printer.

I like it because you get to create

fun and creative designs and showcase them, I guess. (LAUGHTER)

MARIE: We hope we have successfully shared

that technology is not the goal,

it is a tool to help us reach our goal.

And make learning a little bit impactful and personalized.

Let's go back to the school one more time

to see this in action.

(APPLAUSE AND CHEERS)

MARIE: We hope you've enjoyed our presentation

and thank you for your time.

(APPLAUSE)

PETER DRESCHER: Thank you so much and that was fantastic.

So, my name is Peter Drescher,

I'm the State Director of Education Technology

for the state of Vermont.

And, feeling really proud right now. (LAUGHTER)