10 Years of Act 77:
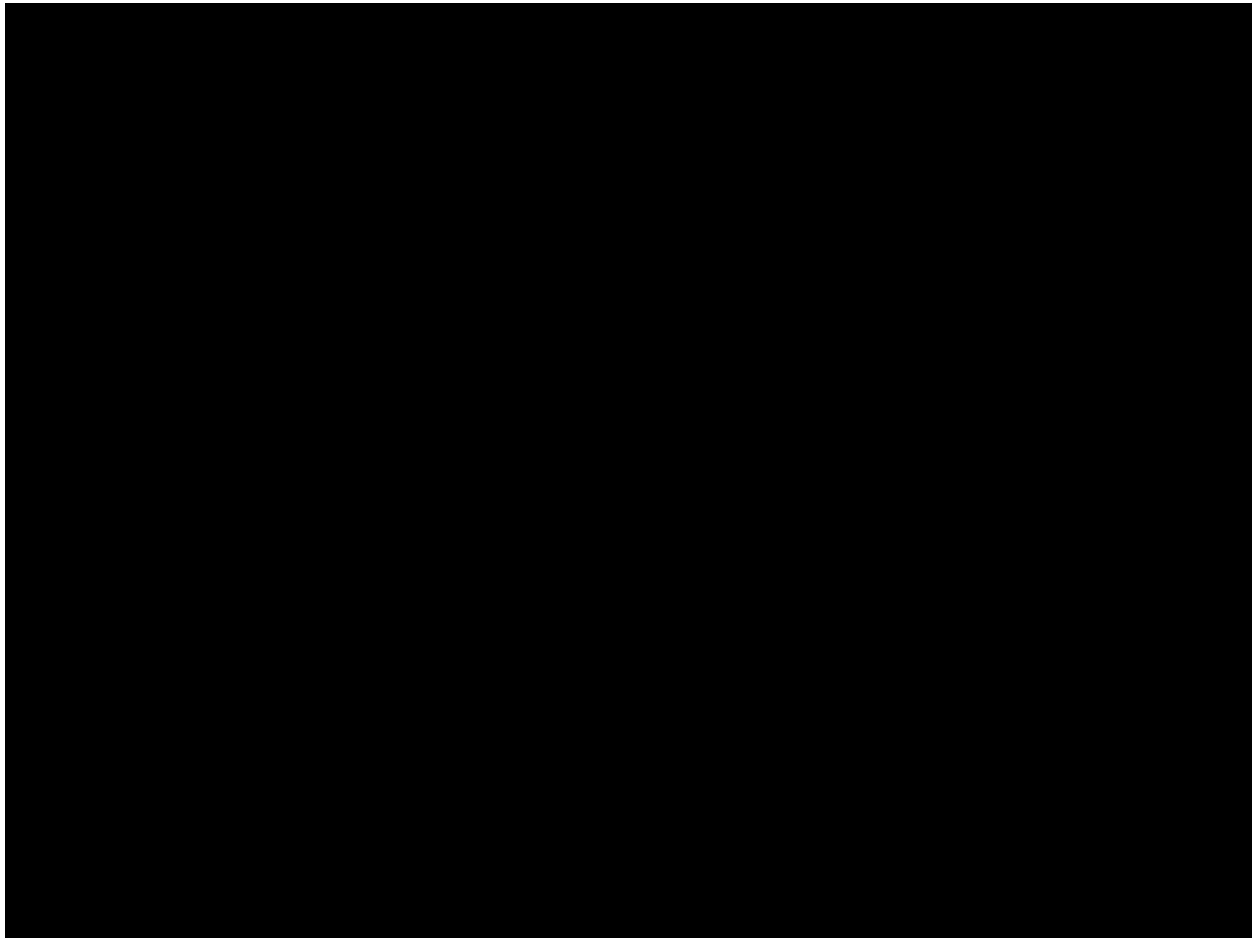## Reflecting Upon & Celebrating Student-Centered Learning in Vermont

SCAN ME

Purpose leads to hope, hope leads to action...

"Our Time" - SoundCheck 2016

Now it's clear we long for more
Learn to dream, find, explore
Every journey brings us home
A story all our own

Finding purpose, meaning, hope
Uncovering a wider scope
Everyone contributes what
They've come to know

"We the People"- SoundCheck 2023

Music in my veins, turn pain into action
Real change is what I want to see
Real changes is what I really need

Turn to a partner: *What real change have you experienced? What stood out for you and why? What inspiration will you take from this as we reflect and learn together today?*

Goals for Today:

➔ **Connect** and reflect together on what teaching and learning does and can look like in Vermont school systems that embrace student-centered practices
➔ **Reflect** on what we have learned since the passage of Act 77
➔ **Deepen our commitment** to the POWER and OPPORTUNITY of Act 77
➔ **Explore the (positive) power** of committing to student centered learning - amplify the bright spots!!
➔ **Consider** how flexible pathways and personalization are well positioned for us to infuse more joy into learning- how can we be joyful and connected in education?
➔ **Identify the connected policies** through bright spots
➔ **Look to the future:** Contribute to shaping the next ten years of student-centered learning in Vermont - what is needed in this next decade and how do we get there?

Agenda

9:30-10:10	Welcome! Opening and Community Building
10:10-10:50	Shining Light on the "Bright Spots"
10:55-11:55	Facilitated Breakout Sessions
12:00-1:00	(12:00-12:30) Group 1 - Lunch, Group 2 - Open Space (12:30-1:00) Group 2 - Lunch, Group 1 - Open Space
1:05-1:20	Energizer and Bright Spot: Generator-BETALab
1:25-2:05	Open Space Session 2
2:05-2:30	Closing and Commitments

Logistics

Nametags

Breakout Groups:
A-J

Lunch Waves:
1 and 2

SCAN ME

★ **Have a question?**
★ **Need support?**
★ **Can't find your breakout room?**
Ask someone with a pink name tag!

Equity and Access - House Chamber 1 ● *What is the role of student centered learning in advancing equity and inclusion?* ● *How are schools using the flexible pathways structure to meet student needs?*	**Family Engagement** - Room #4 (Govt Operations) ● *How can families engage in their student's learning experience?* ● *How can we communicate the impact of student centered learning to parents/caregivers in a format that is accessible?*
Accountability - House Chamber 2 ● *What structures and practices are schools using to ensure accountability?* ● *What do students say about how their state's student-centered learning approaches prepare them for life's challenges and opportunities?*	**Personalized Learning Plan (PLP)** - Room #6 (Finance) ● *What does the implementation of PLPs look like throughout the state?* ● *How do we overcome the challenges of integrating PLPs into the high school experience?*
Assessment - Room #30 (Judiciary) ● *How can we move away from "seat time" criteria?* ● *How are we connecting flexible pathways and experiences to proficiencies and grading, beyond just transferable skills?* ● *How are schools demonstrating impact (formats and modalities)?*	**Resources and Learning** - Room #35 (Commerce & Ec Dev) ● *What roles can institutions of higher education play in supporting student-centered learning?* ● *How can we best support educators to implement student-centered learning?* ● *How can we better identify and promote best practices that disrupt traditional structures/systems towards student-centered learning?*
Unstandardized: A UVM student podcast - Room #31 (General & Housing) Come share your thoughts and ideas with the UVM students as part of their research for the podcast: ● *How might the work of Act 77 help our educational system better prepare students to respond to the needs of our communities?* ● *What is your vision, your 'North Star' for the work of Act 77?*	**Virtual Learning** - Room #7 (Institutions) ● *What are the options?* ● *How do we engage students, educators and families in the virtual learning environment?*
School/Community Partnerships - Room #34 (Corrections & Instits) ● *What are the building blocks of a meaningful community partnership?* ● *How can community partners provide support for your post-secondary future (work/education) in the most student centered way?*	**Creating the Ecosystem (Culture and Climate) for Student-Centered Learning** - Room #17 (Health & Welfare) ● *How do schools create a school culture that is inclusive, safe, welcoming and respectful that values student-centered learning practices while creating a strong community?* ● *How can we harness the power of curiosity in student-centered learning?*

Open Space Session 2 (1:20-2:00)

Breakout Groups
10:55 am - 11:55 am

A: House Chamber	**B: Room #4** (Govt Operations)
C: House Chamber	**D: Room #6** (Finance)
E: Room #30 (Judiciary)	**F: Room #35** (Commerce & Ec Dev)
G: Room #31 (General & Housing)	**H: Room #7** (Institutions)
I: Room #34 (Corrections & Institut.)	**J: Room #17** (Health & Welfare)

1st Floor Rooms: #4, #6, #7, #17

2nd Floor Rooms: House Chamber, #30, #31, #34, #35

COMMUNITY BUILDING JAMBOREE

5

In your group of 5, share your name, pronouns, role/school, and **what weather describes how you are showing up today?**
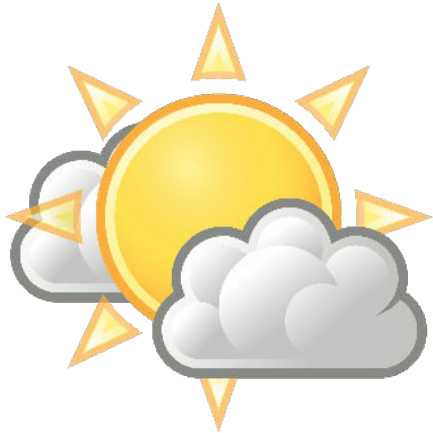
4

In your group of 4, introduce yourself and then have a **mini Rock-Paper-Scissors tournament.**

3

With a few chenille sticks, **create a symbol that represents the potential of student-centered learning/promise of Act 77** and share it in your triad, then leave it on your table.

2

find someone you do not know and share your name, pronouns, school/role, and **why you are here today?**

Thank you for being a part of the "Bright Spot" panel at the Act 77 Celebration and Reflection on December 7th: As you put together your 5 min presentation, we invite you to create some slides that respond to the following prompts. Pictures, video, etc. would be great to incorporate!

1) What is your WHY? Why did you choose this pathway?
2) What did your learning look like?
3) How did this experience impact you? Your community?
4) What are the connections to equitable student-centered learning/flexible pathways?
5) Contact for more information (so people can reach out after 12/7)

Renaissance: Twinfield's Personalized Learning Program Since 1999

twinfieldrenaissanceprogram.weebly.com

Compilation of Renaissance Learning Experiences Since 1999

At Twinfield Personalized Learning is about:

- **Engagement**
  Open to all Twinfield HS students

- **Flexibility**
 [Criteria for completing a learning experience:](#)
    - A written [proposal](#)
    - Documentation of learning
    - Communication of learning
    - Exert effort to make learning experience rigorous base
      who the student

- **Student Voice and Choice:**
  Student chooses proficiencies to be met including transferable skills
  Assessment panel: Renaissance director, teacher, mentor and the student

- **Relationships**
  Many student mentor relationships last a lifetime
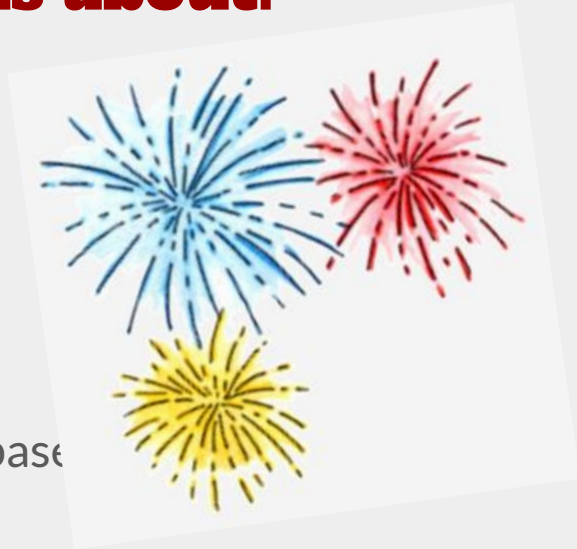
Gigi- Victorian Feminist Literature, Drums, Running, Arabic, Activism

My name in thuluth arabic

Mary Wollstonecraft, Victorian feminist essayist and one subject of my study

Me (on the drums) in a band called Soundcheck at the Flynn Center

Small Engines

Joe Cantiello
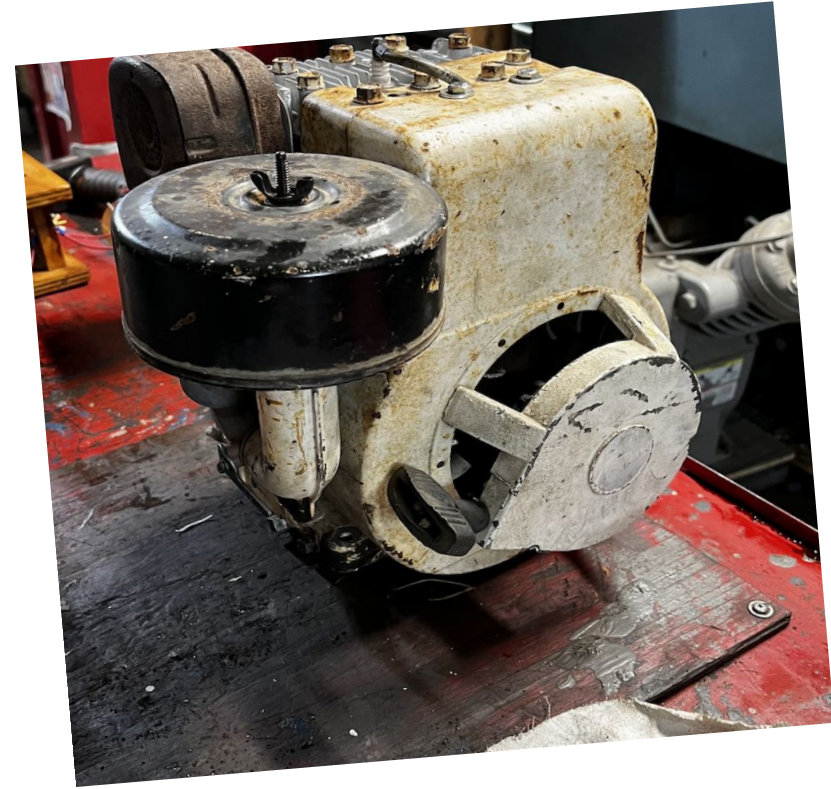
School and Me:

- oil and water (I don't like school)

Small Engines through Renaissance:

- Small engines wasn't like school
- I got to ride my dirt bike to school without getting in trouble
- I learned stuff that was valuable to me and that I will use in the future
- It was successful because I got to choose what I wanted to learn
- I can still go to Mark Bisson's shop whenever I want
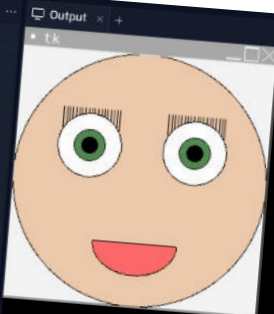
ASL + Coding

Samantha Eaton


```python
    t2 = time.time()
    #print ("time elapsed:",t2-t1,"seconds")
    #dev_rolls=abs((total/6)-four)
    #percent_dev=dev_rolls/total*100
    #print (dev_rolls,'rolls from expected')
    #print(percent_dev,"% deviation")
    return four/total*100


def test_dice_probability():
    step = 5
    n = 6
    points = dict()
    while n <= 6000000:
        if n == 600000:print('at 600000')
        if n == 3000000:print('at 3 mil')
        inner_points = []
        for i in range(20):
            this_percent = roll_n_times(n)
            inner_points.append(this_percent)
        points[n] = inner_points
        n = n*step
        if step == 5: step = 2
        elif step == 2: step = 5

    return points
```


-I was able to design this smiley face using code
-I have begun to design a dice roll simulator

Harwood Union High School

Make Your Own Path

How You Learn is up to you

HU

Harwood Community Learning Center

A small learning community for juniors and seniors that approaches education holistically.. We prioritize 3 things in the program:

1. Transferable skills through community-based, independent projects that culminate with authentic showcasing of final products
2. Academic skills through personalized, core classes that balance small group instruction and 1-on-1 coaching
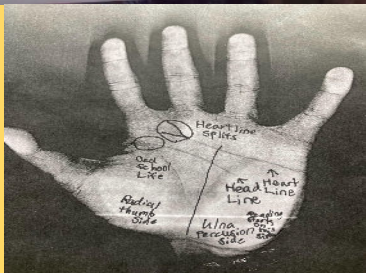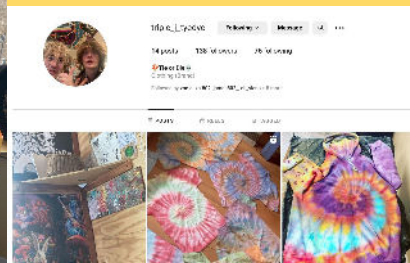3. Post Secondary Readiness through personalize career & educational exploration

Architecture Project: I designed a house and made a model of it.

Culinary Project: I researched middle eastern cuisine and made it.

TIe Dye Project: My friends and I created a business for selling tie dye shirts, I ran the business and social media side.

Palm Reading Project

Extended Studies

A way for students to engage in topics and skills beyond what is covered and practiced in class, and have it noted on their transcript

➔ Available to all students in their 9th and 10th grade English, science, and social studies courses.

➔ Extended Studies units use a mix of ELO time (flexible call-back) and independent work.

➔ Leadership team is collecting data and feedback to inform changes and additions in the future.
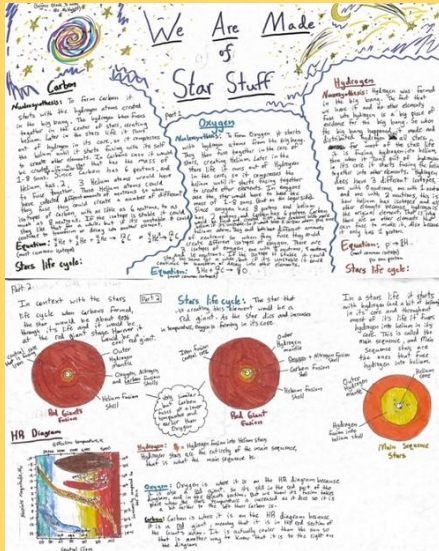
Opportunities include…

★ Reading and Harkness dialogues on *How the Garcia Girls Lost Their Accents* by Julia Alvarez in 9th grade Global Studies: English (*seen above*)

★ A deep dive into the negotiations and compromises that gave birth to the U.S. Constitution in 10th grade US History

★ An exploration of astronomy, chemistry, and physics of star formation and life cycles in Integrated Science 1 (*seen on the left*)

INDEPENDENT STUDY

Student designed in *partnership* with a Qualified Teacher

EXEMPLAR: Aerospace Exploration

- Focused exploration of physics as it connects with Aeronautics and Flight

- Individually designed problems

- Connected to future career interest
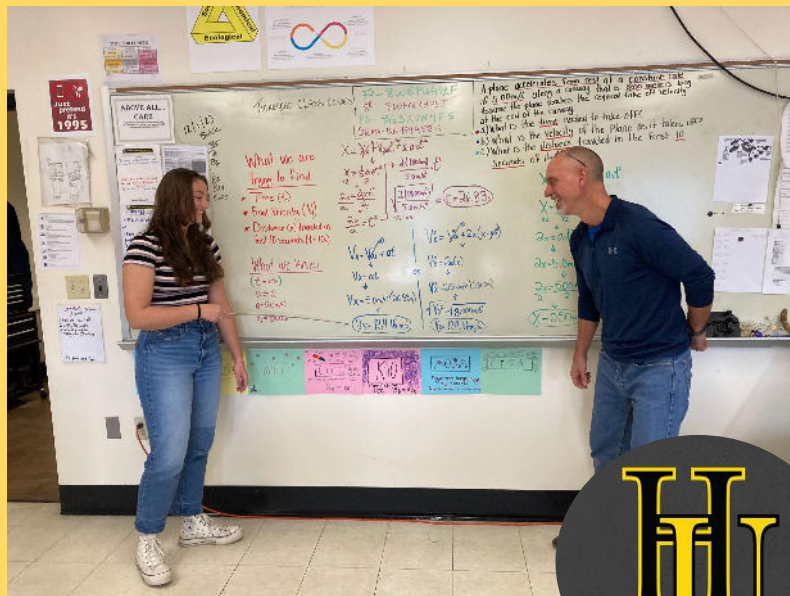
Internship:
Wellness Center Coordinator

- Oversee scheduling and staffing in the Wellness Center.

  - Manage & maintain the Wellness Center.

  - Coordinate trainings, events, guest speakers.

    - Lunch groups with MS students.

  - President of the YEWs (goes hand & hand)

I came to VTVLC, by way of Act 77, like many students: I had exhausted the classes and learning materials offered by my high school but felt I had more to learn. VTVLC offered me the distinct opportunity to learn. To learn as much as I wished whenever I wished, with the unique chance to do it from any conceivable place in the State of Vermont.

VTVLC's unique programs have changed the course of my life. When I began my online coursework, I did so because I had no resources to continue in a schoolroom. VTVLC gave me the opportunity to learn independently of the constraints that come with a classroom. I was given the opportunity to succeed on my own. Time after time, I have been given chance after chance to test my academic limits, and, though it has been difficult at times — though there have been many an anxiety-ridden midterm week — it has been rewarding. I've become a totally unrecognizable student. Virtual learning has taught me to be disciplined in my work, deliberate in it, and dedicated to it. Some people find that statement a touch grim, but the many students VTVLC has taught who go on to college certainly find that discipline to be useful.

Slide 1/2

Matthew: VTVLC Full-Time Online Student (Grade 12)

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

Virtual schooling also taught me to love learning. The conversations and feedback I've had with my teachers has been critical to my academic growth. My writing and communication have improved markedly in the last four years.

Virtual learning has freed up a great deal of time for me. It's given me the opportunity to pursue extracurricular activities, sports, and, most importantly, scholarship. I credit my learning at VTVLC with helping me to earn a full-merit scholarship to college. Without the Virtual Learning Cooperative, I wouldn't be as secure in my academic future as I am now. I would not have the confidence that I too can succeed in higher education.

I have been the beneficiary of your collective dedication to providing equitable, student-centered learning to pupils across the State.

As I look back on the last few years of my learning experience, and as we celebrate a decade of Act 77's astounding success and the Virtual Learning Cooperative's tremendous initiatives, I hope that many more may benefit from these institutions as I have.

Matthew: VTVLC Full-Time Online Student (Grade 12)

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

Why I chose VTVLC

I initially was in-person until fourth grade, when COVID hit.

Then, I entered VTVLC for the remainder of that year.

I liked it so much that I tried another year, and another, until now, I am in eighth grade.

I stuck with it because…

It's Flexible

Better Concentration

I am at my house

My teachers have more time to help me

Slide 1/3

Dominic: VTVLC Full-Time Online Student (Grade 8)

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

My Experience

VTVLC has reached me in a way in-person school did not. I am participating in clubs (DnD and eSports) and I am learning more than I ever was in-person. I also have noticed that I have become more independent at my schoolwork and normal life.
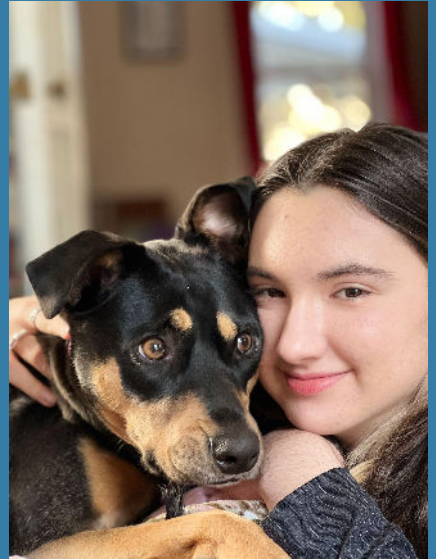
Dominic: VTVLC Full-Time Online Student (Grade 8)

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

What is your WHY? Why did you choose the VTVLC pathway?

During the pandemic, I enrolled in VTVLC to accommodate caregiving for my ailing grandfather, a decision that proved transformative. Despite initial hesitations, the unmatched convenience and flexibility of online learning enabled me to surpass my academic expectations. Juggling caregiving and coursework was challenging, but with support from online instructors and program adaptability, I achieved a harmonious balance, enhancing my time management and resilience. This experience has not only broadened my academic horizons but also instilled newfound confidence in my ability to tackle challenges successfully.

Slide 1/3

Lillian: VTVLC Full-Time Online Student (Grade 11)

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

What did your learning look like within VTVLC and your other pathways?

In a traditional school, I was a quiet student. When my mom asked me what I learned I often responded with "I don't know". Switching to VTVLC transformed dinner conversations, making me enthusiastic about sharing my newfound knowledge. The interactive online learning sparked a curiosity, leading me to dive deeper into subjects that captivate me. Beyond academics, leading a club at VTVLC has enhanced my leadership skills, making my education a dynamic and engaging journey beyond the confines of a traditional classroom.

Fashion & Design
Club Logo

Slide 2/3

Lillian: VTVLC Full-Time Online Student (Grade 11)

How did the VTVLC experience impact you? Your Community?

Transitioning to online education at VTVLC has significantly improved my academic performance, transforming my grades from just passing to remarkable. The personalized and flexible nature of online learning has enabled me to grasp concepts more effectively, fostering a genuine enthusiasm for education. Beyond academics, I've embraced community service, volunteering at the local library and equine center, broadening my perspective on societal issues. The flexibility of my online learning schedule has also granted me the invaluable gift of more time with my family.

Lillian: VTVLC Full-Time Online Student (Grade 11)

NCAL Volunteer Program

Morristown Centennial Library Homeschool Writing Group

Time with Family

For more information or questions, contact:

Ashley Newton, Acting Director
        802-591-3015 | anewton@vtvlc.org

Jennifer Hindes, K-8 Principal
        802-591-0363 | jhindes@vtvlc.org

Jessica Leo, 9-12 Principal
        802-591-0316 | jleo@vtvlc.org

Kim Bovill, Coordinator of Admissions and Student Engagement
        802-885-8364 | kbovill@vtvlc.org

VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

802-885-8331 | www.vtvlc.org

Burlington City & Lake Semester

https://btvcityandlake.org/

- Introduction to BCL
    - *Jean Baptist Gatanga - BCL10, Nevin Morton - BCL10, Yacin Nour - BCL9*
- What is your WHY? Why did you choose this pathway?
    - *Walter Hood - BCL10, Shacar Lewis - BCL10*
- What did your learning look like?
    - *Henry Tornwini - BCL10, Ngang Ateny - BCL10*
- How did this experience impact you? Your community?
    - *Elliott Laramee - BCL10, Kiernan Hackney - BCL10*
- What are the connections to equitable student-centered learning/flexible pathways?
    - *Rowen Clark - BCL11, Medea Daly - BCL11*

Teachers:
Ivy Befeler - ibefeler@shelburnefarms.org
Signe Daly - sdaly@bsdvt.org
Peter Sloth - sdaly@bsdvt.org

Shelburne Farms

BURLINGTON SCHOOL DISTRICT

Central Vermont Career Center

Reagan – Cosmetology I student
Kadance – Exploratory Technology student
Madison – Automotive Technology student
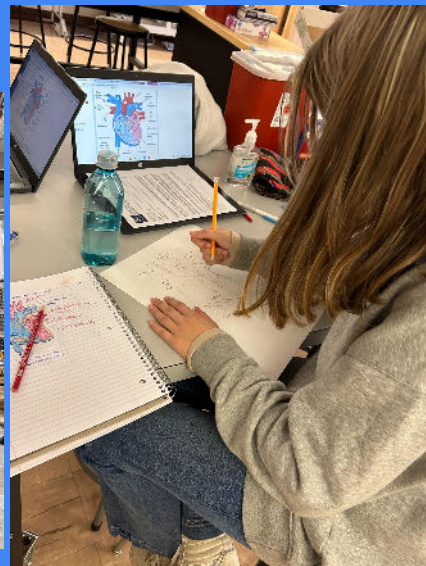Alex - Baking & Culinary Arts student

Central Vermont Career

Reagan

Alex

- CVCC's positive impact on my mental health
- Benefits of a hands on environment
- CVCC's fufilling social environment

Central Vermont Career Center

Kadence   Madison

- Dream of mine
- Succes
- Easier academically
-

Central Vermont Career Center

MOOSALAMOO CENTER

Otter Valley   High School

For more information contact

Director - Joshua Hardt

Email: JHardt@rnesu.org

Phone- (802) 417-7901

47% of women make up the United States workforce yet...

2.6%
of all airplane mechanics are women

5%
of all airline pilots are women

Rescripting the Narrative around the trades

Habitat *for* Aviation

WHERE WOMEN BUILD PLANES

A Rapidly Growing Industry

Airplane Mechanics Technicians
is anticipated to grow 11% from 2020-2030, faster than all occupations

US Bureau of Labor Statistics

24% deficit of almost 43,000 maintainers by 2027

Oliver Wyman

Modern Day Rosies

Carrying strength and determination from the past through to the future, until we reach parody with men in the field.

Recognize the barriers that have already been broken and acknowledging how far we've
yet to go.

Breaking Barriers for Women in Aviation

Habitat *for Aviation*

WHERE WOMEN BUILD PLANES

The FAA asked women in aviation what age they first became interested in the field and they reported:

29% - younger than 10

17% - age 10-15

18% - age 16-20

These statistics drive our outreach and programming with elementary and middle schoolers.

First All-Women Youth-Adult Plane Build? We just might be!

Habitat *for* **Aviation** | **WHERE WOMEN BUILD PLANES**

- Hands-on aircraft construction – real work in the field of aviation

- Youth-adult partnerships

- Building a sense of community and belonging

- Enrichment activities

1,000 Hours Build Time.
10 Youth. 10 Adult Women.

Habitat for Aviation

WHERE WOMEN BUILD PLANES

- Rans S-21 Airplane Kit

- Sundays at Franklin County State Airport and during school vacations

- Ambitious goal: complete by EAA's AirVenture's Air Show July 2024

Youth Working Alongside Supportive Adults

Habitat *for* Aviation

WHERE WOMEN BUILD PLANES

Relationships

Relevance

Practice

What we're going to do once our Plane is Built

Fly to airshows to achieve maximum visibility

Women BUILD planes

Women FLY planes

Women FIX planes

Activities & Programming at Fly-in & Open Hangar Events

Habitat for Aviation

WHERE WOMEN BUILD PLANES

- 1:1 conversations between girls and builders

- Maybe I could be her...

- Learning through play!

Habitat *for* Aviation

Helping Young Women
Reach for the Sky...

...and Beyond

WHERE WOMEN BUILD PLANES

The Student Experience at Bellows Free Academy, Fairfax, VT

Peyton Metruk, Class of 2024

Ella Ferrone, Class of 2025

Jensen Welch, HS Teaching and Learning Coach

Personalized Learning Process
BFA Fairfax

Graduation with Proficiency

Senior Exhibition

Final Exhibition

Body of Evidence of Progress on Transferable Skills "at this time"

Content Proficiencies

TRANSFERABLE SKILLS

Body of Evidence of Progress on Transferable Skills "at this time"
Sophomore Exhibition

Content Proficiencies

Body of Evidence of Progress on Transferable Skills "at this time"

Content Proficiencies

ES/MS Progress

Powerschool – Mathematics Example

AC.HS Advanced Coursework	3.5
AC.HS.MA Advanced Coursework Math	3.5
AC.HS.MA.1 Initiative	3.8
AC.HS.MA.2 Limits of Functions	3.3
AC.HS.MA.3 Derivatives	3.3
TS.HS TRANSFERABLE SKILLS	3.9
TS.HS.CEC CLEAR AND EFFECTIVE COMMUNICATION	3.5
TS.CEC.1.A Demonstrate organized and purposeful communication	4
TS.CEC.1.C Collaborates effectively and respectfully	3.1
TS.HS.SD SELF DIRECTION	4
TS.SD.2.C Demonstrates initiative and responsibility for learning	4
TS.HS.PS CREATIVE AND PRACTICAL PROBLEM SOLVING	4
TS.PS.3.C Persists in solving challenging problems and learns from failure	4
TS.HS.CIT RESPONSIBLE AND INVOLVED CITIZENSHIP	4
TS.CIT.4.C Uses technology to support and enhance the learning process	4
TS.HS.IIT INFORMED AND INTEGRATIVE THINKING	4
TS.IIT.5.C Take responsibility for personal decisions and actions	4

Academic Proficiencies – Mathematics Example

Pre-Calculus, █████████	S2
MATHEMATICS	3.4
ALGEBRA	3.1
Interpret and manipulate the structure of expressions.	3
Solve equations using algebraic properties to justify your reasoning.	3.2
Solve Systems of Equations using algebraic properties to justify your reasoning.	3.2
FUNCTIONS	3.5
Use different representations (table, graph, equation) of functions to model and interpret situations.	3.5
GEOMETRY	3.6
Use analytic geometry and modeling to solve problems.	3.6

Transferable Skills

TRANSFERABLE SKILLS	3.7	
CLEAR AND EFFECTIVE COMMUNICATION	4	
Collaborates effectively and respectfully	4	
Demonstrate organized and purposeful communication	4	
SELF DIRECTION	3.3	
Demonstrates initiative and responsibility for learning	3.3	
CREATIVE AND PRACTICAL PROBLEM SOLVING	4	
Persists in solving challenging problems and learns from failure	4	
RESPONSIBLE AND INVOLVED CITIZENSHIP	4	
Uses technology to support and enhance the learning process	4	
INFORMED AND INTEGRATIVE THINKING	3.4	
Apply knowledge from various disciplines and contexts to real life situations	3.6	
Analyze evaluate and synthesize information from multiple sources to build on knowledge	3	
Take responsibility for personal decisions and actions	3.7	

Connections to PLP/Portrait of a Graduate

➢ 9th grade - develop PLP website portfolio
   ○ add evidence of progress on Transferable Skills
➢ 10th grade - continue to add to PLP
   ○ spring: **Sophomore Exhibition Dialog**
➢ 11th grade - Continue to add to PLP
➢ 12th grade - Finalize evidence of Transferable skills in PLP
   ○ PLP website is evidence Students have met expectations
     in Portrait of a Graduate
   ○ Spring: **Senior Exhibition Dialog**

Peyton's PLP Website   Ella's PLP Website

Graduation with Distinction
Bellows Free Academy, Fairfax, Vermont

To be recognized as a BFA Graduate with expertise in a particular area, students must include their transcript demonstrating high school proficiency in all courses taken in their area(s) of distinction and provide evidence for the additional requirements for the endorsement.

Arts	STEM	Humanities
The student with Distinction in the Arts has been a committed and celebrated leader in their arts endeavors throughout high school.	*The student with Distinction in STEM shows deep understanding and appreciation of the intersection of math and science and participates in learning beyond class.*	*The student with Distinction in Humanities shows deep understanding and appreciation for the intersection of human society and culture and participates in learning beyond class.*
Leadership	**Career Readiness**	**Renaissance**
The student with Distinction in Leadership is recognized for their leadership, character and service inside and outside the classroom.	*The student with Distinction in Career Readiness shows thoughtful preparation for and recognition in a potential career.*	*The student with Distinction in Renaissance shows deep understanding and appreciation for cross-curricular content and participates in learning beyond class.*

BFA Fairfax Resources

Sample BFA Fairfax Report Card

Sample BFA Fairfax Transcript

BFA Fairfax School Profile

Class of 2023 College Acceptances

BFA Fairfax Personalized Learning Process and Exhibitions

BFA Fairfax Graduation with Distinction

Contact: Jensen Welch, BFA Teaching and Learning Coach
jwelch@fwsu.org

Breakout Groups
10:55 am - 11:55 am

A: House Chamber	**B: Room #4** (Govt Operations)
C: House Chamber	**D: Room #6** (Finance)
E: Room #30 (Judiciary)	**F: Room #35** (Commerce & Ec Dev)
G: Room #31 (General & Housing)	**H: Room #7** (Institutions)
I: Room #34 (Corrections & Institut.)	**J: Room #17** (Health & Welfare)

1st Floor Rooms:
#4, #6, #7, #17

2nd Floor Rooms:
House Chamber,
#30, #31, #34, #35

MicroLab

Micro Lab: Our Journey To Today (reflecting on the past 10+ years)
1. What has been your experience with flexible pathways and student-centered learning? (Order 1-2-3)
2. What is a specific challenge or barrier you have encountered with Act 77 (flexible pathways/student-centered learning) and how have you overcome it or not? (Order 2-3-1)
3. How has your experience changed your understanding of what the possibilities are for education? (Order 3-1-2)

BRIGHT SPOT

inception of
Generator-BETA Lab

A collaborative multi-point STEAM enrichment initiative between **BETA Technologies** and **Generator**
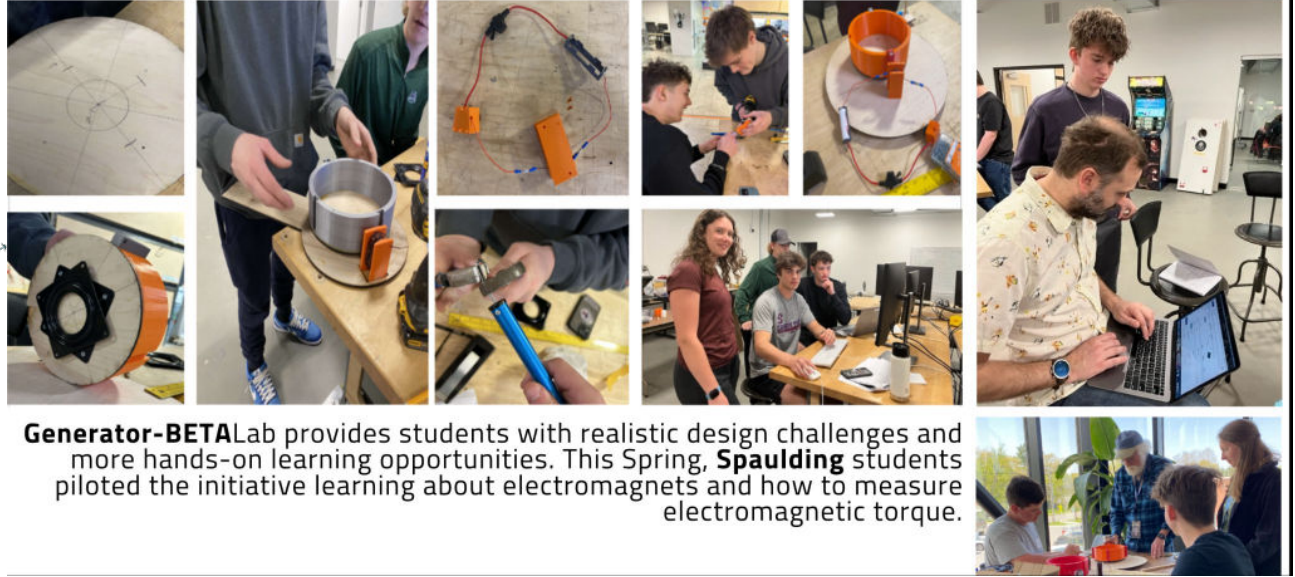
Generator-BETA Lab provides students with realistic design challenges and more hands-on learning opportunities. This Spring, **Spaulding** students piloted the initiative learning about electromagnets and how to measure electromagnetic torque.

Equity and Access - House Chamber 1 • *Does equity in student-centered learning necessarily include social justice curriculum?* • *What is the role of student centered learning in advancing equity and inclusion?* • *How are schools using the flexible pathways structure to meet student needs?*	**Flexible Pathways, CBL, WBL educators/coordinators-** Room #4 (Govt Operations) • *a place to connect & share*
Accountability - House Chamber 2 • *What structures and practices are schools using to ensure accountability?* • *What do students say about how their state's student-centered learning approaches prepare them for life's challenges and opportunities?*	**Personalized Learning Plan (PLP)** - Room #6 (Finance) • *What does the implementation of PLPs look like throughout the state?* • *How do we overcome the challenges of integrating PLPs into the high school experience?*
Assessment - Room #30 (Judiciary) • *How can we move away from "seat time" criteria?* • *How are we connecting flexible pathways and experiences to proficiencies and grading, beyond just transferable skills?* • *How are schools demonstrating impact (formats and modalities)?*	**Resources and Learning** - Room #35 (Commerce & Ec Dev) • *What roles can institutions of higher education play in supporting student-centered learning?* • *How can we best support educators to implement student-centered learning?* • *How can we better identify and promote best practices that disrupt traditional structures/systems towards student-centered learning?*
Bright Spot - want to learn more? Time to mingle!	**Virtual Learning** - Room #7 (Institutions) • *What are the options?* • *How do we engage students, educators and families in the virtual learning environment?*
School/Community Partnerships - Room #34 (Corrections & Instits) • *What are the building blocks of a meaningful community partnership?* • *How can community partners provide support for your post-secondary future (work/education) in the most student centered way?*	**Creating the Ecosystem (Culture and Climate) for Student-Centered Learning** - Room #17 (Health & Welfare) • *How do schools create a school culture that is inclusive, safe, welcoming and respectful that values student-centered learning practices while creating a strong community?* • *How can we harness the power of curiosity in student-centered learning?*

Closing and Commitments
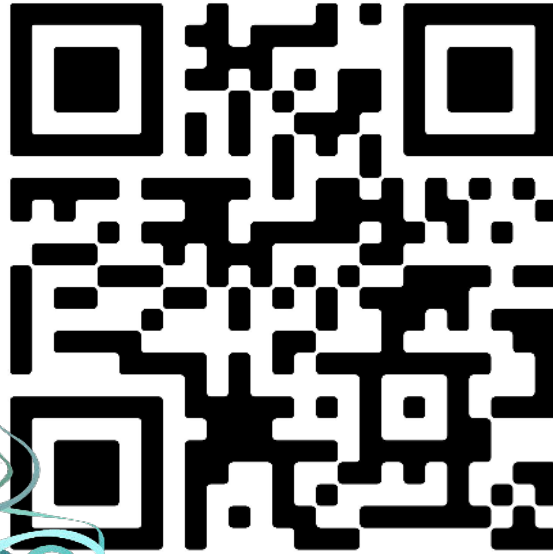
Buckets:

- What should be happening at the local level (community, classroom, etc.)?
- What should be happening at the state level?
- What should we not do?
- What learning is needed?
- What community engagement is needed?
- What is my next step?