



## Spring 2024 Innovative Schools Learning Excursions for School or District Teams of Educators, Students, and Key Partners

See innovative learning in person, exchange strategies to equitably transform learning, and apply what you learn to transform teaching and learning within your own school/district.



### Manchester Learning Excursion Manchester, Connecticut March 26-28, 2024

\*At-Home Activities Begin February 22, 2024

Manchester High School is a comprehensive high school with a diverse student body of more than 1,600 in a district of 6,000 students. The school is redesigning the learning experience to ensure that every student is seen and known, with personalized pathways, themed academies, and trying new approaches to learning for students who are often overlooked. Participants will experience the school's annual Senior Story Day. Senior Stories are presentations of learning on a day that celebrates each learner and their educational journey.

### Vermont Learning Excursion Montpelier & Burlington Area, VT April 9-12, 2024

\*At-Home Activities Begin March 7, 2024



High schools in small rural Vermont districts that are undergoing increasing demographic change are redesigning the learning experience with flexible pathways, proficiency-based learning, student-centered personalized learning, and a strong commitment to youth-adult partnerships. Participants will experience how, 10 years into Vermont legislation supporting these learning approaches, schools and districts are choosing strategies that work best in their own communities. Participants will also see how UP for Learning and other community partners support their efforts.

[Complete the Spring 2024 Innovative Schools Learning Excursion Application](#)

**Apply by November 27, 2023 for first priority selection.** Applications will also be accepted through January 10, 2024, if space permits. Each excursion is limited by space available, and NGLC is committed to an inclusive and equitable selection process based on a set of criteria. Mini-grants of \$750 per team member are provided to defray costs for travel and support collaboration, planning, and implementation of learning.

# Spring 2024 Innovative Schools Learning Excursions

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## Overview

The national nonprofit [Next Generation Learning Challenges](#) (NGLC), with funding from the [Barr Foundation](#), is excited to announce the Spring 2024 Innovative Schools Learning Excursions!

- **Manchester Learning Excursion** at Manchester High School in Manchester, Connecticut, March 26-28, 2024
- **Vermont Learning Excursion** at district high schools near Montpelier and Burlington, Vermont, April 9-12, 2024.

We invite applications from New England-based high school-focused teams of 6-12 diverse partners (educators, students, parents, and key community members) that are interested in redesigning the high school experience and are ready to work together to apply district and high school strategies in their own school/district.

**Seeing is believing.** The Innovative Schools Learning Excursions are more than a school tour, they are a learning experience. Facilitators will help every participant learn with and from the host sites. The excursions are designed to deepen participants' knowledge of "next generation learning" (see below) approaches in use at the host sites and will provide teams a foundation for applying what they learn to their own vision for teaching and learning in their school/district.

**Next generation learning.** Learning approaches that develop students in well-rounded ways share some common characteristics: They respond to the strengths, needs, and cultural backgrounds of each individual student. They make sure students successfully acquire skills and knowledge before moving on. They connect academic knowledge and skills to on-the-job work experiences and real problems in our communities, adapted for even our youngest learners. They use the most advanced tools available in our society, including technology but also what is known in education as "learning science." Educators often refer to these learning approaches as student-centered, personalized, competency-based, equitable, experiential, authentic, and/or technology-enabled. At NGLC, we use the term [next generation learning](#) to capture all of these learning approaches.

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**Inclusive community engagement.** A key takeaway from NGLC’s work with schools and districts that have had success in transforming teaching and learning is this: “If young people are going to graduate from U.S. public schools with the skills and mindsets needed to address 21st century challenges, we who serve them—and the schools and organizations we are a part of—must develop and use those same skills and mindsets ourselves.” Most importantly, the change process should be owned by educators, students, parents, and community members, with care taken to be inclusive and equitable. A diverse team of partners doing work that matters for their community and for their students is truly transformational. It’s exactly what needs to happen for real and lasting change to take root. It’s what all our students deserve. (For more, see our research at [www.transformation-design.org](http://www.transformation-design.org).)

## Learning Goals and Activities

The Innovative Schools Learning Excursions are first and foremost learning experiences for participants and their teams. The experiences are designed to support your team’s vision for transformed learning and shared purpose for the excursion (expressed in the form of a “Brave Question”). Your team will begin to identify these guiding ideas in your application and clarify them through use of your team’s [learning log](#). The learning log is our primary tool to organize and support your team’s learning.

### Goals

- See a high school in the midst of transforming learning, focusing on next gen learning approaches.
- Notice the school culture, the ways that adults and youth work together, and school and district policies, and see how these conditions support innovative teaching and learning.
- Connect with others in similar roles—educator, student, parent, community partner—to understand how each role is involved in the work of transforming learning at the host school(s) and consider ways your role can be involved in redesigning the high school experience in your own community.
- Develop strategies for applying what you learn during the learning excursion to your school/district and create an artifact to share what you learn with a wider group of colleagues and partners in your school/district community.

### Activities

- *Before the trip:* To develop team goals for the learning excursion based on a shared vision for teaching and learning, attend a virtual session with NGLC, the host schools, and other participating teams; complete sections of your team learning log; go on a “learning

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walk” to observe learning in one of your own schools; join a virtual team coaching session with an NGLC facilitator; and independently review the materials and resources we provide in advance.

- *During the trip:* Tour the host schools to observe their approach to next gen learning; meet with students, teachers, and administrators to discuss their high school learning redesign; meet with community partners who have been involved in the learning redesign; participate in team work sessions; participate in work and social sessions with other teams attending the learning excursion and the host schools; and create an artifact of your team’s experience to share with a wider group of partners in your school and community.
- *After the trip:* To make the team’s learning visible to your school community, to inspire action to redesign the high school learning experience, and to apply what you learn from this program, finalize a set of ideas or actions to try and complete your learning log, join a virtual team coaching session with an NGLC facilitator, and share your experience with partners in your school/district community.
- See the [draft agendas](#) below for dates and times of all activities.

NGLC will organize and share the agenda, materials to prepare for the event, and other essential information via email. All participants will be able to access all information and materials, including your team’s learning log, from a participant agenda available as a Google doc. Participants are invited to access learning logs from other teams as well. This is one way to live out a shared commitment to making learning visible.

## Application and Eligibility

Each team must submit the required [application form](#) by **11:59 p.m. ET on Monday, November 27, 2023, for first priority selection**. We will accept applications through Wednesday, January 10, 2023, if space permits. Participation in each excursion is capped; applications will be reviewed on a set of criteria to make selections.

*Since NGLC is committed to a selection process that provides inclusive and equitable access for as many teams as possible, we recommend that you review the description and programming for each excursion so that you can preference a first choice among the two—the one that best matches your needs—and submit a strong application for that excursion. In the application, you may indicate your interest in your team being considered for the other learning excursion if your first choice is full.*

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It is possible for one school/district community to apply to send teams to both excursions. To do so, please submit a separate application for each excursion so that you can provide detailed information about the different team composition (size, roles represented, and names of team members) and goals for participating that are specific to each excursion.

## Eligibility

- The application is open to all public school governance types (traditional, innovation, charter) in New England.
- We require that teams be focused at the high school level.
- We require that teams include **at least one district or high school leader with decision-making authority** and **at least two students**.
- We recommend teams balance *educator* and *community partner* roles so that all voices and perspectives represented have an opportunity to contribute equitably and inclusively to team discussions and team work.
  - Educator roles include all district and school staff, such as administrators, teachers, counselors, non-instructional staff, etc.
  - Community partner roles include students, parents, school committee/school board members, workforce industry partners, nonprofit partner organizations, local government officials, etc.
  - An individual team member may represent multiple roles, such as a teacher who is also a parent.
- We recommend team size to be 6-12 members. If your team is less than 6 or more than 12, please provide a rationale in the application.
- The lead applicant may represent an educator or community partner role.

## Application Details

The [application form](#) collects basic information about the lead applicant, your team's school/district, and each participant on your team. The application asks for your choice of learning excursion (Manchester, CT, or Vermont), team composition, vision for transformed learning, and goals for participating in the learning excursion.

As part of the application, you are asked to certify that you have secured assurances from the appropriate building and/or district leaders for your team to conduct a learning walk at your team's high school. The learning walk is a required activity for the learning excursion; see the draft agendas below for when the learning walk needs to occur.

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## Selection Process

NGLC will review all applications beginning with the priority deadline of November 27, 2023. Using information obtained from the applications, NGLC will make final selections with feedback from program officers at the Barr Foundation. NGLC will contact all teams that apply by the priority deadline with selection decisions no later than **December 7, 2023**. At that time, information about registration and travel will be distributed. *Please wait to make any travel plans until we have confirmed your selection.*

If space is available for additional teams to participate, NGLC will review all applications received by January 10, 2024, including those not selected in the first round. If needed, NGLC may conduct calls with a set of finalist teams. NGLC may contact finalist teams by January 12, 2023, to schedule a one-hour virtual call January 15-18, 2023. Final selection decisions will be communicated to all teams no later than **January 24, 2024**. At that time, information about registration and travel will be distributed. *Please wait to make any travel plans until we have confirmed your selection.*

## Selection Criteria

NGLC is committed to an inclusive and equitable selection process based on a set of criteria. Each Innovative Schools Learning Excursion is limited by space available. **The Manchester Learning Excursion is capped at 80 total participants**; we expect to select 6-9 teams of 6-12 members each. **The Vermont Learning Excursion is capped at 90 total participants**; we expect to select 7-10 teams of 6-12 members each.

- Teams will be selected based on the quality of the application responses and evidence of meeting the criteria set forth in the application, including team composition with required roles, vision for transformed learning, and goals for participating.
- Priority will be given to teams that are interested in redesigning the high school experience and meet the expectations for team size and balance of educator and community partner roles. Preference will be given to fully assembled teams (that is, each team member is identified by name).
- If NGLC conducts calls with a set of finalist teams, those calls will be used to determine the strength of foundational structures known to support effective change efforts, implementation, and long-term sustainability.

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## Mini-Grants and Commitments

To relieve costs for travel as well as to support learning, collaboration, engagement, planning, and implementation of learning, we offer each participating team a mini-grant of \$750 per team member. Mini-grant funds will be distributed in two equal payments: one at the time of the grant award and one upon completion of all commitments. In order to receive the full mini-grant, we kindly request the following commitments from **each team member**:

1. Engage as active members of the learning community by...
  - a. Completing all activities before and after the visit, including but not limited to readings, virtual sessions with NGLC, and a learning walk at your team's high school.
  - b. Attending all segments of the Innovative Schools Learning Excursion programming while onsite at the host school(s). Start and end times are posted within the draft agenda below.
  - c. Sharing your thinking and learning visibly during in person and virtual sessions.
  - d. Creating an artifact of your team's experience to share with a wider group of partners in your school and community.
2. Complete the participant survey at the end of the learning excursion.
3. Submit a completed [learning log](#) at the end of the learning excursion.

Following your school/district's policies, mini-grant funds may be used to cover costs of participating that are not directly paid by NGLC, including but not limited to travel-related costs; associated costs such as substitutes, food for planning meetings, stipends for working sessions pre/post event; and costs related to applying the learning and continuing the work following the visit.

## Travel Costs

NGLC will provide lodging for all participants and meals during each Learning Excursion as described below. Each excursion will have a designated headquarters hotel with buses to shuttle participants to the school sites.

Teams need to pay for all other travel-related expenses (car rental, train, airfare, taxi or shared ride services, any non-hosted meals, incidentals, etc.) up front with their own funds; costs may be supported by the mini-grants described above. *Please wait to make any travel arrangements until we have confirmed your selection.*

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## Manchester (CT) Learning Excursion

- **Lodging:** NGLC will reserve and directly pay for up to three nights at a designated hotel.
- **Meals:** NGLC will provide dinner on March 26 and March 27; and breakfast, lunch, and breaks on March 27 and March 28. You will be responsible for costs for any meals during travel.

## Vermont Learning Excursion.

- **Lodging:** NGLC will reserve and directly pay for up to four nights at a designated hotel.
- **Meals:** NGLC will provide dinner on April 9 and April 11; and breakfast, lunch, and breaks on April 10, 11, and 12. You will be responsible for costs for dinner on April 10 and any meals during travel.

## COVID-Related Precautions for Travel

NGLC is taking specific steps to reduce risk of exposure to COVID-19 for participants, hosts, and staff, consistent with regulations and guidelines from NGLC's fiscal sponsor (Tides Center), the CDC, and state and local authorities. If you have any questions or concerns about safety precautions related to travel or onsite programming, please contact Kristen Vogt at NGLC, [kvogt@nextgenlearning.org](mailto:kvogt@nextgenlearning.org) or 215-668-8507. *Please note that these requirements are subject to change as COVID conditions change.*

## Requirements:

- If, in the 10 days prior to the event, you have experienced symptoms of COVID-19 and/or had exposure to any person who has COVID-19, take a COVID test the day of travel. If you test positive, stay home and contact Kristen Vogt at NGLC, [kvogt@nextgenlearning.org](mailto:kvogt@nextgenlearning.org) or 215-668-8507, as soon as possible.
- Unless required by local regulations, masking and social distancing are optional. Programming will accommodate participants who choose to wear a mask and observe social distancing.
- Follow [CDC guidance and recommendations](#) for domestic travel.

## Recommendations:

- Bring a personal supply of masks, hand sanitizer, and sanitizing wipes.
- Bring at least one COVID test for personal use in the event you develop symptoms during the program.



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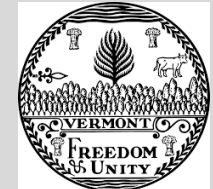
## Draft Agendas



### Manchester Learning Excursion March 26-28, 2024

\*At-Home Activities Begin February 22, 2024

At Home Sessions	
Thursday, February 22, 2024 3:30 pm - 5:00 pm ET	Virtual Workshop with NGLC & MHS
Between February 23 and March 15, 2024	Learning Walk in one of your own high schools, scheduled by team
Between Learning Walk and March 22, 2024	1-hr Virtual Coaching Session with NGLC
Programming in Manchester, Connecticut	
<b>Tuesday, March 26, 2024</b>	
4:00 - 4:30 pm	Onsite Registration
4:30 - 6:00 pm	Opening Session
6:30 - 8:30 pm	NGLC-Hosted Reception and Dinner
<b>Wednesday, March 27, 2024</b>	
7:00 - 8:00 am	Breakfast provided by NGLC



### Vermont Learning Excursion April 9-12, 2024

\*At-Home Activities Begin March 7, 2024

At Home Sessions	
Thursday, March 7, 2024 3:30 pm - 5:00 pm ET	Virtual Workshop with NGLC, UP for Learning & Vermont Host Schools
Between March 8 and March 29, 2024	Learning Walk in one of your own high schools, scheduled by team
Between Learning Walk and April 5, 2024	1-hr Virtual Coaching Session with NGLC
Programming in Vermont	
<b>Tuesday, April 9, 2024</b>	
6:00 - 6:30 pm	Onsite Registration
6:30 - 9:00 pm	NGLC-Hosted Reception and Dinner
<b>Wednesday, April 10, 2024</b>	
7:00 - 8:00 am	Breakfast provided by NGLC
8:00 am - 4:30 pm	Day One Programming, including lunch and

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8:00 am - 4:30 pm	Day One Programming, including lunch and breaks provided by NGLC
4:30 - 6:30 pm	Personal rejuvenation
6:30 - 8:00 pm	NGLC-Hosted Dinner
<b>Thursday, March 28, 2024</b>	
7:00 - 8:00 am	Breakfast provided by NGLC
8:00 am - 4:30 pm	Day Two Programming, including lunch and breaks provided by NGLC
4:30 pm	Departure

	breaks provided by NGLC
4:30 pm -	Personal rejuvenation and Dinner on your own
<b>Thursday, April 11, 2024</b>	
7:00 - 8:00 am	Breakfast provided by NGLC
8:00 am - 4:30 pm	Day Two Programming, including lunch and breaks provided by NGLC
4:30 - 6:30 pm	Personal rejuvenation
6:30 - 9:00 pm	TENTATIVE: Reception with Vermont Community Partners NGLC-Hosted Dinner
<b>Friday, April 12, 2024</b>	
7:00 - 8:00 am	Breakfast provided by NGLC
8:00 am - 3:00 pm	Day Three Programming, including lunch and breaks provided by NGLC
3:00 pm	Departure

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## About the Host Sites



**Manchester High School**  
**Manchester, Connecticut**  
*Every student seen and known*

Website: <https://www.mpspride.org/mhs>

### School Demographics:

- Grades Served: 9-12
- Enrollment: 1,673
- Race/Ethnicity: 25% Black or African American, 29% White, 9% Asian, 33% Hispanic, 3% Two or more races, 1% American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander
- Free/Reduced Price Lunch: 52%
- English Learners: 7%
- Students with Disabilities: 14%

Manchester High School is the only comprehensive high school in Manchester Public Schools, a public school district of over 6,000 students in an urban town just east of Hartford, Connecticut. Serving a diverse and inclusive community, the school believes every student can achieve excellence through unique learning experiences. Amid the issues facing high schools everywhere—pandemic disruptions, chronic absenteeism and disengagement, staffing challenges, and rising mental health challenges—Manchester High School is leaning into students’ stories and experiences as the driver for transforming learning for students and adults. The high school experience aims to balance personal growth with high expectations for academic achievement, all personalized for students using the [Red Hawk Flight Path](#). Students discover their strengths and learn how to tell their story through distinct experiences at each grade level, organized into five teams in Grade 9 and then students choose from five academies in Grades 10-12: Education and Public Service; Global Studies; Medical Careers; Performing Arts and Communication; and Science, Technology, Engineering, Math, and Design. Through these smaller learning communities, courses, experiential learning, career exploration, and co-curricular programming, students engage in deep exploration of content, are inspired to pursue new interests, and develop transferable skills. Staff support students to reflect on their growth over time and come up with postsecondary plans that align with their strengths and passions. All of this is recorded in student profiles ([Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#)). The student experience culminates in an individual presentation of each graduate’s unique [Senior Story](#).

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Learning Excursion teams will be visiting the school on Senior Story Day, an annual event that illustrates the school's culture, approach to teaching and learning, and the students' experiences. ▶ Watch this [4½ minute video recap](#) of the 2023 Senior Story Project!

## Additional Things to Know:

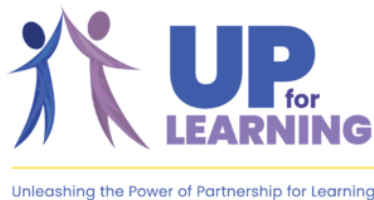
- Eight learning expectations define their “Vision of a MHS Graduate:” Critical Thinking, Problem Solving, Creative and Innovative Thinking, Collaboration, Communication, Self-Direction and Process Monitoring, and Cultural/Global Competence.
- MHS students are encouraged to find their voice and leadership through programs such as the Student Equity Advisory Team, Youth Leadership Council, and Academy Advisory Boards.
- Among their innovative approaches to learning is [Flight School](#). Rising juniors and seniors who have not earned enough credits to be an 11th or 12th grader can apply to attend this summer program where classes are interdisciplinary, project-based, interactive and hands-on, and mastery-based.
- School staff approach their school redesign work as learners themselves. The school is investing in staff to create a profession and work culture that's sustainable. They describe their work environment as a “striving, reflective space” where staff can learn and grow in their practice as individuals and together as a community.



## Innovative Schools in Vermont

The [Flexible Pathways Initiative](#), created a decade ago by Vermont's Act 77 of 2013, “encourages and supports the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom.” Flexible pathways promote opportunities for students to become ready for college, career, and life in ways that are personalized to their individual goals and strengths. In addition to traditional academic courses, students can take advantage of dual enrollment and early college programs, work-based learning and career pathways, career and technical education (CTE), personalized learning, and other opportunities to learn. Each secondary student in Vermont (grades 7-12) has a [Personalized Learning Plan](#) to guide and document their learning through the flexible pathways as they work toward graduation. Graduation requirements in Vermont are “[proficiency-based](#)”—that is, instead of simply accumulating credits in a certain number of classes to graduate, students must demonstrate that they have the skills, abilities, and knowledge required by their district, which are aligned to the state's standards and transferable skills.

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## UP for Learning

[UP for Learning](#) works in Vermont and across the nation to help educational institutions fully engage youth in their own learning and in reimagining and transforming education. As a community partner to schools and districts for more than a decade, UP for Learning utilizes research-based models that reshape the student-teacher relationship to one of shared ownership and shared responsibility. UP offers facilitation, strategies, tools, and ongoing coaching to ensure that learning is engaging for everyone and youth are fully empowered.



## Twinfield Union School Plainfield, Vermont

*Unique Child + Unique School = Meaningful Education for Individual and Community*

Website: [https://www.twinfield.net/high\\_school](https://www.twinfield.net/high_school)

### School Demographics:

- Grades Served: PK-12
- High School Enrollment (Grades 9-12): 103
- Schoolwide Race/Ethnicity: 2% Black, 85% White, 1% Asian, 2% Hispanic, 10% Multi-racial, 0.3% American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander
- Free/Reduced Price Lunch: 40%
- English Learners: \*\*\*
- Special Education (504 Plan or Education Support Team): 21%

Twinfield Union School is a rural pre k to 12 public school serving roughly 300 students who come from two Vermont towns, Marshfield and Plainfield, outside of the state's capital. With just over 100 students in grades 9-12, strong student-to-teacher relationships are a benefit of the school's small size. Twinfield has a long history of embracing multiple flexible pathways toward graduation to meet the diverse needs of students. The school's teaching and learning is characterized by personalization in a [proficiency-based system](#). The school strives to provide

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students with timely and effective feedback on their learning in an effort to bring clarity to where students stand in relation to the graduation requirements. Each student creates a website for their Personalized Learning Plan, with the guidance of their Teacher Advisor (TA), and completes passage presentations in 8th, 10th, and 12th grade. Assessment and grading focuses on students' progress on knowledge and skills. Work habits of *engagement* and *responsibility* are assessed separately from knowledge and skills in a course. The proficiency system requires flexibility for students to work at their own pace. Wednesdays have a different schedule than the rest of the week, providing time for students to meet with their teachers one-on-one and in small groups for extra help and complete work on their own. Starting with an extended TA block, students use the time to explore personalized learning activities, participate in clubs and class meetings, attend field trips and community service, and work with their peers on projects.

## Additional Things to Know

- [Renaissance Program](#): Students design in-depth studies that are connected to the school's proficiencies but not offered as courses. Based on the student's interests and learning styles, the studies can be completed as internships, college courses, service-learning, independent research projects, study groups, and other options. Students attend regular Renaissance seminars, most involve mentoring with a professional, and learning is assessed by a panel. An average of 73% of students design one or more Renaissance studies.
- [Peer Mentoring](#): High school students take on positive leadership in the Twinfield school community by serving as mentors for younger students.
- [The School Profile](#) explains highlights of the school's teaching and learning design, such as the Teacher Advisory system and various course options such as online classes, technical education, winter and June terms, and more. More information about the school community and academic program is available in the [Student and Family Handbook](#).



**WINOOSKI SCHOOLS**  
*We are the future.*

## Winooski Middle and High School

**Winooski, Vermont**

*Winooski has H.E.A.R.T... Honest, Engaged, Appropriate, Responsible, Timely*

Website: <https://www.wsdvt.org/wmhs/>

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## School Demographics:

- Grades Served: 6-12
- High School Enrollment (Grades 9-12): 241
- High School Race/Ethnicity: 35% Black, 34% White, 22% Asian, 2% Hispanic, 6% Multi-racial, 0.5% American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander
- Free/Reduced Price Lunch: 57%
- English Learners: 41%
- Special Education (504 Plan, Education Support Team, or IEP): \*\*\*

Winooski High School serves the community of Winooski, a former mill town of approximately 7,300 residents near Vermont's largest city, Burlington. The high school reflects and celebrates the diversity of backgrounds and experiences of its students and families, which includes many who have come to Winooski in recent years through the International Refugee Resettlement Program. Student voice is evident throughout Winooski High School via its advisory representative, community meetings, and a newly formed athletic advisory council. The high school student-centered learning model can be seen in part through iLab, advisory, and flexible pathways for the voice and choice that learners have in what and how they learn. Described in more detail in the [Draft Guiding Principles of Proficiency](#), Proficiency-Based Graduation Requirements are expectations that students are skilled (proficient) in specific transferable skills and Career and College Ready Standards before they graduate from Winooski High School. These standards and skills are organized into broad competencies called Graduate Expectations (GX) and Graduate Proficiencies (GP). The Winooski Graduate Expectations (GXs) are six broad transferable skill areas: Communication, Culture & Community, Critical Thinking, Creativity, Persistence, and Wellbeing. These GXs were established over a decade ago as an early attempt at a Portrait of Graduate. These GX's are assessed through performance assessments and are evaluated by a team of teachers during Expo, student exhibitions of learning held in January and June that are open to parents and others. The school district is just now revisiting these transferable skills to identify how they can be the district's (Pre-K to 12) Portrait of a Graduate.

► Watch [this video](#) describing the WHS Graduation Requirements, with an explanation of proficiency, grading changes, course requirements, flexible pathways, and graduate expectations (GXs) and related graduate proficiencies (GPs).

## Additional Things to Know

- The [School Profile](#) summarizes the curriculum, schedule, graduation requirements, and additional learning opportunities like iLab.
- [Instructional Vision working draft](#): This working draft outlines the core beliefs, teacher experiences, and student experiences of three core focus areas—collaborative, student-centered, and relevant—to describe impactful instructional practices that are at the heart of student engagement and educational equity for the school.

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Harwood Unified  
Union School District

## Harwood Union Middle & High School Moretown, Vermont

*A rigorous, innovative and student-centered educational experience in a welcoming and inclusive environment.*

Website: <https://huusd.org/>

### School Demographics:

- Grades Served: 7-12
- Enrollment: 579
- Schoolwide Race/Ethnicity: 95% White, 2% MultiRacial, 1% Black, 1% Asian, 1% Hispanic, 0.2% American Indian/Alaskan Native
- Free/Reduced Price Lunch: 9%
- English Learners: \*\*\*
- Special Education (504 Plan or Education Support Team): 18%

Harwood Unified Union School District (HUUSD) serves six rural communities in central Vermont: Duxbury, Fayston, Moretown, Waitsfield, Warren, and Waterbury. The district has seven schools: four PK-6 elementary schools, one PK-4 primary school, one 5-8 middle school, and a high school serving grades 7-12. Student-centered learning through flexible pathways is at the heart of the proficiency-based learning system at HUUSD. As described in the [HUUSD Grading Guide](#), 6 HUUSD Learning Expectations—Communication & Creative Expression, Integrative Thinking, Literacy, Personal & Global Engagement, Problem Solving, and Self-Direction—describe the most essential skills, which are practiced and exhibited in different content areas, that students need to succeed in adult life. Students demonstrate achievement of Learning Expectations through their aggregate achievement of performance indicators over time which are scored using common rubrics. Students also demonstrate achievement of these Learning Expectations through a body of evidence over time. Noteworthy aspects of Harwood Union High School are advisory, ELO (Extended Learning Opportunities), Extended Studies, and Harkness pedagogy. Harkness fundamentally shifts the dynamics of the teacher-student relationship and places ownership and initiative for learning on the student. Based on brain research, it is grounded in the principle that “the one who does the work does the learning.” Harwood also is one of two schools in Vermont that has been awarded four [Rowland Fellowships](#) for teachers to implement a vision to transform an aspect of school that positively impacts culture and climate. Furthermore, Harwood students are actively involved in leadership that impacts academics, school culture, and climate. Students are represented on the school board, leadership teams, hiring committees, and other important committees, and lead their peers in all co-curricular activities.