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Community High School of Vermont

Annual Report

July 2011 – June 2012

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COMMUNITY HIGH SCHOOL OF VERMONT

Corrections Education

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CHSVT provides services to students without regard to race, color, creed, sex, religion, disability, national origin, gender identity, age or sexual orientation.

DEDICATION



Photo: Southern State Correctional Facility Correctional Instructor, Katherine Miller, with her students

The following is an email from CHSVT Superintendent Wilhelmina Picard on May 6, 2012 to the CHSVT faculty: It is with a sad heart that I share with you that Katherine Miller passed away Saturday evening. Katherine taught for Community High School at Southern State Correctional Facility and Southeast Correctional Facility. Katherine was a formidable woman and a beloved teacher. She worked as a Special Educator and Correctional Instructor for CHSVT/DOC. She will be remembered for her tenacity and very strong sense of self. She had high expectations for herself, her colleagues and her students. Katherine's pride in her student's success was noteworthy. Those of us who had the privilege of knowing Katherine are all left with some very endearing and special memories.

"Today, I looked into your classroom and I didn't see you there! I thought about you as I walked away from your door, a door I know so very well." (From, "Losing Dr. Miller", a reflection on the life of Katherine Miller by one of her students.)

We all have the expectation that life will continue, uninterrupted and as usual we hope, and then the unusual and unexpected happens. The story about Katherine's passing is one you hear about on the evening news and say, "Oh how sad for them and their family." "What a shock" or "I never expected this would happen to someone I know." We all counted on the light being on in Room One each day we arrived in education and when it was not, it didn't take but a moment to know that we needed to do some immediate checking. We all know the story now, of her accident and untimely death. What we didn't realize was the impact she had on many of the

students who crossed her threshold during the eight years she taught at Southern State. She was “an Institution” as many describe someone who has been part of something from its inception; someone you could count on to know the answer to the mundane operational questions and knew what made the place tick. Katherine was often heard before she was seen but there was comfort in that too. Concrete, knowledgeable, thorough, demanding, and yes, sometimes gruff, to most of her students she was there to challenge them in a way that many of them had never been challenged whether they wanted it or not. She appreciated their investment in class more than their rejection of things academic, but who doesn’t? She gave them that no nonsense look and expected more than they often wanted to deliver. So many of her students came to education on the Monday following the announcement of her untimely death, and it was a surprise to many of us, how significantly and meaningfully she had impacted many of her students’ lives. One of the sad ironies is that we really don’t know what our impact has been until we are no longer present to hear it. The excerpt below, written by one of her students in her writing class, describes the collective atmosphere in the room on that Monday and captures the sentiment of Katherine’s impact:

Dr. Miller

I arrived in the Springfield facility appearing as a deer caught in the headlamps, this existence foreign and imposing. I naturally gravitated to the education department, it being the only thing upon these grounds of familiarity. I found the classroom, the first on the left, occupied by an older, cranky lady. She taught English. No surprise there.

During our initial conversation a ‘window’ for class change was called. Within minutes a crop of youngish students swarmed the room full of banter and energy and eagerness to see ‘Miss Katherine’. I was overcome with emotion, recognizing the scene I had known so well, that had so long been my life. It moved me to tears and as I attempted to take my leave Katherine followed me out into the hall, curious on my sensitivity. My explanation of the education career I left behind and the tenderness that it still evoked endeared me to her. She asked what I expected from the education experience here and in my naivety answered I was looking for comfort and familiarity. Fat chance!

The months to follow stressed me with narrative stories, novellas, word origin and more types of poetry than I cared to know existed. It challenged and pushed me. Comfort and familiarity be damned. I was taken far and completely beyond my comfort zone. I learned; she had made sure of that. In the months since her passing I am still writing prolifically, which I believe was her intention all along.

What lessons even the seasoned student has learned! What seeds have been planted in the more resistant among her students for germination later when they are more receptive to what those lessons have to convey? As teachers, we often do not know our impact, but it is clear that Katherine and all of us have more influence than we realize. Even for those confined by incarceration, there is the recognition that life is short and often precarious. As we remember our colleague and teacher, we acknowledge life’s brevity in the words of another of her grateful students:

Again from, "Losing Dr. Miller" (the title of a recollection written by one of Katherine's students):

Every day, I will be grateful for all the moments that the sun shines on my face, glad for the raindrops as they fall from the sky on my head, appreciating a cool breeze on a hot summer's day and a snowflake as it falls in the palm of my hands.

I will miss the lessons that you had designed specifically for me to learn.

I will miss your outspoken laugh and your silent humor.

I will miss the encouraging applause that you grant for a writing well done.

Knowing that I will not see you tomorrow has left me writing in silence, searching now, for those same words that I received through your teaching, those same words that encouraged and inspired me to write, now has left me daunted, as I find myself speechless and at a true loss for words.....

You will be missed Dr. Miller, you truly will be missed!

AN INTRODUCTION TO COMMUNITY HIGH SCHOOL OF VERMONT

Mission Statement

The Mission of the Community High School of Vermont is to provide an accredited, coordinated and personalized education that assists students in their academic, social, and vocational successes.

The Community High School of Vermont is a fully accredited high school through the New England Association of Schools and Colleges (NEASC). The school's mission is to provide an accredited, coordinated, and personalized education that assists our students in their academic, social and vocational successes. Our purpose is to improve their knowledge, skills, and abilities to function as contributing participants in the community. Students are expected to meet rigorous academic standards and demonstrate proficiency in the core academic subject areas; they must also meet standards in vocational/trades/technical education and social benchmarks. Upon completion of all requirements, students earn a high school diploma.

Many of our students are presently under the custody of the Vermont Department of Corrections (DOC), therefore, the design, operation, and continuous improvement of this school is tailored to the context of corrections and provides programs that balance public safety and security with the educational needs of its students. CHSVT operates within the operational functions of the DOC, and the regulatory responsibilities of the Vermont Department of Education. We proudly maintain seventeen campus sites throughout the State of Vermont with campuses located in every Vermont correctional facility and nine of our community probation and parole offices.

The guiding belief of CHSVT is that all academic and vocational educational services shall adhere to high standards of purpose, empowerment, self-directed decision-making, excellence, recognition, reward, integrity, and diversity. Our educational programs and services offer a choice of learning activities and opportunities to a widely diverse student population. Students are offered a myriad of opportunities to expand their learning, knowledge and application of skills in traditional academic classes and applied learning settings. Vocational training is offered in automotive, welding, wood working, horticulture, restaurant management, printing, graphic arts, electronics and computer skills programs. All classes and programs are available to students earning a high school diploma and to those with a diploma seeking to improve skills and employment opportunities.

The vision of CHSVT has emerged from the collaborative efforts of corrections officials, Vermont educators, Department of Labor personnel, Department of Education staff, retired educators, business leaders, the CHSVT State Education Board, CHSVT teachers and many other concerned Vermonters. Based upon this foundation, CHSVT views a Vermont correctional facility as an educational institution. It is a place where people:

- Learn to be literate;
- Acquire life and vocational skills;
- Experience structured and disciplined study as the norm;
- Have genuine opportunity to complete high school;

- Master the essential skills necessary to be a productive citizen, including daily habits of attendance, learning and responsibility;
- Integrate community-based educational services, job opportunities and job training to support the transition of individuals back to Vermont communities.

For individuals returning to the community from correctional facilities, and for other community-supervised individuals, educational services are provided within the Vermont Probation and Parole Offices (P&P), operated by DOC. To the greatest extent possible, community supervised individuals are encouraged to also participate in meaningful educational opportunities. CHSVT community campuses offer instructional services for students that are unable, and/or unwilling to attend other community-based educational programs.

CHSVT includes certified professional educators and administrators, volunteers, community members, and business leaders working together inside and outside the correctional facilities as a coordinated team. This is a team dedicated to:

- Assuring effective and efficient continuity and consistency of educational services to students enrolled in programs within the correctional facilities and probation offices.
- Providing quality educational service delivery committed to enhancing the education, vocational and employment status of all individuals in need of service.

Through an integrated and coordinated approach, CHSVT students are offered training, skill development, mentoring, internships and work experience. Students learn to examine how they react and interact with the environment around them through direct teaching, role playing, reflections and project activities. The *Habits of Mind* (Cost and Kallick 2000) curriculum provides a foundation for the language of social awareness and positive change.

CHSVT envisions an integrated, collaborative educational system for those without a high school diploma to help them reach high standards. It calls upon the correctional facilities, the public school system, various agencies, departments of state government and many others to coordinate activities into a statewide system of school and job training that is cohesive throughout Vermont through the professional commitment of all.

CHSVT School Accreditation and Accountability

In order to continue to meet the rigorous quality standards set forth by NEASC, the CHSVT staff identified five goals that the organization is collectively striving to meet. The goals were developed and agreed to with the students at the forefront of our work. These goals are part of a larger CHSVT Action Plan, which is the road map for the school's continuous cycle of self-reflection, improvement and accountability to the NEASC and the taxpayers of Vermont. CHSVT's staff is dedicated to improving our work with students as we move them toward continuous improvement and growth.

The focused Action Plan goals of CHSVT are outlined below with Benchmarks of our progress from July 1, 2011 to June 30, 2012.

- Provide an accredited, coordinated and personalized education that assists students in their academic, social and vocational successes.

Benchmark: 84 high school diplomas and 467 industry approved trades certifications awarded from July 1, 2011 to June 30, 2012.

- Provide a curriculum that is coordinated, continuous, and consistent as students move from one campus to another.

Benchmark: Curriculum Framework updated to include Common Core Standards. Curriculum Committee develops format and system for refining and updating course descriptions. Credit awards determined for course completion.

- Provide an integrated academic, vocational and workplace development experience that offers opportunities for students to become capable employees in industry and business through the development of skills in a technical specialization.

Benchmark: Integrated Vocational Education/Vermont Correctional Industries Program (Northern State Correctional Facility). Solid Works Lab - teaching industry level manufacturing design.

- Provide vocational education programs that build skills ensuring students are prepared for a successful transition to employment or continuing education that will enable self-sufficiency.

Benchmark: Statewide Master Gardner Program implemented as a curriculum. Horticulture program integrated into Department operations to develop sustainable system of producing food to benefit inmates statewide. OSHA/ HAZWOPER (Hazardous Waste Operations and Emergency Response) training and certification program established as part of an Environmental Academy.

- Create a workforce strategy within the Department of Corrections' existing infrastructure that supports a strength-based, transition-focused approach for preparing individuals for employment and meeting the needs of employers for skilled workers.

Benchmark: CHSVT becomes a full member of The Institute for Habits of Mind. Habits of Mind instruction strategies are implemented consistently at all campuses. Career Resource Centers (CRC) redefined to support workers and their search for long term employment. CHSVT partners with Career Workforce Solutions in providing transitional opportunities for students exiting facilities with work experiences.

- Coordinate educational opportunities throughout the state as well as with the Correction's programming available in the facilities and in the P&P offices with school campuses.

Benchmark: Faculty Governance Committee established. P&P and Facilities share CHSVT faculty and programs to the extent possible. CHSVT partners with Vermont Correctional Industries to provide internships and hands-on learning opportunities within facilities. Partnerships at Probation and Parole Campuses utilize community organizations.

This past year has been filled with exciting challenges. Through these challenges CHSVT has worked with our entire community toward a common goal of providing our students with the best education possible. CHSVT would like to recognize and thank the Vermont Legislature for their continued support of and investment in CHSVT; the CHSVT State and Local Advisory Board members who generously donate their leadership, time and wisdom; and the members of the Department of Corrections who support our work every day.

With the ever changing economic and demographic landscape in Vermont, CHSVT continues to evolve to deliver consistent, high quality educational opportunities to Vermonters and prepare them to be active participants and productive citizens in their communities. The Community High School of Vermont is an educationally diverse institution of learning that remains highly individualized, student centered and recognized for the successes of individuals in their learning and achievements.

Please enjoy the hard work of our students, faculty and staff as they present The Community High School of Vermont's Annual Report.

Respectfully submitted,

Wilhelmina Picard

Wilhelmina Picard, Superintendent
Community High School of Vermont



Photo: Harley Davidson Bike that was built by CHSVT students and donated to Turning Point Center of Chittenden County.

PRINCIPAL'S MESSAGE

Over the past few years, I have witnessed many positive changes here at Community High School of Vermont. The 2011-2012 Fiscal Year has brought many changes that we never expected, as a school community we have done what we do best, we rallied together, harvested all of those lemons and made some delicious lemonade.

With the flooding caused by Tropical Storm Irene at the end of August 2011, CHSVT Central Office was displaced and communication with campuses was severely hampered for quite a long time. Central Office staff brought what we could to our temporary home at CHSVT-Burlington and resumed rudimentary functions within a few days. We moved again in February 2012 to our new, temporary home in Williston with the rest of Department of Corrections Central Office. While the immediate effects of displacement and destruction are behind us, the experience has left a shadow on the Central Office team. Despite all of this, our amazing faculty continued to provide education and support to students!

One year after increasing graduation credit requirements, we have “grandfathered” 194 students under the previous requirements; 34% have since graduated with the rest on their way to finishing by December 2012.

We have begun having monthly Professional Learning Communities (PLC) led by members of the administrative team. I have been working with teachers on curriculum, instruction and assessment using Grant Wiggins and Jay McTighe's Understands by Design model and our CHSVT Curriculum Frameworks.

Here's hoping that the coming year will bring more positive movement and less adversity. I look forward to being able to implement a new student information system, streamline the course approval and credit granting processes and continually improve the work we do here at CHSVT.

Troy McAllister, Principal
Community High School of Vermont

SPECIAL EDUCATION REPORT

Community High School of Vermont (CHSVT) continues to develop and expand the continuum of services for students with disabilities and to insure a Free and Appropriate Education at all campuses.

A large percentage of our students enrolled in Community High School before the age of 22 were previously special education eligible – this year 45% of Vermont students and 50% of non-Vermont students. Less than 1% of those special education eligible students have an evaluation report or IEP that is current or in compliance. With funding provided for 8.5 FTE teachers licensed to conduct evaluations and provide special education services in 17 locations, the task is daunting. Fortunately, with the CHSVT program of a highly individualized standards-based course of study and teachers trained and committed to accommodating a range of student needs, the vast majority of our special education eligible students find success at CHSVT. Students who meet Vermont criteria for special education, demonstrating a need for specialized services beyond the personalized education that all CHSVT students receive, have an Individualized Education Program (IEP) that is implemented throughout the CHSVT system. As students transfer between campuses there is communication and an electronic database system in place to insure that a student's special education needs are met in a timely manner and at every campus. The regional model for the provision of special education services continues to ensure that all campuses have a full or part-time special educator assigned as part of the campus team.

Despite several vacancies around the state, the special education team continued this year to meet special education requirements. For example, during FY12, 50 new students eligible for special education were enrolled in CHSVT, requiring special educators to meet individually with the students, investigate and locate records of prior special education history, screen and identify student needs, and, in many cases, complete a re-evaluation to determine if the student continued to meet eligibility requirements for special education. If they continued at CHSVT, eligible students were then brought into compliance with a new IEP, outlining special education, transition and any necessary related services. In addition, special educators conduct three year re-evaluations, write IEPs and provide on-going services for the students who remain on their caseloads as active CHSVT students eligible for special education.

On December 1, 2010, Child Count was 37, 70% of whom were in compliance and 43% of whom were individuals whose primary disability was Emotional Disturbance. In addition, the total number of students exited from special education in December and June was 54, with the largest number being students who were transferred to regular education following a comprehension re-evaluation process. This represents a great deal of work on the part of our special educators and the educational teams at each campus, all of whom continually strive to meet the needs of all students.

Measurable Outcomes from FY 12 are as follows:

1. Percent of previous high school dropouts earning credits increases.
Percentage FY 12: **45% of the students under the age of 22 earned credits (slightly lower than last fiscal year).**

2. Percent of students with IEPs earning high school credits that meet graduation requirements increases.
Percentage FY 12: **76% of the students with prior special education histories earned credits (in line with last year's percentage).**

3. Percent of students with IEPs receiving high school diplomas increases.
Percentage FY 12: **35 % of the students under the age of 25, who enrolled prior to age 22 and received high school diplomas during the last fiscal year had current or previous IEPs.**

Respectfully submitted by
Mary Koen, Chief, Special Services

CAREER AND TECHNICAL EDUCATION REPORT

CHSVT Career and Technical Education (CTE) continues to grow and be refined as we learn from best practice and student data what works in preparing our students for sustainable employment. Since I have been with CHSVT, I have seen many challenges met to ensure our students receive the best employment preparation possible. To meet these challenges, it is imperative that school staff work closely with correctional programs, security, and case management. There are many community partners that our teachers work with to bring in the industry experts and business people who will be hiring our students. It is this foundation that will allow CHSVT to build sustainable CTE that works for Vermont and within the Corrections system; it is this foundation that we have worked on over the past year.

In order to build sustainable CTE within a correctional system, our teachers, staff and partners must be flexible and creative thinkers along with offering the transitional supports that our students need. This is evidenced by our work to offer ServSafe, Occupational Safety and Health Administration (OSHA), Pro Start (culinary), Master Gardener, and Automotive Service Excellence (ASE) curriculums at multiple campuses. We are committed to bring back the National Center for Construction Education Research (NCCER) and offer the curriculum to students at multiple campuses. Our students have reported and data shows that nationally recognized CTE certifications assist students in obtaining and maintaining sustainable employment.



Over the past year the CTE faculty have worked with the curriculum committee to build three core curriculum strands for CTE: Career and Transition Planning, Workplace Competency, and Industry Education. Course work in these three strands, along with embedded Habits of Mind, prepares students for success in the job market and/or post-secondary education.

Photo: CTE Chief, Dana Lesperance (center) presenting an Industry Certification Certificate to a student (right)

The partnership between CHSVT, Vermont Correctional Industries (VCI), and Work Crew continues to grow in many ways. Offering incarcerated students academic and career education along with real-world work experience has created an avenue for students to transition back to their community with the knowledge, skills, and abilities to competitively join the job market.

I would like to thank all of the dedicated students, staff of CHSVT, VCI, Work Crew, and DOC, board members, and community partners who helped make the past year a great success. As I

travel around Vermont visiting our many campuses I enjoy seeing our students and the flaggers, mechanics, welders, hosts and cooks, farmers, and many more occupations that are building Vermont's economic future.

Proudly Submitted by,
Dana Lesperance
Career and Technical Education Chief

STATUTORY AUTHORITY

Title 28 VSA § 120 - Public Institutions and Corrections Chapter 3, Administration of the Departments

§ 120 Corrections Department Education Program; Independent School

- a. **Authority**
An education program is established within the Department of Corrections (DOC) for the education of persons who have not completed secondary education and who are committed to the custody of the Commissioner of Corrections.
- b. **Applicability of Educational Provisions**
The Education Program shall be approved by the state board as an Independent School under 16 VSA § 166, shall comply with the “School Quality Standards” provided by 16 VSA § 165, and shall be coordinated with Adult Education, Special Education and Technical Education.
- c. **Program Supervision**
The Commissioner of Corrections shall appoint a director of corrections education, who shall be licensed as an administrator under 16 V.S.A. chapter 51, to serve as the superintendent of the Community High School of Vermont and coordinate use of other education programs by persons under the supervision of the commissioner.
- d. **Curriculum**
The Education Program shall offer a minimum course of study, as defined in 16 VSA §906, and special education programs as required in 16 V.S.A. chapter 101 at each correctional facility and department service center, but is not required to offer a driver training course or a physical education course.
- e. **Reimbursement of Payments**
The provision of 16 V.S.A. § 4012, relating to payment for state-placed students, shall not apply to the corrections education program.
- f. **Required Participation**
All persons under the custody of the Commissioner of Corrections who are under the age of 23 and have not received a high school diploma shall participate in an education program unless exempted by the Commissioner.

§121. COMMUNITY HIGH SCHOOL OF VERMONT BOARD

- a. A board is established for the purpose of advising the Director of Corrections Education when serving as the Superintendent of the Community High School of Vermont, the independent school established in section 120 of this title. The board shall have supervision over policy formation for the Community High School of Vermont, except as otherwise provided, shall recommend school policy to the Director of Corrections Education, may create a structure for local advisory boards as it deems appropriate, and shall perform such other duties as requested from time to time by the Commissioner of Education or of Corrections.
- b. The board shall consist of nine members, each appointed by the governor for a three-year term subject to the advice and consent of the senate, in such a manner that no more than three terms shall expire annually, as follows:
 - (1) Six representatives selected to ensure geographic representation throughout the state.
 - (2) Three members-at-large.
- c. The board shall appoint a chair and vice-chair, each of whom shall serve for one year or until a successor is appointed by the board.
- d. The board shall report on its activities annually to the State Board of Education, the Secretary of the Agency of Human Services, and the Commissioner of Corrections.
- e. The Commissioner shall consult with the board prior to appointing the Director of Corrections Education.

Sec. 3. Implementation

Notwithstanding the provisions of Sec. 2, 28 V.S.A. §121(b)(1), the current members of the board shall serve until the expiration of their respective terms.

Sec. 4. Effective Date

This act shall take effect on passage.

STATEWIDE & LOCAL EDUCATIONAL ADVISORY BOARD MEMBERS

To all those community members who have volunteered their time to assist in the continuous improvement of the school program. Thank you.

CHSVT STATE EDUCATION BOARD

Carol Bokan, Vice Chair
Jason Gibbs
Julie Breton

George Cross, Chair
Holly Tippet

Richard Fraser
David Luce, Secretary

Brattleboro

Inactive

Rutland/Bennington

Blanche Kelley
George Moeckel
Rita Rhinehart

Windsor

Inactive

Springfield

Will Hunter
Kathryn Poston, Chair
Marsha Towns, Secretary
Patty Holland
Andrea Gordon

St. Johnsbury

Richard Fraser, Chair
Carroll Collins
Jane Kitchell
William Storz
Tom Woods
Cara Berryman
Claire Swaha

NSCF

Stephanie Bowen, Chair
Lisa Daigle-Farney

Barre

Andrea Gould, Vice Chair
Adam Woogmaster, Chair
Hebert Hatch
Eric Peterson
Barbara McMahon
Eric Lucier
Peggy Portelance
Georgie Stapleton
Louise Coates

Chittenden

Carol Bokan, Chair
Don Messier
Ron Rose
John Young

St. Albans

David Luce
Don Luman, Chair
Kathi Rousselle
Marilyn Savoy
Glen Pion

Please note that Correctional Instructors and Corrections staff also attend meetings and are an integral part of the advisory boards.

PROGRAM ADJUNCT FACULTY MEMBERS

These individuals joined CHSVT's efforts as Adjunct Faculty Members during FY '12. Their willingness to assist by teaching courses to our students, in their area of expertise, enriches the opportunities that we can offer to our students. The adjunct faculty members are a unique and valued element of our school. Their work with students and faculty is greatly appreciated.

Barry, Christopher

Vocational - Harley Time

Belotserkovsky, Eugenia

Health, Science, Fine Arts

Black, Jennifer

Science

Brown, Willis

Vocational – Electrical Apprenticeship

Burrell, Jocelyn

Mathematics, Vocational – World of Work

Champine, Dominico

Computer Applications, Biology

Champine, Keith

Vocational - Harley Time

Davis, Frank

Media/Journalism

Dembinski, Jan Peter

Legal Studies

Dow, Judy

Fine Arts

Edwards, Randall

Fine Arts – Digital Photography

Flack, Kristopher

Fine Arts - Journalism

Flammia, Alicia

Horticulture

Greenstein, Susan

Language Arts

Grossi, Jennifer

Fine Arts

Hertog, Judith

Language Arts

Kehnemuyi, Darah

Social Studies

Lake Champlain Maritime Museum

Vocational - Boat Building

LaPlante, Dianne

Computer Studies, Language Arts

Lariviere, Colleen

Computer Studies

Merrick, Diana

Social Studies

Miller, Stephen

Legal Studies

Morris, Brian

Vocational - Electronics

Obbard, Rachel

Physical Science

Pedrick, Nancy

Social Studies

Perry, Karen

Language Arts

Portman, Emily

Horticulture

Shover, Patricia

Health and Physical Education

Sinclair, Donald

Fine Arts – Music Appreciation

Sisson, Mary

Fine Arts

Smith, Mary Deborah

Journalism

Stuart, Robert

Computer Studies

Stuart, Sharon

Physical Education

Teraar, Maureen

Mathematics

Vermont Family Theater

Fine Arts

Violette, Mark

Fine Arts - Music

Wade, Adrian

Fine Arts

Zorn, Arthur

Fine Arts - Music

CHSVT FACULTY/STAFF

CENTRAL ADMINISTRATIVE OFFICE

Wilhelmina Picard, Superintendent
Troy McAllister, Principal
Mary Koen, Chief, Special Education
Dana Lesperance, Career and Technical Education Chief
Alan Frost, Information Technology Specialist
Charity Baker, Program Technician
Maureen McIntyre, Business Manager
Megan Brown, Financial Specialist
Sheila Sayah, Administrative Assistant

CENTRAL & REGIONAL CAMPUSES

Chittenden Regional Correctional Facility (CRCF)

Nicole Marabella, Regional Special Education Instructor
John Long, Correctional Instructor
Leonard Schmidt, Correctional Instructor

Marble Valley Regional Correctional Facility (MVRCF)

Jeffrey Cassarino, Correctional Instructor
Dennis Bonanza, Correctional Instructor
Roberta Shutts, Regional Special Education Instructor

Northeast Regional Correctional Facility (NERCF)

Pauline Dwyer, Correctional Instructor
Anne Cote, Correctional Instructor
Bill Storz, Correctional Instructor
Tom Woods, Regional Special Education Instructor

Northwest State Correctional Facility (NWSCF)

Angie Stewart, Correctional Instructor
Scott Tomlinson, Vocational Instructor
John Cross, Vocational Instructor
Barb Hagen, Correctional Instructor
Laurette Garrand, Regional Special Education Instructor

Southern State Correctional Facility (SSCF)

Katherine Miller, Correctional Instructor
Chris Cosgrove, Vocational Instructor
Robert Salzman, Correctional Instructor
Jan Noskey, Correctional Instructor
Mike Jenzen, Vocational Coordinator
Jack Carson, Regional Special Education Instructor

Northern State Correctional Facility (NSCF)

Chad Thompson, Correctional Instructor
Sharon Strange, Correctional Instructor
Marlena Hughes, Regional Special Education Instructor
Paul Major, Correctional Instructor
Gerald Fortin, Vocational Instructor
Broni Plucas, Vocational Coordinator
Mary Nelson, Regional Special Education Instructor
Sue Kuzma, Correctional Instructor
Mike Lacoss, Vocational Coordinator

Southeast State Work Camp (SESC)

Lisa Harrington, Correctional Instructor
Mary Poulos, Regional Special Education Instructor
Mary Beth Heiskell, Vocational Coordinator

Caledonia Community Work Camp (CCWC)

Cara Berryman, Correctional Instructor
Tom Woods, Regional Special Education Instructor

COMMUNITY-BASED CAMPUSES**Burlington Community Campus (BUPP)**

Daniel King, Correctional Instructor
Leonard Schmidt, Correctional Instructor
Nicole Marabella, Regional Special Education Instructor

Rutland P & P (RUPP)

Kathi Cassidy, Correctional Instructor
Jim Candon, Correctional Instructor
Roberta Shutts, Regional Special Education Instructor

Barre P & P (BAPP)

Dave Strong, Correctional Instructor
Mary Poulos, Regional Special Education Instructor
Gene Rembisz, Vocational Coordinator

Bennington P & P (BEPP)

Eric Marchese, Correctional Instructor
Peggy McLenithan, Special Educator/Correctional Instructor

Newport Community Campus (NEFS)

Harmony Harriman, Correctional Instructor
Marlena Hughes, Regional Special Education Instructor

St. Johnsbury P & P (SJPP)

Claire Swaha, Correctional Instructor
Tom Woods, Regional Special Education Instructor

Brattleboro P & P (BRPP)

Peter VanWageningen, Correctional Instructor
Tod Lessard, Special Education Instructor

St. Albans P & P (SAPP)

Wade Cole, Correctional Instructor
Laurette Garrand, Regional Special Education Instructor

Springfield P & P (SPPP)

Susan Chiefsky, Correctional Instructor
Jack Carson, Regional Special Education Instructor



Community High School of Vermont Faculty Meeting

HIGH SCHOOL GRADUATES

Total Graduates: 84

High School Diplomas awarded from July 1, 2011 to June 30, 2012

Graduate Name

Sara Andrews
Stephen Arsenault
Paul Belliveau
Phillip Benoit
Tara Blodgett
Casey Burgess
Levi Burleson
Robert Capen
Christopher Clark
Latonia Congress
Jordan Crosby
Nicholas Davis
Garrett DeLary
Elizabeth Dematteo
Kylie Dodds
Gary Dowe
Jeremiah Duchaine
Jessica Easton
David Edson
Nathaniel Elie
Anthony Fitzgerald
Greg Flake
Richard Flood
Robert Fowler*
Ronald Gabaree
Collen Gardner
Mary Ann Garfield
Scott Gervais

Graduate Name

Joshua Gilbert
David Grady
Ervin Greenslit
Christopher Handy
Sharnay Handy
Harold Haner
Nicole Hans
Marie Higley
Joshua Hill
Jermaine Hines
Matthew Hinton
Trevor Hood
Christopher Ingalls
Terry Keator
Emily Kennison
Christopher King
Hieheem Kirkland
Amanda Knight
E. Philip Lawyer
Steven Lillis
Andre Lyons
Michael MacJarrett
Juan Madrigal
James Massey
Deontae McNeil
Brian Miles
Martin Morales
Logan Moulton

Graduate Name

Chavis Murphy
Joseph Neal
Patrick Newton
Justin Olson
Charles Peccolo
Debra Perry
Andrew Reynolds
Matthew Reynolds
Joseph Rounds
Stephen Rounds
Megan-Marie Roy
Justin Russell
Jeremiah Sadler
Joseph Shackett
Michael Shaw
Graham Simmons
Kyle Speed
John Stelzl
Joshua Stone
Andre Thomas
Jonathan Tobin
Shawn Turnbaugh
Jared Van Osdol
Samarra Washington
David Wedge
Joshua Wells
Roland Wescomb
Cody Wyatt

***Students earned their credits through the Adult Diploma Program and received their diploma through CHSVT.**

The Beryle Gardner Student Scholarship Awards

In an effort to increase awareness of the Beryle Gardner scholarships, the committee suggested that the faculty take a moment during the graduation ceremony to tell the audience about the awards. It's especially effective if you invite other students so they can be reminded at this time. If it's not too late for consideration, place the brochure inside the diplomas as a reminder as they are handed out. The following students are the recipients of the prestigious Beryle Gardner awards.

The **Honorary Mentor Award** was given to Ronald Barraza (NWSCF). Ronald was recommended for his good attitude and enthusiasm to learn new skills. Not only did he earn six ASE certifications and the Master Automobile Technician certificate, but he also picked up a welding skill that grew into two other skills - metal working and fabrication. In addition, it was his application of "soft skills" in teaching and helping others to enjoy classes that won him the Beryle Gardner Honorary Mentor Award. He will use this cash award to purchase new tools which will aid him in his search for employment in the automotive field after release.

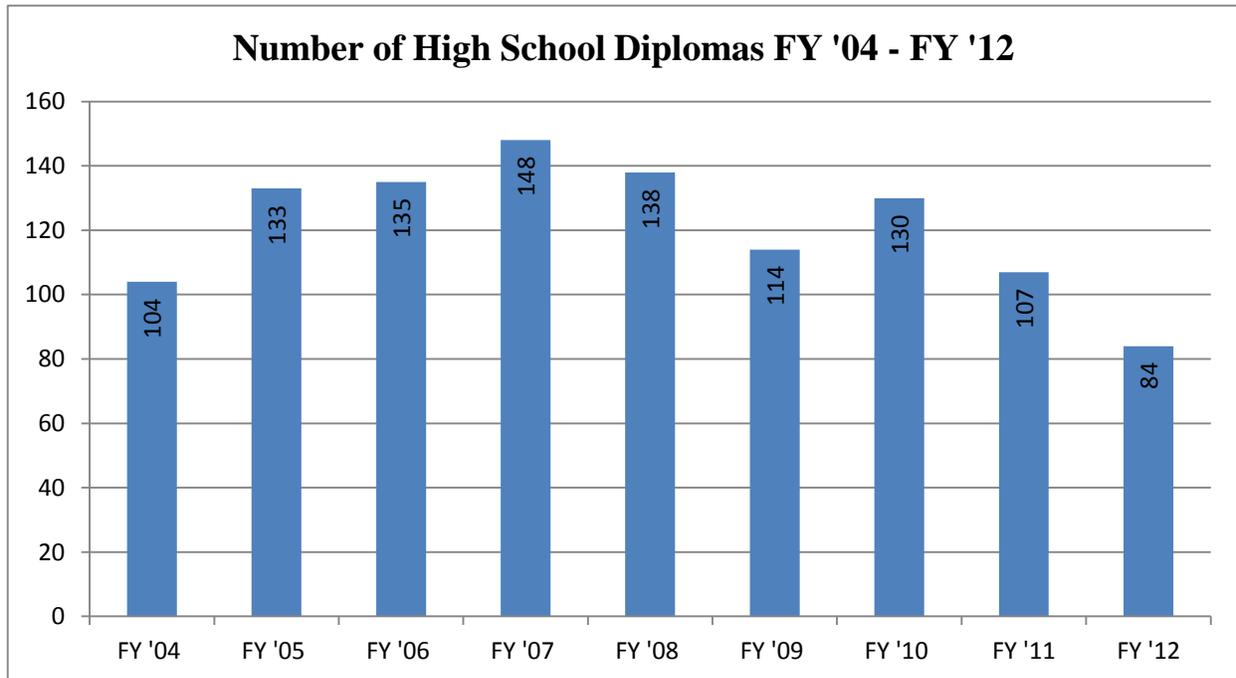
Robert Fowler (NSCF) received the **Living, Learning and Working Award**. Robert was chosen for his abilities while working with the Vermont Correctional Industries and for his accomplishments in achieving both a CPR and an OSHA certificate. These on the job training work experiences and certificates will help with his future employment. Robert will use his cash to buy work clothes and boots which will help him to prepare for a temporary vocational job until he can enroll at Johnson State.

The **Trades Award** was won by Juan Madrigal (NWSCF). He stated in the personal essay section of his application that "never had the word scholarship come out of my mouth before, since school was the last thing on my mind out on the street." Juan was also a significant help with assistance to his classmates to get them to complete their diplomas. The NWSCF education team has encouraged Juan to continue with enhanced training and education to further his natural abilities in auto shop after his release. Juan will use his cash to purchase several tools that will help him to secure a job in the automotive industry.

Deontae McNeil (NERCF) received the **Higher Learning Award**. His application grabbed the committee's attention with his candid comments in the first sentence of his application's personal essay. In it he wrote that he has seen a lot of his friends and family drop out of high school and end up either murdered, pregnant, or incarcerated. So, his goal was to achieve a high school diploma while being incarcerated and thus have the opportunity to become the first male in his family to go to college. Deontae has shown a strong interest in music and has taken every music course offered while incarcerated. Now that he has achieved his first goal, he has requested this scholarship to help him defray expenses in tuition and books in order to begin work on his second goal by enrolling in higher education study in the music industry.

The Vermont Retired Teachers Association sends along their congratulations to these students and wishes them all future success.

HIGH SCHOOL DIPLOMAS



Post-Secondary schools, colleges and military service that students have applied to or are attending in fiscal year '12

Ashford University, Clinton, IA
Austin's School of Spa Technology, Albany, NY
Bryant & Stratton College Online, Orchard Park, NY
Burlington College, Burlington, VT
Clinton Community College, Clinton County, NY
Community College of Vermont
Hinds Community College, Raymond, MS
Nashua Community College, Nashua, NH
Nashville State Community College, Nashville, TN
New England Institute of Art, Brookline, MA
O'Brien's Aveda Institute, S. Burlington, VT
River Valley Community College, Claremont, NH
U. S. Army
Vermont College of Cosmetology/Salon Professional Academy, Williston, VT
Westwood College, Denver, CO

Community High School of Vermont Campuses

Narratives, Student Works, Student Learning Hours And Success Stories

Wilderness

A poetic story by Robert Pierce, former student of Katherine Miller

Wilderness I see, creatures abound.
Mountains rolling into mountains.
Old trails blazed by hoof and foot.
Saplings living in the meadows now
An old apple tree left abandoned,
Signs of days gone by, and now
Scattered stone walls are plenty
Spread amongst the forest.
I find myself drawn to here
This canopy not spoiled by man
Inhaling deeply from the banks
Of the babbling brook scents of musk
Its decomposing leaves that makes
The cool woody air that is.
Oak for sure, I think.
A mosquito lands once more to feed
And I brush him off, instincts long learned.
Not wanting to serve him this day.
He the stinging menace buzzing me
And an old friend he was not.
But many hikes and sittings
In the deep woods he, and me.
No longer the urge I have to kill him.
Like life in a way avoiding its suffering
Enduring though in the mist of things.
My thoughts marred by old memories
Or the lack thereof, yet I still ponder.
Of days gone by and life that once was.
Years upon years of travelling the wild.
Miles upon miles, this forest my refuge.
Wanting to stay, but life calling me out
To wander amongst man and mankind.
Only to be reminded of the tranquility
In the woods where all is one.
Where mother earth listens,
To my every thoughts,
And I am home.

BARRE CAMPUS
Barre Probation and Parole Office
255 N. Main Street, Suite 6
Barre, VT

“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it”

- Steve Jobs, 2005 Stanford Commencement speech

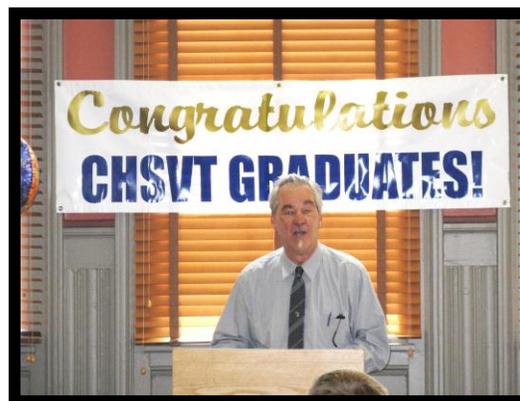
It was a year for many different types of learning activities at the Barre Campus. Students were provided with new means of accessing information, faced new challenges and expressed themselves through a variety of creative outlets.

In the summer of 2011, the Barre Campus celebrated creative, cooperative achievement at a ceremony where the 8-foot by 16-foot mural our students had produced was unveiled. It was mounted on a retaining wall on the busy thoroughfare of Summer Street and was dedicated on August 23rd with many in attendance, including Mayor Thom Lauzon. In addition, that summer, students who had not been involved in the mural project did drawing, painting, design work, and made clay figures with our adjunct teacher, Jenny Belotserkovsky.

In the fall, the campus purchased an interactive whiteboard for our main classroom. Dave, Mary, and the students have been using this technology for interactive learning and viewing educational material on-line (including Steve Jobs' commencement speech, quoted above). Later in the fall, Dave took the students to the famous Rokeby Museum in Ferrisburgh where they learned of family life and agriculture in Vermont's past.

In the winter, Arthur Zorn, recently retired as head of the Arts Department at Spaulding High School, volunteered his expertise and taught the students music through singing, writing, and theory using the school's new electronic keyboard. The school resounded with the sound of voices and keyboard. He also joined students on a tour of the Capitol in Montpelier and arranged for our students to view a collection of his paintings which were on display at the nearby Pavilion building. His stay with us was much too short but greatly impacted the students.

At the end of December, our long-time colleague Gene Rembisz, (photo to right) who provided vocational assessment and training opportunities to our students and assisted with math teaching, retired after 12 years with CHSVT. The pilot program for Workforce Development he administered locally ended and our campus entered a new phase of delivering workplace readiness to



our students. As part of this new effort, Scott Tomlinson, CHSVT's statewide vocational instructor, provided a two-day OSHA Safety certificate training opportunity for our students in June.

In 2010 -2011, we had a record number of students - 19 - who completed their graduation requirements; their accomplishments were acknowledged at three different graduation ceremonies. Because so many of our students finished school last year, in 2011/2012, we held only one graduation ceremony, in February, and it celebrated the accomplishment of a single student. This was a first for our campus but nonetheless meaningful.

Mary became part-time as she covered the Burlington area and Chittenden Regional Facility campuses for Special Education in the winter until the end of the year. Dave carried the bulk of the teaching load during that time.

In March, Adrian Wade, who was finishing up her art education training at UVM, offered her services as an art teacher and our students were engaged with different art mediums and projects for the spring.

Also in the spring, the teachers participated in the I-Pad initiative. We learned and studied the technology of the I-Pad and its uses in the classroom and created a plan for its future implementation at the campus.



The school year ended with five students learning to sail on the beautiful waters of Lake Champlain through the Lake Champlain Community Sailing Center. (photo to left)

We intend to continue offering a blend of digital, technological, natural, and creative outlets for our students so that they may find their passions.

Respectfully Submitted,
Dave Strong and Mary Poulos
CHSVT Correctional Instructors

**BARRE CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	810
Mathematics	423
Science	1,100
Social Studies	586
The Arts	255
Health Education	550
Career Education	2,078
Computer Studies	152
TOTAL STUDENT HOURS	5,954

**TOTAL INDIVIDUAL STUDENTS - 139
STUDENT ASSESSMENTS COMPLETED - 207
COMPLETED PROFICIENCY REQUIREMENTS - 1
STUDENTS ON INDIVIDUAL GRAD PLANS - 11
HIGH SCHOOL CREDITS ISSUED – 59
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 4**

BENNINGTON CAMPUS
Bennington Probation and Parole Office
200 Veteran's Memorial Drive, Suite 12
Bennington, VT

The Bennington Campus went through some changes this past year. While Peggy McLenithan moved on in her career path, Jack Carson joined the Bennington Campus from the Springfield campuses. Another significant change has been moving into the newly redesigned state office buildings. The new classroom space is larger and more comfortable for student learning and working. In addition to the main classroom, there is a computer lab or small student working environment and a storage space.

A very successful activity this past year was the building of a four-foot working trebuchet. Students built a small-scale model of this unique catapult design. They then built a large-scale trebuchet capable of throwing a tennis ball or softball. This activity incorporated aspects of physical science and math. Students had to contemplate the concepts of force, mass, and acceleration when designing and adjusting the sling length and weight in the catapult's bucket.

Another hands-on activity that was received well by students was designing balsa wood gliders. Students discussed and analyzed the concepts of lift, drag, and aerodynamics while building their various gliders and competing for lift time and distance.

Students completed the Hunger Games trilogy by Suzanne Collins. This futuristic tale engaged students and allowed for discussions incorporating other academic disciplines. These cross-curricular topics included gladiatorial contests in ancient Rome, the possible effects of rising ocean levels from science, and civics with the role of government and rebellions.

As always students continue to look forward to the site's outdoor trips of hiking, x/c skiing, climbing and rappelling.

**BENNINGTON CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	1,672
Mathematics	891
Science	417
Social Studies	1,196
The Arts	514
Health Education	453
Career Education	50
Computer Studies	206
TOTAL STUDENT HOURS	5,399

TOTAL INDIVIDUAL STUDENTS - 31
STUDENTS ASSESSMENTS COMPLETED - 18
COMPLETED PROFICIENCY REQUIREMENTS – 7
STUDENTS ON INDIVIDUAL GRAD PLANS - 7
HIGH SCHOOL CREDITS ISSUED – 19
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0

BRATTLEBORO CAMPUS
Brattleboro Probation and Parole Office
13 Springtree Road
N. Brattleboro, VT

Up high in the blue sky, just west of Mount Wantastiquet, a flock of turkey vultures soar in jittery patterns on the early morning thermals. It MUST be annual report time.

Graduation! In December eight students made the passage and became high school graduates. Some went to work, some are looking for work, and several are continuing on into higher education.

Our collaborations with local community agencies have flourished this past year. We recently entered into a partnership with Youth Services to become the educational program for their Youthbuild Grant. Youthbuild is a longstanding federal program that provides building trades experience and education to disenfranchised populations. This will be a huge plus for our campus as students will be able to attain vocational and career skills out in the community working on affordable housing.

Technology is roaring down here in the southlands. Several students have completed digital portfolios focusing on photography. The end result is beautiful books created by the students using our Macbook as the platform. Peter and Tod have also been attending iPad workshops as our school looks to provide relevant educational technology and instruction.

Adjuncts! We have them. Two to be exact. Bob and Darah. Computers and U.S. History are their areas of expertise. They bring it every day of the week.

Minutes, hours, days, weeks, months. The coming months' work will be immersed in fomenting, formulating, and formalizing our Youthbuild educational program. We are also sprucing up our campus with fresh paint both inside and out and rebuilding our greenhouse.

**BRATTLEBORO CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	1,690
Mathematics	765
Science	789
Social Studies	1,201
The Arts	208
Health Education	1,807
Career Education	1,260
Computer Studies	599
TOTAL STUDENT HOURS	8,319

**TOTAL INDIVIDUAL STUDENTS - 51
STUDENT ASSESSMENTS COMPLETED - 14
COMPLETED PROFICIENCY REQUIREMENTS - 11
STUDENTS ON INDIVIDUAL GRAD PLANS - 12
HIGH SCHOOL CREDITS ISSUED – 100
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0**

BURLINGTON CAMPUS

32 Cherry Street Burlington, VT

As you read the following paragraphs, we think it will become clear that it has been yet another busy school year here at Community High School of Vermont's Burlington Probation and Parole community campus. While we focus on classroom curriculum, we have been able to also offer a variety of hands-on experiences outside the classroom by utilizing local community partners as a way of providing our students with interesting, inspirational and transformative educational experiences.

For the fourth year in a row, Green Mountain Harley Davidson owners Debby and David Pearson provided shop space and several Certified Harley Davidson Technicians to help educate our students. Working in a fully equipped, professional workshop under the tutelage of certified Harley Davidson mechanics, students had the opportunity to repair, refurbish and rebuild, in collaboration with several local crafts people and artisans, a special, one of a kind custom Harley Davidson. The experience of working in the shop, using professional-grade tools and diagnostic devices, practicing myriad basic and more advanced motorcycle maintenance procedures, and

being part of a highly successful project gave our students a sense of accomplishment and a tangible reason to believe in themselves. The highly customized motorcycle was donated to a nonprofit organization, giving our students yet another opportunity to give back to their community and thereby increase their own sense of self-worth.



We continued our ongoing relationship with the Lake Champlain Maritime Museum and, using their classic pilot gigs, our students learned about working in a close-knit team. For the second year in a row, we utilized the Museum's facilities in Pantown, Vermont and their staff's boatbuilding expertise to construct two 22-foot long, 4-person St. Ayles skiffs. (Photo: above) After months of daily hard work, two beautiful, very functional and fast rowing skiffs emerged from the boat shop.



Later on in March, students and staff raced one of the skiffs in the Hull Life Saving Museum's 33rd Annual Snow Row in Hull, Massachusetts (Photo: prior page bottom right) where everyone was very pleased to discover the boats' performance matched their beauty. *The Hull Lifesaving Museum's signature-rowing race, **The Snow Row**, ran for the 33rd year on March 10, 2012 at the very tip of Hull's peninsula at the museum's Windmill Point Boathouse. Huge crowds gather to share in the excitement of the wild, one-of-a-kind LeMans-style start, unpredictable weather, and huge gather of gorgeous boats and athletes with over 100 boats participating!* (excerpt taken from Hull Massachusetts - Community Calendar).

Our students' sense of pride was abundantly evident and showed itself again during a ceremony to donate the boats, which are based on a Scottish coastal fishing vessel, to the Maritime Museum. The two skiffs are currently the most sought after boats in the Maritime Museum's public rowing program.



Photo: Working on boat Maritime Museum

We continued our involvement with Burlington's City Arts Program through the Burlington Clay Studio. As a result of our increased visits to the clay studio, our students have witnessed their own artistic skills improve, gained real pottery skills, produced wonderful works of art, gained artistic insight, and discovered a new, lifelong pastime.



We enjoyed a very moving graduation ceremony in October on the elegant second floor of Burlington's Firehouse Gallery overlooking busy Church Street for one very special graduate. Our very special, hard-working graduate expressed her appreciation for Community High School, her face beaming with pride in her accomplishments. (photo: left at faculty meeting with Correctional Instructor, Jan Noskey) The self-esteem she gained from overcoming significant obstacles was shared by her support team, her friends, our administrators, and this education team.

Faithfully submitted by,
Daniel King, Jeanne Smith and Len Schmidt.

**BURLINGTON CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

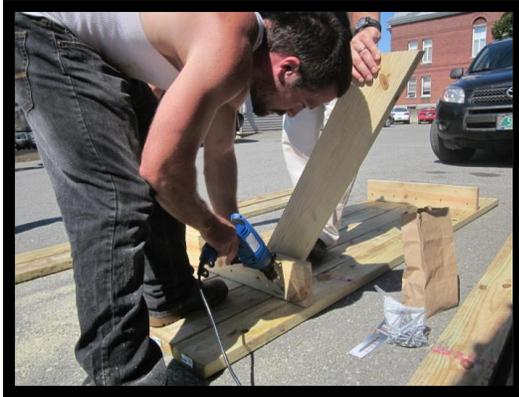
SUBJECT AREA	STUDENT HOURS
English Language Arts	969
Mathematics	335
Science	434
Social Studies	350
The Arts	86
Health Education	63
Career Education	1,424
Computer Studies	58
TOTAL STUDENT HOURS	3,719

**TOTAL INDIVIDUAL STUDENTS - 53
STUDENT ASSESSMENTS COMPLETED - 23
COMPLETED PROFICIENCY REQUIREMENTS - 5
STUDENTS ON INDIVIDUAL GRAD PLANS - 23
HIGH SCHOOL CREDITS ISSUED – 33
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0**



Photo: Burlington Campus Graduates

NEWPORT CAMPUS
267 Main Street, Suite 1
Newport, VT



At the Newport Campus the 2011-2012 school year has been characterized by the continued development of campus initiatives that were started during the previous year. Some of the initiatives that continue to drive the direction of the campus include piloting graduation portfolios, making progress on our campus technology plan, and strengthening existing collaborations with

community partners in order to increase learning opportunities for our students. In addition to making strides on these existing initiatives, the campus has also taken on some new projects including an iPad initiative and helping to develop a new Extension Master Gardener course.



Photos above: Building a picnic table in Construction Math class at the Newport Campus



At the Newport Campus there have been many developments this year that are worth highlighting. This year we served a total of 41 students and we had our first high school graduate! We have several students who are close to completing and we hope to have our first graduation ceremony sometime this coming fall. Additionally we have had several students enroll in higher education and vocational training including CDL classes, an online university and community college courses.

Photo above: Service Learning and campus beautification at the Newport Campus

Our Summer Youth Employment Program collaboration, FarmCorps, was awarded a grant for the summer of 2011. The program was so successful that our collaboration was awarded another grant for the summer of 2012. The FarmCorps program is a multi-agency collaboration that implements a ten-week, paid work training program where students engage in hands-on agriculture, community service and skill building workshops. Some program highlights include local farm apprenticeships, running a Farmer's Market booth and completion of a tractor safety course.

Our two-part Outdoor Adventure program this year provided an opportunity for students to participate in adventure activities in both the summer and winter quarters. Students embarked on the Venture Vermont Outdoor Adventure challenge during the summer months and a Ski & Ride program at Burke Mountain during the winter. This year we were excited to collaborate with the St. Johnsbury Community Campus to offer the Ski & Ride program. Students enjoyed the opportunity to meet students from another campus and work with another CHSVT teacher, Bill Storz.



Photo: Newport Campus student learning to ski at Burke Mountain

Many of the opportunities available for Newport Campus students this year would not have been possible without the collaboration of our community partners. Existing collaborations have continued this year with Newport Probation & Parole, which helps us provide student transportation, North Country Union High School & Career Center, which provides our hot lunch program and access to their Land Lab facilities, Indoor Recreation of Orleans County (IROC), where we access recreation and PE facilities, the Newport Parks & Recreation

Department, where we access gym space and their sailing program, and the VT Department of Labor, Northeast Kingdom Community Action, and Green Mountain Farm to School, our partners for the FarmCorps Summer Youth Employment Program. We have also created some new partnerships with Rural Community Transportation (RCT), which provides student transportation, and St. Mark's Episcopal Church, where we access kitchen and meeting space.



Photo: Newport Campus students catering a community dinner as part of their Food Science class

In addition to community partners we have welcomed several adjuncts into our learning community this year. Khris Flack taught Journalism, Jen Black taught Biology, Health and Cooking, Sharon Stewart was our Physical Education personal trainer, Randy Edwards taught Digital Portfolio and Digital Photography, Maureen Terhaar taught Algebra and Geometry, and Pat Shover taught Yoga.

The faculty at the Newport Campus has also been very busy this year with committee work, participating in our Local Advisory Board and engaging in professional development. This year Newport faculty members participated in many trainings including the VT 1:1 Computing Conference, a SmartBoard training, Dialogue Education training, the Math as a 2nd Language workshop, the Dynamic Landscapes technology conference, Bridges Out of Poverty and a special presentation by VT Assistive Technology.

Some of our goals for next year include continuing to grow and improve our community partnerships, enhancing student learning through technology integration, increasing course offerings in career and technical education, and incorporating 21st Century skills and standards across the curriculum.

Photos : Newport Campus students touring the statehouse



**NEWPORT CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	476
Mathematics	243
Science	299
Social Studies	163
The Arts	17
Health Education	314
Career Education	357
Computer Studies	10
TOTAL STUDENT HOURS	1,879

**TOTAL INDIVIDUAL STUDENTS - 41
STUDENT ASSESSMENTS COMPLETED - 88
COMPLETED PROFICIENCY REQUIREMENTS - 23
STUDENTS ON INDIVIDUAL GRAD PLANS - 4
HIGH SCHOOL CREDITS ISSUED - 10
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0**

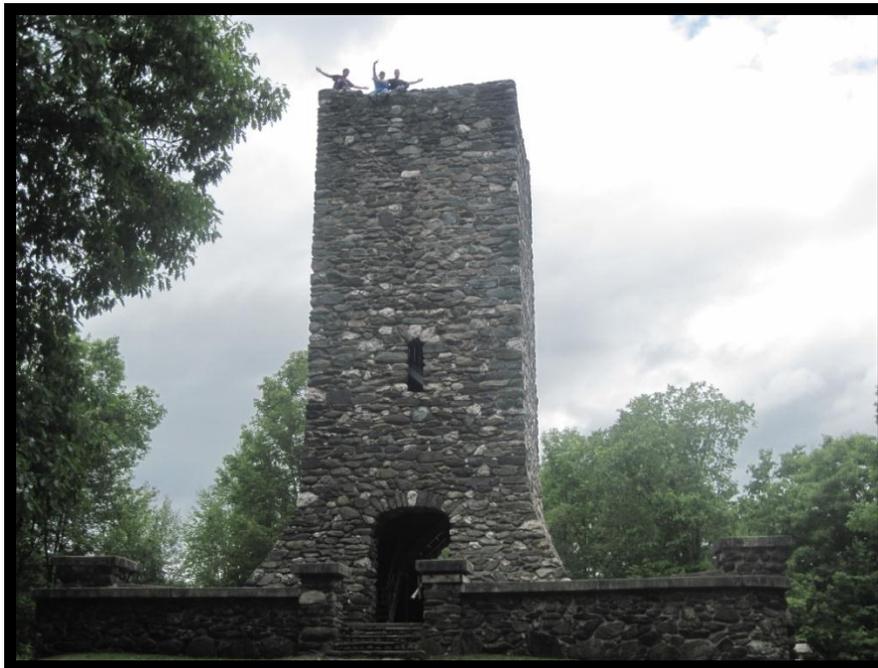


Photo: Newport Campus students enjoying Outdoor Adventure at Hubbard Park in Montpelier

RUTLAND CAMPUS
Rutland Probation and Probation Office
92 State Street
Rutland, VT

During the 2011-2012 school year, the teachers at the Rutland Community Campus worked with fifty-six different students on academics, career/technical training, and transitional activities helping to improve their re-entry to society.

The campus conducted a Transportation Systems Academy from July through September. (Photos: right and below) Individuals from the UVM Transportation Research Center, Vermont Agency of Transportation, White Mountain Community College, Vermont Associates, Rutland Regional Ambulance Service, and Stafford Technical Center participated in the instruction. With the arrival of Tropical Storm Irene, this set of courses proved to be valuable. The CHSVT students were joined in the academy by students from Vermont Associates, a group working with individuals age 55 and older to train for and find employment.



Academy course work included: Transportation 101, Habits of Mind, Construction Math, Basics of a Good Road and Winter Roads, Creating & Supporting Respectful Work Environments, and CDL Basics allowing students to begin studies for earning a CDL license using a simulator. These students were able to earn certification in CPR/First Aid, Work Zone/Flagging Safety, and Basic OSHA Safety. One student who completed this program found full-time employment with a road construction company later in the fall.

One student recently put to use his CPR training when a neighbor collapsed. The ER doctor said that without Kyle's effort the patient would not have survived.

The students planted a garden this spring at the Rutland City Community Garden. Produce will be used for a nutrition class and basic cooking. We hope to have excess produce to donate to the Rutland Community Food Shelf at harvest time.

Students attended the Echo Aquarium and Science Museum in Burlington for a special exhibit; "Our Body: The Universe Within." It was a nice addition to the Biology course curriculum,

because students were able to view actual preserved human bodies that displayed the organs and organ systems. Students were fascinated and amazed at this look inside their bodies.

The Rutland Community Campus held graduation ceremonies in February and June this year. Several students who had completed graduation requirements at other campuses joined in each of the ceremonies.

Rutland Community Campus 2011-2012 High School graduates:

Robert R. Capen
 Jeremiah P. Duchaine
 Logan Moulton
 Patrick Newton
 Joshua A. Stone

Adjunct Faculty:
 Domenico Champine Biology and Computer Applications

**RUTLAND CAMPUS
 STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	1,123
Mathematics	1,346
Science	488
Social Studies	320
The Arts	44
Health Education	36
Career Education	765
Vocational/Technical Education	347
Computer Studies	306
TOTAL STUDENT HOURS	4,775

**TOTAL INDIVIDUAL STUDENTS - 56
 STUDENT ASSESSMENTS COMPLETED - 27
 COMPLETED PROFICIENCY REQUIREMENTS - 5
 STUDENTS ON INDIVIDUAL GRAD PLANS - 8
 HIGH SCHOOL CREDITS ISSUED – 48
 CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 27**

SPRINGFIELD CAMPUS
Springfield Probation and Parole Office
100 Mineral Street, Suite 102
Springfield, VT

Thinking flexibly has allowed for a number of opportunities to be offered to our students this year. Throughout the fall and winter, Mondays and Tuesdays took on a character of their own.

Mondays were “Yum Day”. Every week, together with Mary McCallum from Springfield Restorative Justice, we planned, discussed, and prepared delicious meals. The theme was Healthy Eating. The nutritional value of each meal was discussed, and ways to prepare a healthy meal were foremost in our plan. Once a meal was planned, we went shopping together and purchased the best items in terms of cost and health benefits. Many delicious meals were created; the two favorites were stir fry with chicken or tofu, and bountiful salads with homemade dressing! Students outdid themselves with the preparation, serving, and clean-up. How nice to sit around the table and “break” bread together. All expressed wonderment and awe with their accomplishments!

We plan to participate in Hunger Free Vermont’s The Learning Kitchen. This is a six week program in which students learn about preparing healthy, affordable dishes. Weekly sessions combine hands-on activities (preparing meals such as homemade pizza, vegetable lasagna, oatmeal bars) with practical nutritional information (foodborne illnesses, My Plate activity, fats and saturated fats).

Tuesdays were “Fun Day”. Once again, we partnered with the Edgar May Center to provide students with physical activities. Cardio routines were followed by swimming. Our walk, to and from the center, provided a time to talk, laugh, and share jokes and stories. A few students took advantage of a yoga class!



Workshops were presented on topics that affect our student population. Since a number of our students are parents, we held workshops focusing on children.

Nurturing Fathers gave our male students an opportunity to talk, confidentially, about the joys and strains of being a father. Students were able to apply past knowledge to current childrearing situations. All agreed that this type of informal conversation, with a trained professional, made them look closely at their roles as fathers.

The second child-centered workshop was Shaken Baby Prevention. (photo: above left) Kay Shangraw, from Vermont Prevent Child Abuse, presented stress management tips and ways to soothe a crying baby. Students listened with understanding and empathy as they held babies and took part in activities focusing on a baby’s brain and development.

The Department of Health presented an HIV/AIDS presentation. Practical information, common sense, and knowledge of this disease were presented in a clear-cut, easy to understand format. These three workshops presented an opportunity for students to think and communicate with clarity and precision.

Upcoming events will take the students outside of the classroom. Presently, they are preparing to visit the Moving Vietnam Wall in Springfield (photo: right). To prepare for this, students are interviewing parole officers who are veterans, and watching a documentary on Vietnam.



OSHA training is going to be presented by Scott Tomlinson. At the completion of the training, students will receive a Basic OSHA certificate. This is presentable to a future employer; it indicates a student's awareness of basic safety in the workplace.

Technology is invading the street site. The SMARTBoard has been installed, student internet access might become a reality soon, and there has been mention of iPads in education!!! We are all hoping to expand our teaching/learning productivity in order to be creative, imaginative, and innovative!

Although in the planning stages, we are hoping to paint a mural on a wall adjacent to the state office building. We are working with community organizations to gather materials and supplies. Our theme is "Giving Back". The mural will include Comptu Falls and images of the four seasons. A quote will be included which will reflect the spirit of community.



No year would be complete without a graduation (photo: left). This solemn, yet joyous occasion, is what CHSVT is about. As Dr. Seuss would say, "You're off to Great Places! You're off and away"!!!

Susan Chiefsky

**SPRINGFIELD CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	458
Mathematics	403
Science	214
Social Studies	152
The Arts	65
Health Education	204
Career Education	211
Computer Studies	154
TOTAL STUDENT HOURS	1,861

**TOTAL INDIVIDUAL STUDENTS - 39
STUDENT ASSESSMENTS COMPLETED - 22
COMPLETED PROFICIENCY REQUIREMENTS – 1
STUDENTS ON INDIVIDUAL GRAD PLANS - 7
HIGH SCHOOL CREDITS ISSUED – 26
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0**



Photo: Springfield graduates

ST. ALBANS CAMPUS
St. Albans Probation and Parole Office
20 Houghton Street, #104
St. Albans

We began the academic year here at St. Albans Community Campus with a celebration of students who had completed their graduation requirements. Community High School of Vermont faculty and administrators, Probation and Parole Officers, family members, friends and community members all gathered to celebrate the graduation of four students. Speeches were made by members of the audience acknowledging the hard work and commitment each student had exhibited in reaching their goal, and inspiration they served for those around them. The graduates themselves offered words of gratitude toward those both present and absent who had supported them in reaching their goals.

As the year progressed, we welcomed some new students to the campus, as well as the return of some former students. The site continued to expand connections with community resources. As in the past, we had students earn credit at the North West Technical Center (NWTC) in Welding, Computer Applications, First Aid & CPR, and Licensed Nurses Assistant programming. For the first time this year, we had a student complete course work at the NWTC in Sign Language. Another student also completed coursework in knitting at a local yarn shop. Two students have begun working in SP2, an online Automotive Technology Certification course, and one has begun to work toward certification in ServSafe as well.

With the end of the academic year upon us, we find ourselves once again preparing to celebrate with five more students who have completed their graduation requirements. It is through this positive lens that we look forward to this coming academic year, wondering what adventures are in store for us.

**ST. ALBANS CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	585
Mathematics	351
Science	285
Social Studies	318
The Arts	106
Health Education	10
Career Education	172
Computer Studies	28
TOTAL STUDENT HOURS	1,855

TOTAL INDIVIDUAL STUDENTS - 33
STUDENT ASSESSMENTS COMPLETED - 14
COMPLETED PROFICIENCY REQUIREMENTS - 5
STUDENTS ON INDIVIDUAL GRAD PLANS - 7
HIGH SCHOOL CREDITS ISSUED – 61
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 0

ST. JOHNSBURY CAMPUS
St. Johnsbury Probation and Parole Office
67 Eastern Avenue, Suite 5
St. Johnsbury, VT

The St. Johnsbury community campus of CHSVT completed its first full year in its new location on the street side of 67 Eastern Avenue instead of in the back. To celebrate the opening last August there was a well-attended open house including Governor Shumlin and other Vermont dignitaries.



The St. Johnsbury community campus benefited from volunteers, Ingrid Mahler of the Community Justice Center, and Vicki Garfield of the St. Johnsbury Probation & Parole, who conducted art classes during the fall and the winter holidays.

This year saw a 27 percent increase in student hours. Five individuals graduated. They were Paul Belliveau, Scott Gervais, Chris Ingalls, Megan Marie Roy, and Kyle Speed

(Photo left: Two St. Johnsbury graduates).

In addition, 27 industry certifications were awarded to students. These nationally recognized, industry approved certificates were for *EPA Lead Safety for Renovation, Repair & Painting*, and for *OSHA 10-hour General Industry Safety & Health* classes provided by Terese Churchill of EverGreen Environmental Health & Safety, Inc. of Barton, VT. Four students completed, *Roots of Success*, an environmental literacy course, in which students learn about jobs in the fields of energy efficiency, construction, renewable power production, recycling, and waste reduction. *Roots of Success* was offered by Northeast Kingdom Community Action, and funded by VT Green.

Students enjoyed participating in field trips including a trip to the Bread & Puppet Museum and skiing and snowboarding at Burke Mountain, in joint outings with our sister campus in the Newport community.

**ST. JOHNSBURY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	444
Mathematics	226
Science	326
Social Studies	348
The Arts	76
Health Education	189
Career Education	1,261
Computer Studies	158
TOTAL STUDENT HOURS	3,028

TOTAL INDIVIDUAL STUDENTS - 72
STUDENT ASSESSMENTS COMPLETED - 21
COMPLETED PROFICIENCY REQUIREMENTS - 5
STUDENTS ON INDIVIDUAL GRAD PLANS – 2
HIGH SCHOOL CREDITS ISSUED – 30
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 31

CHITTENDEN REGIONAL CORRECTIONAL FACILITY CAMPUS
7 Farrell St.
South Burlington, VT

This was a year of big changes for Chittenden with the arrival of the women in July of 2011. The transition went very smoothly and classes were running and well attended two weeks later.

To meet the needs of a somewhat older and more educated population, we adjusted our course offerings to offer more vocational training and certification while also offering younger students the opportunity to work on graduation plans.



We continued Harley Time motorcycle mechanics classes through the winter and have added vocational instruction in ServSafe, Master Gardener (photo above), and the CHSVT/Vermont Works for Women Work Readiness Certificate program.



Judy Dow has taught well-attended classes in art (photo left) which began as a one week class in August and later grew into a twice a week program for the rest of the year.

In December, Scott Tomlinson graciously revisited his former students for a guest appearance as an OSHA instructor and nine women received OSHA 10 certification.

On May 5, 2012, we had our first female graduate and look forward to many more.

**CHITTENDEN REGIONAL CORRECTIONAL FACILITY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	1,042
Mathematics	1,032
Science	1,163
Social Studies	2,965
The Arts	1,048
Health Education	11
Career Education	1,257
Computer Studies	1,637
TOTAL STUDENT HOURS	10,155

TOTAL INDIVIDUAL STUDENTS - 307
STUDENT ASSESSMENTS COMPLETED - 169
COMPLETED PROFICIENCY REQUIREMENTS - 0
STUDENTS ON INDIVIDUAL GRAD PLANS - 0
HIGH SCHOOL CREDITS ISSUED – 60
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 14



Photo: Art class with Judy Dow

CALEDONIA COMMUNITY WORK CAMP CAMPUS
1266 US Rte. 5
St. Johnsbury, VT

Over the past year, operations at the Work Camp have changed. One of the biggest changes was the creation of the Northeast Complex, which incorporates the two St. Johnsbury DOC education campuses: Northeast Regional Correctional Facility and the Work Camp into one administration. From this new structure, a coordinated education style has emerged.

Special educator, Tom Woods, who was at the Work Camp, is now full time at the community-based St. Johnsbury Probation and Parole campus where he has responsibilities for regular and special education. Bill Storz, who was at the Northeast Regional Correctional campus, now occupies Tom's desk at the Work Camp where he offers both regular and special education classes. Claire Swaha, who was a regular educator at the St. Johnsbury Probation and Parole campus, now organizes more expanded vocational workshops to all CHSVT students at the complex. Pauline Dwyer, regular educator at Northeast Regional, will design new curriculum and course offerings at that campus. She will assist with the orientation of Sean Dobbin, a new full-time correctional instructor, who was hired to fill Anne Cote's position.

As if this isn't enough change, the work camp is proud to have three new adjunct instructors. Jocelyn Burrell was hired to teach mathematics. She is pursuing a Ph. D. in elementary mathematics education and has co-authored an instructor's manual (*Guiding Each Child's Learning of Mathematics*). Jocelyn brings a wealth of experience to the work camp from previous jobs as an educational specialist, instructor, graduate teaching assistant and remedial math teacher. Also, Don Sinclair and Jenn Grossi were hired as new adjunct music instructors. They are also experienced performers. Don teaches guitar, music theory clinics, and has been playing guitar and bass in bands for over 30 years. Jenn has vocal training. Her experience includes leading vocal and performance clinics, directing and facilitating vocal groups of all ages. Don and Jenn have been teaching, performing and writing music together since 2006. We're happy to have these three new talented adjuncts.

In the coming year, we look forward to continual growth and more change. Specifically, we have plans for enhancing our World of Work class, increasing our student participation in classes and strengthening our new educational collaborations within the new Northeast Complex.

**CALEDONIA COMMUNITY WORK CAMP CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	169
Mathematics	523
Social Studies	422
The Arts	936
Health Education	119
Career Education	8,555
Computer Studies	791
TOTAL STUDENT HOURS	11,515

TOTAL INDIVIDUAL STUDENTS - 171
STUDENT ASSESSMENTS COMPLETED - 26
COMPLETED PROFICIENCY REQUIREMENTS - 7
STUDENTS ON INDIVIDUAL GRAD PLANS - 5
HIGH SCHOOL CREDITS AWARDED – 55
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 22



Photo: Student library at work camp.

MARBLE VALLEY REGIONAL CORRECTIONAL FACILITY CAMPUS **167 State St.** **Rutland, VT**

2012 was another successful year for the students at the Community High School of Vermont (CHSVT) at the Marble Valley Regional Correctional Center (MVRCF). During the past year, students were engaged in a number of diverse classes ranging from the traditional core high school courses through the exciting selection of electives offered at MVRCF.



One of the more popular electives offered at MVRCF is the electronics course taught by Dennis Bonanza. Over the past year the class has grown to include building the entire amp and casing. Dennis was fortunate to have some very talented artists in the class and they were able to paint and decorate numerous amps (photo left) that were donated to local charities and schools. The course continues to expand and is something the students take great pride in, not only for the work, but for the people they are building the amps for.

Another popular and successful course being taught at MVRCF has been the ServSafe class by Jeff Cassarino. The course teaches students about restaurant/kitchen sanitation and is a nationally recognized certificate in the food industry for students wishing to work in the restaurant/food industry field. During the course the students learn all about food safety and other facets of the kitchen. At the end of the course the students take the national test and if they pass, they receive a certificate that is good for five years. Over the past year MVRCF has had over 20 students pass the national test.

As a result of the popular ServSafe class at MVRCF a Pro-Start class was offered to the students. Chris Cosgrove, from our Springfield Campus, teaches the course every Monday and focuses on the hands on part of the course, cooking in the kitchen. The students learn about nutrition, serving size, food prep, and budgeting for food along with many other aspects of cooking while also demonstrating what they learned in the ServSafe course.

Bobbi Shutts, MVRCF Special Educator, continues to work between the MVRCF campus and the Rutland P&P campus. During her time at MVRCF she offered an Introduction to Psychology course that was well received by the students. Bobbi continues to make connections outside the facility to better serve our students when they transition back into the community.

MVRCF was also fortunate to have Rosemarie Vanderhoof continue to volunteer and teach the students the fine art of chair canning along with Kris Bascue who came in and worked on job/work readiness skills with our students.

Over the course of 2012 the students were able to listen to a fine list of musicians brought to MVRCF by our volunteer coordinator in conjunction with the music class offered at MVRCF. MVRCF was also lucky enough to have Jan Debinski teach a course on legal issues the students face and we had a great turn out for the Shaken Baby presentation.

Over-all the students at MVRCF were exposed to a great deal of courses that will benefit them when they transition into the communities they came from. Many worked on earning credits needed to obtain their high school diplomas as well as electives that offered them valuable skills needed to be successful once they leave the facility. A big push at MVRCF is on developing work ready/life skills a student can leave here with and be of great value to them.

Finally, we would like to thank our school Superintendent, Wilhelmina Picard and the entire administration at CHSVT for their continued support and guidance. We would also like to thank the administrative team at MVRCF and all those who make the day to day classes run as smoothly as they can. A special thank you goes out to all those who have volunteered to make MVRCF the best it can be.

Respectfully submitted by,
The CHSVT staff at MVRCF

MARBLE VALLEY REGIONAL CORRECTIONAL FACILITY CAMPUS STUDENT LEARNING HOURS SUMMARY FY '12

SUBJECT AREA	STUDENT HOURS
English Language Arts	169
Mathematics	262
Science	29
Social Studies	2,587
The Arts	1,644
Health Education	205
Career Education	4,719
TOTAL STUDENT HOURS	9,615

TOTAL INDIVIDUAL STUDENTS - 538
STUDENT ASSESSMENTS COMPLETED - 45
COMPLETED PROFICIENCY REQUIREMENTS - 0
STUDENTS ON INDIVIDUAL GRAD PLANS - 22
HIGH SCHOOL CREDITS ISSUED – 10
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS – 0



Photo: Students in Electronics course.

**NORTHEAST REGIONAL CORRECTIONAL FACILITY CAMPUS
1270 US Rte. 5
St. Johnsbury, VT**

If nothing ever changed, there'd be no butterflies. ~Author Unknown

The word change has different meanings and depending on the situation the connotation may be positive, negative, or some combination of both. The CHSVT campus at the Northeast Correctional Complex (NECC) facility is in the process of change, a metamorphosis if you will.

One of the most significant changes that took place this year was the retirement of Anne Cote. Anne has been an integral part of successfully building and maintaining the education program at the facility for the past 25 years. In recognition of all that Anne has done for this campus and facility the education building was renamed the Anne Cote Learning Center. Additionally, Anne was chosen as Employee of the Year for The Northeast Correctional Complex based on her advocacy for students and education in general; her ability to be steady as a rock in an environment where transition and change are the norm; her ability to always be there for her students and colleagues; her clear, sensible and timely interventions with complex situations; her ability to handle the challenges of some very difficult students with grace and ease. Furthermore, her passion for reading and lifelong learning has been instrumental in developing and sustaining one of the best library collections in Corrections. Anne will be greatly missed by students and staff alike. We wish her well in her retirement.



Alan Cormier, NECC Superintendent, and
Anne Cote retired Correctional Instructor

The process of giving our Learning Center a make-over began with the replacement of carpets and a fresh coat of paint. The transformation continued this year when we received new furniture built by Vermont Correctional Industries (VCI). This furniture replaces pieces that have been in the Learning Center since the building was converted to an educational setting more than 20 years ago! We are very pleased with the quality and beauty of our new furniture and the fresh modern look our learning environment has.

A major project took place this year when our student and resident artist, Kraig W. Kernehan, was selected to design and oversee the creation of ornaments to represent Vermont in the 2011 National Christmas Tree Lighting event (photos below). For this event, each state/territory is asked to produce 24 ornaments; 23 are hung on the state/territory Christmas tree as part of the National Christmas Tree display, and one is hung on a Christmas tree in the U.S. Capitol Visitor Center. 2011 was the 89th Year of the National Christmas Tree Lighting event. Kraig and nine other art class students worked exhaustively and interdependently over a period of four weeks to brainstorm images of Vermont and collaborated to bring those images to fruition utilizing various methods including crafting, drawing, painting, stenciling, and sculpting. Our students



were honored and excited to be part of this event because they wanted to give something personal, and of value, to their community. They hoped to bring a bit of wonderment and awe



to children young and old during the holiday season.

This year a new partnership was formed with the Vermont Arts Council when visiting artist Morgan Irons hosted Poetry Out Loud at our campus. Poetry Out Loud, sponsored by the National Endowment for the Arts and the Poetry Foundation, is a national program that encourages the reading, memorization, and oral presentation of the works of well-known poets, both classical and contemporary. The Vermont Arts Council sponsored the five workshop session in which students learned presentation skills and prepared for the culminating performance.

Our collaboration with the Vermont Humanities Council (VHC) was further strengthened this year by faculty participation in VHC professional development opportunities. This year we held our sixth annual Vermont Reads Week. With support from the VHC we were able to distribute more than 80 copies of the 2011 Vermont Reads book, *To Kill A Mockingbird*. During the celebratory week students were invited to participate in more than eight scheduled activities, including The Arts Contest, Book Discussion and Cinematic Experience. We had two wonderful guest presenters who led activities in Dramatization and training in Equity and Diversity. At our closing reception students shared their artwork including pencil drawings, poetry, soap sculpting, and dance. Once again it was a fantastic week of immersion in literature and the arts. We are very thankful for the support from VHC and guests who generously share their time, talents and expertise with our students. We are very much looking forward to the coming year's program and highly recommend collaboration with the Vermont Humanities Council to all campuses.

**NORTHEAST REGIONAL CORRECTIONAL FACILITY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	2,519
Mathematics	650
Science	419
Social Studies	2,647
The Arts	3,253
Second Language	3
Health Education	1,699
Career Education	510
Computer Studies	951
TOTAL STUDENT HOURS	12,651

**TOTAL INDIVIDUAL STUDENTS - 326
STUDENT ASSESSMENTS COMPLETED - 91
COMPLETED PROFICIENCY REQUIREMENTS - 3
STUDENTS ON INDIVIDUAL GRAD PLANS - 6
HIGH SCHOOL CREDITS ISSUED – 94
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 23**



Photo: Working on ornaments for National Christmas Tree.

NORTHERN STATE CORRECTIONAL FACILITY CAMPUS
2559 Glen Rd.
Newport, VT

What a year! It is always rewarding to stop, pause and reflect.

In 2011-2012, we held three graduation ceremonies, with a total of ten proud graduates. One of our graduates was a thankful recipient of the Beryl Gardner Award.

We have added a number of new programs to our local offerings during this year. The Master Gardner program began in earnest after one of our teachers, Chad Thompson, completed the course. One student, while using the Remaining Open to Continuous Learning habit, completed with “flying colors” and earned his Master Gardner Certification. The Master Gardner program requires volunteer hours; he designed and built a composter in our welding shop that will be donated to the Windsor Work Camp to be used in their garden (photo right). This same student also recently completed requirements for his high school diploma.



The students in Jerry Fortin’s welding shop have been diligently working on building a heavy duty, hydraulic trailer. This vision began “on paper” as a Solid Works project and, upon completion, will be donated to a local school to raffle off.

A Computer Numeric Control (CNC) machine was installed at the Vermont Correctional Industry’s furniture shop. The vocational instructor in VCI, Mike Lacoss, has created a credit earning curriculum using this machine. This was a huge undertaking!

Our Media Center students/workers/volunteers at CHSVT, in conjunction with our facility’s internal television station created many interesting and fun programs. It also provided “real” life skills learning and increased our students’ abilities to volunteer within the facility. Paul Major, our Social Studies teacher, shared his love for all things media to help make this a successful venture. Some students participated in the Vermont Humanities Council Read and Record program where they improved their own reading skills and then shared the books, along with a taped DVD of them reading, with their young children. This was a very special project and another example of how our media center enhanced CHSVT classes at NSCF.

Paul Major’s Literature students collaborated with students from Sterling College. Both classes read The Absolute True Diary of a Part-Time Indian. This unique partnership, which exhibited Thinking Interdependently, culminated with a final “class” in the visiting room at NSCF. Students from both CHSVT and Sterling College shared thoughts and compared their lives with the characters in the book.

Last year the staff at CHSVT Newport implemented a Habits of Mind Student of the Week random drawing. It has been hugely successful and students are identifying both themselves and others using the habits. In early May, one of our students, using the Creating, Imagining and Innovating habit, proposed a Habits of Mind Teacher of the Month Award. He put forth a written proposal, pitched it to staff, created the nomination forms and boxes, and went from class to class to explain the process to students and created the certificate presented each month. Marlena Hughes and Gerald Fortin were our first two recipients. Bravo!

We unfortunately had to say goodbye to Susan Kuzma (photo at right) at the end of June. She retired after 12 years of sharing her passion for students with CHSVT. We know she is going to keep in touch but we wish her well in her next adventures.



Our staff works diligently and many times goes above and beyond. Achievements this year include:

- Mary Nelson received the Award of Excellence for CHSVT from the DOC.
- Mary also served on a panel through Educational Testing Services that examined the newly developed Praxis Test for Special Education for its national fall “roll out”
- Marlena Hughes, Mary Nelson and Broni Plucas all completed Dialogue Education Training
- Chad Thompson and Paul Major completed Dynamic Landscapes training
- Chad Thompson also attended Math as Second Language training.
- Mike Lacoss became certified in Master Cam, and will begin teaching this in the next fiscal year
- Sharon Strange and Chad Thompson completed the statewide auditors training for the Department of Corrections

We look forward to another colorful and creative year using the Habits of Mind to challenge ourselves and our students to be the best we can be.

**NORTHERN STATE CORRECTIONAL FACILITY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	3,389
Mathematics	1,284
Science	1,244
Social Studies	2,558
The Arts	5,741
Health Education	1,709
Career Education	5,804
Vocational/Technical Education	8,922
Computer Studies	1,345
TOTAL STUDENT HOURS	31,996

TOTAL INDIVIDUAL STUDENTS - 493
STUDENT ASSESSMENTS COMPLETED - 475
COMPLETED PROFICIENCY REQUIREMENTS - 29
STUDENTS ON INDIVIDUAL GRAD PLANS - 8
HIGH SCHOOL CREDITS ISSUED – 422
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 153

NORTHWEST STATE CORRECTIONAL FACILITY CAMPUS
3469 Lower Newton Rd.
St. Albans, VT

CHSVT has had a year of change at Northwest State. In August, the population switched from housing women to men. The staff misses working with the women, but are enjoying the new challenges that the men bring.

CHSVT staff continues to provide a wide variety of academic and technical education programs. Academic classes taught by Angie Stewart and Barb Hagen allow students to obtain a high school diploma or take enrichment classes. Angie has taught classes in English, social studies, health and science, and assisted teaching a horticulture class. Barb Hagen has taught math, computer classes, gardening, ServSafe and Restaurant Management certification. We are now collaborating with UVM to provide a Master Gardening program.

We held one graduation in February with three graduates and two industry certifications were awarded that day as well. We also had many great programs come in to enrich and teach the students. The programs include poetry taught by a volunteer who comes weekly, poetry and Read with Me sessions sponsored by the Vermont Humanities Council, art class, Shaken Baby Syndrome class sponsored by Prevent Child Abuse Vermont, and Keys to Credit Certification and Spend Smart classes that are offered by CVOEO (Champlain Valley Office of Economic Opportunity) staff.

The CRC (Career Resource Center) has assisted many students to transition out to the community. Barb Hagen helps with computer and job skills that include portfolios. The CRC offers help with resume writing, vocational assessment and acts as a liaison with agencies that assist students with transition. Workshops and meetings with the Vermont Department of Labor that aid students in career planning and transition into the workplace and VSAC (Vermont Student Assistance Corporations) which provides college and technical school information to students.

Our trades programs encompass an assortment of opportunities for students interested in pursuing specific vocations. The successful Habits of Mind curriculum serves as the foundation for many of the trades offerings. Our gardens abound with flowers and vegetables, courtesy of the students from our horticulture program. The students enjoy the opportunity for fresh air and exercise that the program offers. During our bountiful harvest, produce is shared between the facility kitchen and the local food shelves. Vegetables and flowers are started from seed in the



greenhouse. The flowers grown in our greenhouses are provided to the Vermont State Parks and other facilities and organizations are started in the greenhouses. Students learn the skills needed to start their own gardens upon release. We enter the produce and flowers in the Champlain



Valley Fair and do very well (24 and one best in show). We were able to partner with UVM to learn about flash freezing vegetables when the harvest is too bountiful! The facility provided us with a garden shed (made by the women from Vermont Works for Women) to store our new tillers and supplies.

In June of this year, the VCI print shop was moved to the Northern State Correctional Facility in Newport, VT and Scott was moved to the Silva Building where he revamped his program and what he is teaching. He became an OSHA certified instructor and also learning about the variety of employment areas in the transportation careers field to better instruct our students and give them a larger skill set to make them more employable.

In the early fall, Scott Tomlinson offered an OSHA course, a Red Cross CPR course and a course in the Transportation Academy to the students here at Northwest State Correctional Facility. In late fall Scott transitioned into a new position working as a vocational instructor for the Probation and Parole campuses across the state.

Laurette Garrand joined our staff at that time as a Special Educator shared with the P&P campus in St. Albans. She jumped right in and helps teach and organize all parts of our student's academic needs. Since we became more of a regional facility, we see more movement.

Auto Technology is a Career and Technical Education program facilitated by John Cross, who is a certified A.S.E. Master Technician. This program emphasizes self-directed learning and incorporates such high tech innovations as an A-Tech advanced electronics trainer, a computerized learning program which mimics an actual engine control system. By using a simulation board students can learn how to perform advanced computer diagnostics in a lab setting before doing live work on an actual vehicle. Students can also earn their ALLDATA certification, Hunter Engineering Wheel alignment certification levels I, II, & III and learn to Mig & Stick weld. Auto technology students can study for Automotive Service Excellence (A.S.E.) Certifications in several different areas. Chris from Green Mountain Harley has been offering classes and we are working on a project bike.

This fiscal year we had two students earn their Vermont State Inspection licenses, eight obtain their ALLDATA certifications and two earn the new Identifix certification. Two students obtained their ASE Certification this year including one ASE Master Certification. He was able to return as a mentor and earn the work experience requirement necessary to obtain this certificate. He was released this spring and has entered the workforce. Students looking to obtain their high school diploma or a career in automotive or other related industries will be supported by CHSVT staff in their endeavors. We incorporate the Habits of Mind teachings in everyday shop activities and students model the team concepts. Habits of Mind have been fully integrated into the classroom and shop. This has helped students become better communicators and make better decisions in their daily activities.

We offer computer classes from beginners to advanced. Students have worked hard and especially like working with Google Sketch-up.

In FY 2012-2013, we look forward to offering excellent courses and opportunities that will enable our students to reach their full potential and achieve success.

**NORTHWEST STATE CORRECTIONAL FACILITY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT HOURS	STUDENT HOURS
English Language Arts	1,878
Mathematics	1,049
Science	624
Social Studies	1,279
The Arts	226
Health Education	340
Career Education	4,861
Trades Education	8,709
Computer Studies	881
TOTAL STUDENT HOURS	19,847

TOTAL INDIVIDUAL STUDENTS - 223
STUDENT ASSESSMENTS COMPLETED - 29
COMPLETED PROFICIENCY REQUIREMENTS - 29
STUDENTS ON INDIVIDUAL GRAD PLANS - 28
HIGH SCHOOL CREDITS ISSUED – 133
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS – 153

SOUTHERN STATE CORRECTIONAL FACILITY CAMPUS
700 Charlestown Rd.
Springfield, VT

The computer studies program, under Bob Salzman's instruction, continues to attract many new and repeat students. The program emphasizes mastering the basic computer skills that are useful for future employment and work situations. Particular emphasis is placed on learning the Windows operating systems and the Microsoft Office Suite of application programs (Word, Excel, Publisher, Outlook, FrontPage and Access). Students regularly create business letters, resumes, spreadsheets, custom letterhead, business cards, slide show presentations, web pages, greeting cards, brochures, programs and flyers. In addition, many of our students are improving their typing skills by utilizing the popular Mavis Beacon Teaches Typing program. Other students are working with the Video Professor and Professor Teaches lessons to supplement our in-class instruction.

In the field of social studies, Bob has continued to offer *Films for Thought*. The well-attended *Films for Thought* class encourages the development of intelligent viewing and critical thinking skills. Students view a variety of documentary films dealing with ecological, social, political, and economic issues. They are encouraged to identify bias and motivations, reflect upon the information, form an opinion and then respond to the content in writing and in class discussions.

In addition, Bob has been revamping the U.S. History course and will be offering a documentary film-based class beginning this summer. Students will view, reflect and write reaction papers to a comprehensive series of U.S. history-related documentaries.

Finally, Bob Salzman continued to offer the *Habits of Mind* course this year. The *Habits of Mind* course attempts to instill in its students many of the favorable traits/habits found in highly successful people. Bob has drawn from his prior business and management experience to enhance and expand these lessons. This course has helped our students learn new behaviors and start to make positive changes in their thinking and lives.

This year marked the first full year of the Culinary Arts program. Teacher, Chris Cosgrove spent a week at the New England Culinary Institute to become a certified ProStart teacher. ProStart is a nationally accredited program sponsored by the National Restaurant Association and is taught in over 1,400 high schools nationwide.

Eight students passed two standardized tests and completed over 400 hours of a kitchen internship to receive their accreditation. Currently, there are another 16 students working towards their certification.

Also, this year the garden at SSCF was expanded. We harvested over one and a half tons of food, most of it used in the kitchen or by the culinary class. Most of the harvest were tomatoes and tomatillos which were made into salsas, sauces or eaten with some fresh basil that was harvested with it. Currently, Chris and Mike are enrolled in the UVM Master Gardener class with the course introduced to the facility in the winter '11 term.

This past year we saw the Career Resource Center (CRC) active with their ongoing programs and some new initiatives. Outside agencies continued to provide useful information to students in their presentations. Michele Delhaye from the Vermont Student Assistance Cooperation (VSAC) helped prepare students for college financial aid. Andy Robinson from the Department of Labor conducted workshops that taught the students about proper resume writing and stumbling blocks to finding employment. Will Pendlebury from the Department of Vocational Rehabilitation talked about disabilities and services available in his agency. Willis Brown, Master Electrician, assisted another three students in their first year of the Apprenticeship Electrical Program. Other courses offered by the CRC included Employment Skills, Money Smart, Precision Measurements and a Horticulture class.

With a little more than a year on the SSCF instructor staff, Jan Noskey continues to offer classes in science, math, health and physical education. During that year and in addition to traditional subject matter in science and math, we've delved into the "Secret Life of the Brain" and are now exploring "Stress and the Body" and its related effects on body systems and function.

We have also branched out in math a bit to include a course on personal finance based on Suze Orman's new book, The Money Class.



Most recently and based on student request, we have begun the "Insanity" 60 day fitness program, which combines interval, plyometric, cardio workouts and stretching to challenge both the body and mind (photo left). Students log their workout each day and every fifteen days there is a "fit test" to check and monitor progress so that we can be sure we are, in fact, achieving our goals and whether we may also be over-training and can adjust our effort based on those results. For students who do not participate in the Insanity program, they are required to set goals for strength and

cardiovascular workouts and to also log their progress. To date, the "guys" who have been regular participants since we began the physical education class last fall have lost more than 169 pounds collectively (this also includes the instructor-Jan) and report that they feel better both physically and mentally. Most of the students also continue to do exercise during their "rec" times and are more closely monitoring their diets as well.

Katherine Miller had started a popular course on creative writing that is continuing to meet. Students meet together to read and critique work and spend a lot of time writing on their own and editing their work.

**SOUTHERN STATE CORRECTIONAL FACILITY CAMPUS
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT AREA	STUDENT HOURS
English Language Arts	2537.5
Mathematics	1114
Science	825
Social Studies	1106.6
The Arts	544
Health Education	1952.3
Career Education	4244.5
Trades Education	6010.1
Computer Studies	3732
TOTAL STUDENT HOURS	22,066

TOTAL INDIVIDUAL STUDENTS - 330
STUDENT ASSESSMENTS COMPLETED - 64
COMPLETED PROFICIENCY REQUIREMENTS - 5
STUDENTS ON INDIVIDUAL GRAD PLANS - 10
HIGH SCHOOL CREDITS ISSUED – 191
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS – 28

SOUTHEAST STATE WORK CAMP
546 State Farm Rd.
Windsor, VT

The Windsor Campus had a busy and productive year. On average, we worked with up to 40 different students (about one third of the facility population) per month – some in active pursuit of their high school diplomas, some obtaining vocational certifications, some taking classes to bolster skills for re-entry success, and some attending classes or vocational workshops primarily to support their interest in continued learning while also living and working at our work camp facility. (Photo below right: student working at board during class)

We have had the pleasure of working with several adjuncts and volunteers this year. Judith Hertog returned to teach Creative Writing, Nancy Pedrick joined us to teach US History, Rachel Obbard taught “Science of Baseball,” and Alicia Flammia worked as a volunteer and an adjunct in our horticulture program. We were also fortunate to have volunteer, Sarah Mooney, a 2011 Albert Schweitzer Fellow from Vermont Law School, work with us in the Career Resource Center (CRC) to assist with conducting vocational assessments and motivating students to pursue career interest



exploration based on their self-assessment results. Her work revitalized students’ interest in using the services of the newly re-opened CRC. This, along with significant work of our first CRC clerk in a long while, helped to upgrade the resources and the World of Work class offerings. It greatly increased the number of individuals accessing the facility’s career and technical education resources and classes overall.

We must not forget to mention the other highly competent and reliable student employees we have had work with us over the past year. We had several outstanding employees work hard in the positions of CRC clerk, Education Assistant and Garden Mentor. We have been fortunate, and look forward their continued support and vital contributions to our education team.

The CRC also offered numerous vocational workshops to include: consumer credit, vocational rehabilitation services summary, assistance planning for higher education by VSAC, starting a business by SEVCA, financial literacy by Dartmouth College student volunteers, services summary by the Springfield Community Justice Center, and a career opportunity workshop by a steel and iron work professional. Education also hosted a “Read With Me” workshop with the Vermont Humanities Council which provided dads (and grandfathers) with quality children’s books to explore before giving to their own families. Attendance at all of these workshops indicated that they are a valued component of the school’s offerings.

Windsor is starting to again provide certification programs, including ServSafe kitchen sanitation and the University of Vermont’s Extension Master Gardener (EMG). Thirteen students successfully obtained ServSafe certification and over a dozen students began the EMG

certification program. We are also looking to begin teaching basic construction safety with the National Center for Construction Education and Research in the vocational shop classroom that had its inventory cleaned out and upgraded.



Connecting with the EMG program, the Windsor campus brought back a horticulture class and its students worked in the greenhouse and garden (photo left). They planted and grew thousands of seeds in the greenhouse and transplanted them into the 2+ acres of vegetable and flower gardens that are being further expanded. Last year's garden yielded over 7,000 pounds of produce, with approximately 20% donated to the community. This garden season, we have begun to develop new procedures to better track, utilize (in our own kitchen and facility meals), and store the produce we harvest so as

to avoid waste and improve healthy dining options. Last year during Hurricane Irene, we participated in a Flash Freeze Culinary Training at Southern State Correctional Facility. We hope to employ these techniques at our facility this year, as well as some additional storage measures that will support us sharing more of our produce with other facilities throughout the state.

As another special horticulture project this year, some students built raised beds for the new Chittenden gardens (photo right). We also began to pilot composting methods to see if we can recycle vegetable food waste back into the gardens in an efficient manner.



The Southeast Work Camp also made great progress in our efforts to encourage learning through the use of 21st Century Technology. We installed a SmartBoard in the main classroom and have been using it for a variety of classes. We also purchased an additional projector and large screen television that allow us to be mobile with our technology use in other classroom settings. In addition, we continued to update our library collection, as well as all of the remaining furniture in our education building. Our campus makeover is now complete!

The year also saw us hosting two graduation ceremonies. Our fall graduates included Chris Masse, Christopher Clark, and Trevor Hood (photo next page), and our spring ceremony celebrated Terry Keator's graduation. At the fiscal year end, we had 12 students actively pursuing their high school diploma.

We also hosted many special events last year, including several open to the entire facility. We played a Habits of Mind-themed softball game, created holiday cards for loved ones, hosted a hip hop and break dancing workshop, held a Habits of Mind Olympics competition, and hosted an



annual visit from the local Vermont Institute of Natural Science (VINS). VINS gave a live raptor presentation for which nearly half of the facility population attended; it has become a favorite event of our students.

The Habits of Mind (HOM) continue to become a more embedded mindset in Windsor. We have been focusing on a habit weekly at a facility-wide level, encouraging everyone to learn and practice it. We have hosted many exciting special events and activities that highlight the habits.

Additionally, the weekly habits tie into the Phoenix House-sponsored group that delves into the material more deeply for enrolled individuals. We also had a student, David Aspen (photo below right), spend over 70 hours creating an eight foot by three foot mural using acrylic paint on hand-stretched canvas to illustrate the habit, “Creating, Imagining, and Innovating” entitled *Seeing With Words*. His description for it read:

“I felt moved about this habit because of the doors you can open from just doing what it says; to step back and see things through a colorful thought. By exercising this habit the mundane could develop into something that only you can imagine... hence the transition of a lot of different subjects in my painting. May all who look at this take a piece with you and transition your own life into something vibrant.”



Another student, Paul Marquis (photo left), submitted two design proposals for “barn stars” for the Springfield Area Chamber of Commerce’s community auction and art display fundraiser. Both his designs were chosen and he was able to create beautiful stars to be used in the auction.

This past year for Windsor was an exciting one of continued growth and program expansion. We hold excitement to see what next year brings as we remain focused on providing individualized living, learning, and working opportunities for our students.

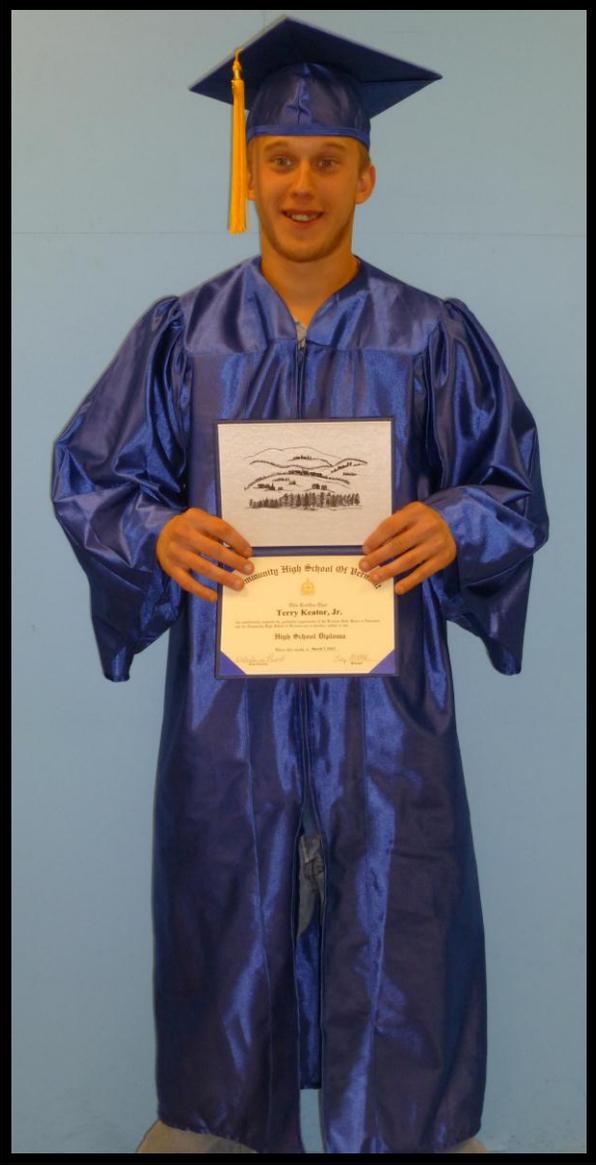


Photo: Terry Keator’s graduation

**SOUTHEAST STATE WORK CAMP
STUDENT LEARNING HOURS SUMMARY FY '12**

SUBJECT HOURS	STUDENT HOURS
English Language Arts	988.9
Mathematics	473.9
Science	297
Social Studies	487.3
The Arts	709
Health Education	301
Career Education	1544
Computer Studies	465.6
TOTAL STUDENT HOURS	5266.7

**TOTAL INDIVIDUAL STUDENTS - 71
STUDENT ASSESSMENTS COMPLETED - 49
COMPLETED PROFICIENCY REQUIREMENTS - 3
STUDENTS ON INDIVIDUAL GRAD PLANS - 7
HIGH SCHOOL CREDITS ISSUED – 59
CAREER AND TECHNICAL EDUCATION CERTIFICATIONS - 12**



Photo: Correctional Instructor, Lisa Harrington teaching a class.

ENROLLMENT

The Community High School of Vermont Primarily Serves Students Who:

- Have not obtained a high school diploma and are under the custody of the Department of Corrections (DOC);
- Youth who have withdrawn from public education;
- Have a high need in the area of employment, as identified by DOC classification procedures.

Additional Factors

- Under Vermont state law, all individuals under the age of 23, under custody of the DOC, and without high school diplomas, have a mandatory education requirement. These students are enrolled upon admission.
- The school also serves the Special Education needs of students with disabilities in accordance with Federal and State laws.

ENROLLMENT CRITERIA SPECIFIC TO COMMUNITY CAMPUSES

Priority for School Enrollment at the Probation and Parole Offices

- Individuals under the custody of the Commissioner of Corrections, under the age of 23 years, and without a high school diploma from an approved high school.
- Individuals under the supervision of the Department of Corrections, under the age of 23 years, and without a high school diploma from an approved high school.
- Youth who have withdrawn from public education, are under the age of 22 years, and without a high school diploma from an approved high school.
- Youth in school, under the age of 22 years and without a high school diploma from an approved high school.
- Individuals under the custody and/or supervision of the Department of Corrections who are over the age of 23 years, but without a high school diploma from an approved high school.

Special Conditions for Each Priority Population in P&P Community Campuses

No one under the age of seventeen (17) will be enrolled in the Community High School of Vermont without specific written authorization of the CHSVT Principal, Director of Special Education, or CHSVT Superintendent. Under no circumstances will a student be enrolled prior to reaching their sixteenth (16th) birthday.

Youth Under DOC Custody – None.

Youth Under DOC Supervision – Enrolled after contact with assigned Probation Officer regarding expectations and any relevant conditions

Community Youth –

- Will be considered by teaching team on a case-by-case basis, including space availability.
- The P&P Site Superintendent must approve each enrollment, including a determination of whether the community student's participation will violate any conditions of DOC students currently enrolled.
- All students in this category will be given a 30-day trial to see if they are found to be motivated to attend, are compatible with other students, and if the curriculum is appropriate and a match for their needs.

NEW ENROLLMENTS in FY'12

Total New Enrollments	757
Enrollment On or Before 22 nd Birthday	233
Enrollment After 22 nd Birthday	524

GOALS OF THE CURRICULUM

The student will be able to demonstrate, preferably through authentic performance assessments, his/her attainment of the Vital Results, which define the areas of Reasoning and Problem Solving, Personal Development and Civics/Social Responsibility, through integration of learning represented by the standards identified in the *Fields of Knowledge* of Vermont's *Framework of Standards and Learning Opportunities*.

OBJECTIVES OF THE CURRICULUM

- 1. Student Attendance**
Students will re-engage in educational coursework and comply with the structure of a disciplined learning environment.
- 2. Students attain foundational knowledge and meet Proficiency Requirements.**
Students will demonstrate the proficiency of skills in reading, writing and numeracy at or above the 8th grade level. Education professionals in collaboration with students will be guided by the Proficiency Requirements set forth by the CHSVT. Students on an IEP or 504 Plan will meet accommodations as written to fulfill this requirement.
- 3. Student progress toward and completion of secondary education, culminating with the award of a high school diploma.**
Faculty teaching teams, in collaboration with students, will develop and implement an individualized Graduation Plan outlining the requirements leading to a high school diploma.
- 4. The student skills are marketable to the business and industry community.**
The student will attain local or industry certification in the trades, which will increase their ability to obtain and maintain employment and advance in the workplace.

AWARDING COURSEWORK CREDIT

Secondary credit may be awarded for:

- 1) Participation in a course, coupled with demonstration of the approved course content standards at the secondary level.
- 2) Any single or combination of below, achieved through local site team approved written educational plan.
 - a) **Independent Studies** - For award of secondary credit, a written study plan is developed by staff and student. It is coupled with subsequent achievement of curriculum content (standards) at the secondary level.
 - b) **Individual Assessment** – Individual assessment to determine placement or possibility of earned credit from previous academic/life experience. Teacher made assessments, to award credits in this matter, must be reviewed and approved by faculty on the Curriculum Committee.

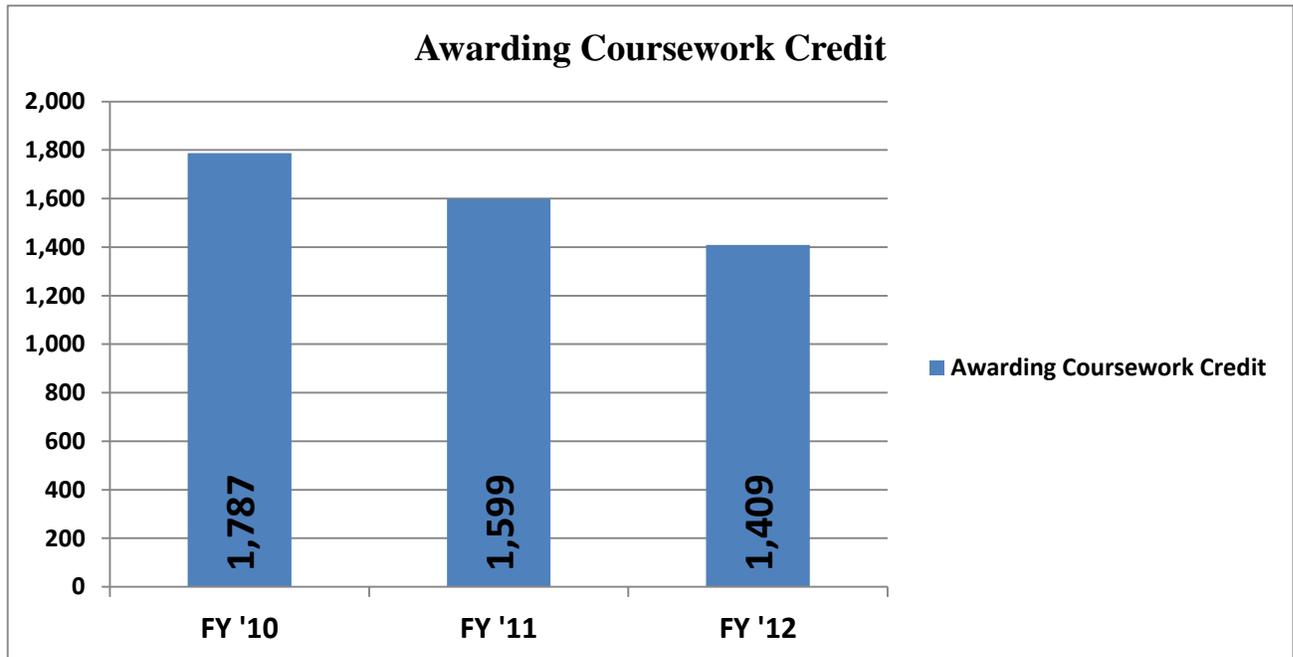
CHSVT GRADUATION REQUIREMENTS

I. DEMONSTRATION OF PROFICIENCY

II. AREA	CREDITS NEEDED
English/Language Arts	4
Mathematics	3
Science	3
Social Studies/History	3 (1 credit U S History required)
Fine Arts	1
Health Education	2 (1 credit Physical Education required)
Career/Technical Education	3
Computer Studies	1
<u>Electives (from any of the above or other)</u>	<u>2</u>
TOTAL	22

Credits earned at other approved high schools or colleges, and transferred to CHSVT, will be recognized toward the fulfillment of these requirements. Credits earned at a college level are accepted by the school at a rate of three college credits equals one high school credit.

AWARDING COURSEWORK CREDIT



Campus Name	Number of Credits	
	FY '11	FY '12
Regional Campuses		
Chittenden Regional Correctional Facility (CRCF)	60	60
Caledonia Community Work Camp (CCWC)	117	55
Marble Valley Regional Correctional Facility (MVRFCF)	13	10
Northeast Regional Correctional Facility (NERCF)	179	94
Central Campuses		
Northern State Correctional Facility (NSCF)	403	422
Northwest State Correctional Facility (NWSCF)	155	133
Southern State Correctional Facility (SSCF)	212	191
Southeast State Work Camp (SESC)	45	59
Community-Based Campuses		
Barre Probation and Parole Office (BAPP)	141	59
Bennington Probation and Parole Office (BEPP)	23	19
Brattleboro Probation and Parole Office (BRPP)	38	100
Burlington Probation and Parole Office (BUPP)	62	33
Newport Street Campus (NEFS)	10	10
Rutland Probation and Parole Office (RUPP)	36	48
Springfield Probation and Parole Office (SPPP)	27	26
St. Albans Probation and Parole Office (SAPP)	51	61
St. Johnsbury Probation and Parole Office (SJPP)	28	30

ACADEMIC ASSESSMENT

1. REVIEW OF PRIOR SCHOOL EDUCATIONAL RECORDS

School records are obtained from the last high school of record and reviewed for prior school performance and levels of achievement. Prior school transcripts are analyzed to determine the number and kind of credits needed for a diploma.

2. INITIAL SCREENING & STUDENT SELF-ASSESSMENT

New students are screened for basic skills achievement by way of administration of norm referenced tests, such as the Wide Range Achievement Test (WRAT) and the Test of Adult Basic Education (TABE). An interview is conducted with each student to complete a self-assessment, identify various pieces of background information, as well as determine interests and goals. Vocational interest inventories may be administered to begin the process of identifying possible choices for career training.

3. ADDITIONAL ASSESSMENT

With students that have prior special education histories, it may be necessary to conduct a more in-depth assessment of particular learning needs. This could include comprehensive evaluations conducted under the auspices of special education to identify more specific learning needs.

4. COURSEWORK SELECTION

Coursework for individual students is selected based on information received in the assessment process and accompanying educational record review.

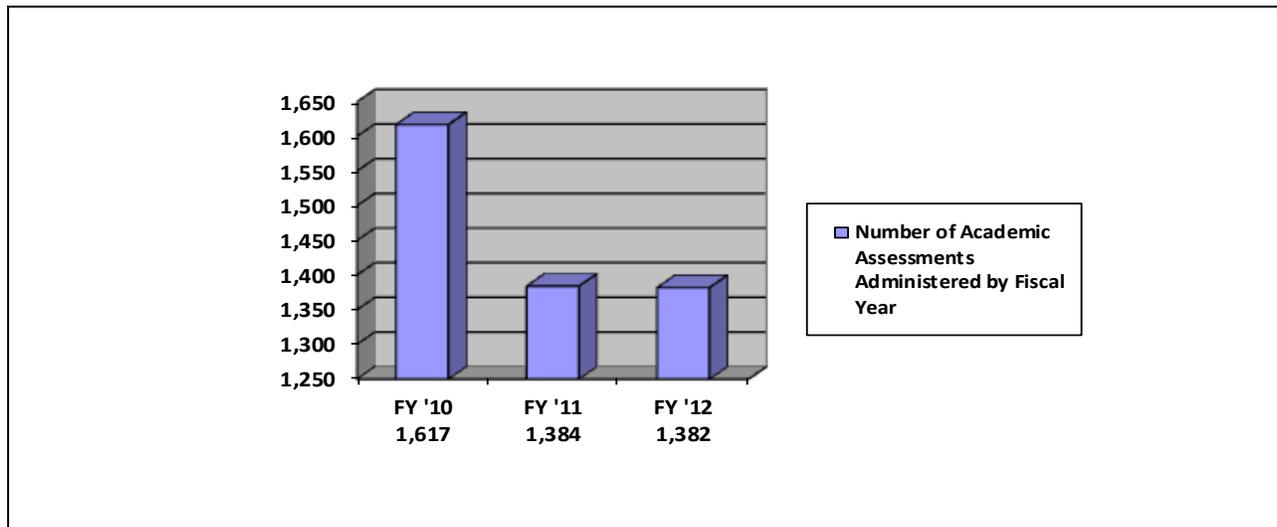
5. PROGRESSIVE ASSESSMENT OF STUDENT PROGRESS

A number of formal and informal assessments will determine the levels to which students are achieving specific standards and learning outcomes in their coursework. These include tests, work samples and hands-on activities.

6. MONITORING COURSE COMPLETION

Attendance and educational performance records are maintained on all students attending CHSVT. Course completion is recorded in the student transcript database and documented on student Graduation Plans. For students with disabilities, progress is also documented for goals and objectives on the Individual Education Plan (IEP).

ACADEMIC ASSESSMENT



Campus Name	Number of Assessments	
	FY '11	FY '12
Regional Campuses		
Chittenden Regional Correctional Facility (CCCC)	249	169
Caledonia County Work Camp (CCWC)	7	26
Marble Valley Regional Correctional Facility (MVRCF)	40	45
Northeast Regional Correctional Facility (NERCF)	165	91
Central Campuses		
Northern State Correctional Facility (NSCF)	310	475
Northwest State Correctional Facility (NWSCF)	41	29
Southern State Correctional Facility (SSCF)	62	64
Southeast State Work Camp (SESC)	45	49
Community-Based Campuses		
Barre Probation and Parole Office (BAPP)	214	207
Bennington Probation and Parole Office (BEPP)	15	18
Brattleboro Probation and Parole Office (BRPP)	15	14
Burlington Probation and Parole Office (BUPP)	25	23
Newport Street Campus (NEFS)	112	88
Rutland Probation and Parole Office (RUPP)	40	27
Springfield Probation and Parole Office (SPPP)	13	22
St. Albans Probation and Parole Office (SAPP)	17	14
St. Johnsbury Probation and Parole Office (SJPP)	14	21

INDIVIDUALIZED STUDENT GRADUATION PLANS

ORIGINALITY & INNOVATION

Over 90 percent of CHSVT students, who are 22 years of age or younger, are high school dropouts. Over 48 percent have prior Special Education histories. The traditional school experience, for these students, may be characterized as being one long, painful experience of failure upon failure. CHSVT recognizes traditional methods have not worked with these students in the past, and they will not work now. Radical alternatives must be developed, if students are to experience success. The Individualized Student Graduation Plan is one way CHSVT addresses the diverse educational needs of its students.

In one sense, CHSVT finds itself with a student body of migrants within Vermont's correctional facilities. The average stay, for those under 23 years old, in any one facility, is just over three months. This places great strain on both teachers and students who may not be able to attend a class long enough to earn credit under more traditional models.

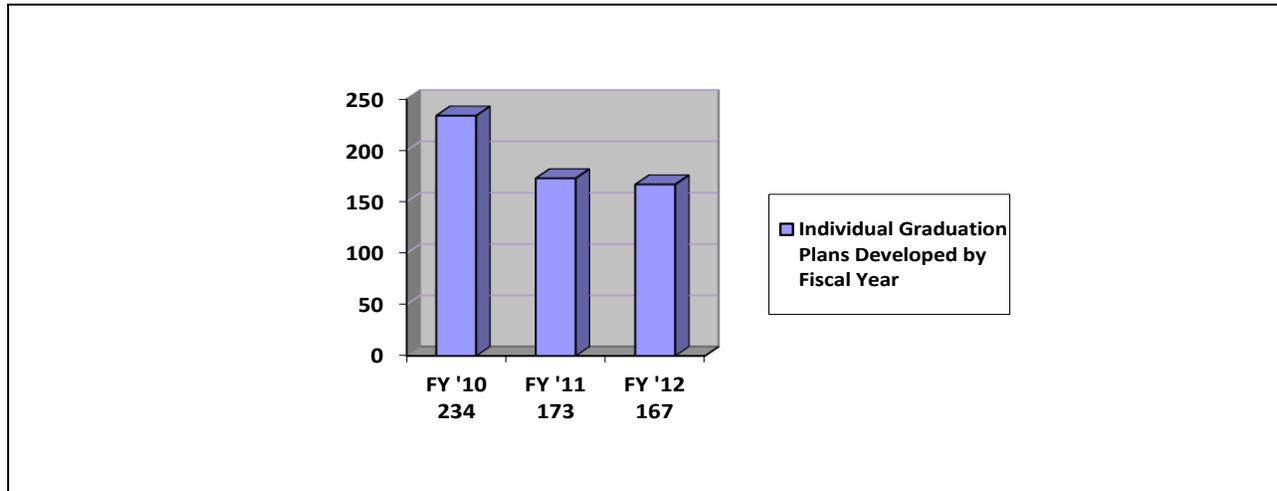
The Individualized Graduation Plan follows the student wherever he/she may move while under correctional supervision. It enables him/her to keep working toward graduation through demonstration of proficiency in standards. To measure and assess progress, students create work folders that demonstrate movement towards standards. When a student moves from one facility to another, his/her Graduation Plan becomes the common thread.

To assure that a student has access to courses, or other experiences, needed to satisfy his/her graduation requirements in a timely manner, methods used include using adjunct faculty, partial credits, staggered schedules, etc. This is similar to many post-secondary institutions and secondary schools. There may be instances where a student must wait until the beginning of a semester, and/or course.

The Individualized Student Graduation Plan -

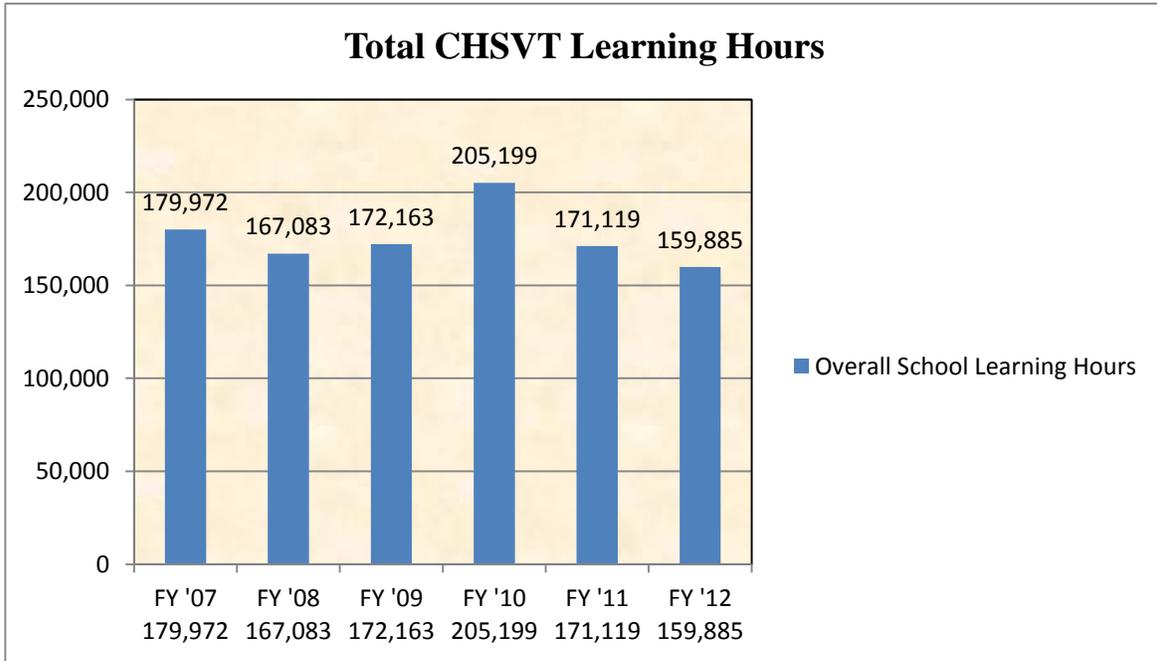
- Engages the student as an active participant. It does not define failure, but rather success.
- Tells the student exactly what he/she needs to know and do to demonstrate achievement.
- It enables students to pursue the Plan, even if the student's attendance in school and classes are interrupted. And, it provides a means whereby the students may earn a high school diploma in conformance with the standards created for all Vermont students.
- Identifies competencies and skills to be developed. The Individualized Student Graduation Plan is a system for specifying competencies for graduation from CHSVT. Individualized Graduation Plans are tied directly to Vermont's *Framework of Standards and Learning Opportunities*, a statement by citizens of the state that specifies what all Vermont children need to know and be able to do in order to become an informed, productive adult. The Individualized Student Graduation Plan then provides a common goal and a clear workable strategy for achievement.

STUDENTS PLACED ON GRADUATION PLANS

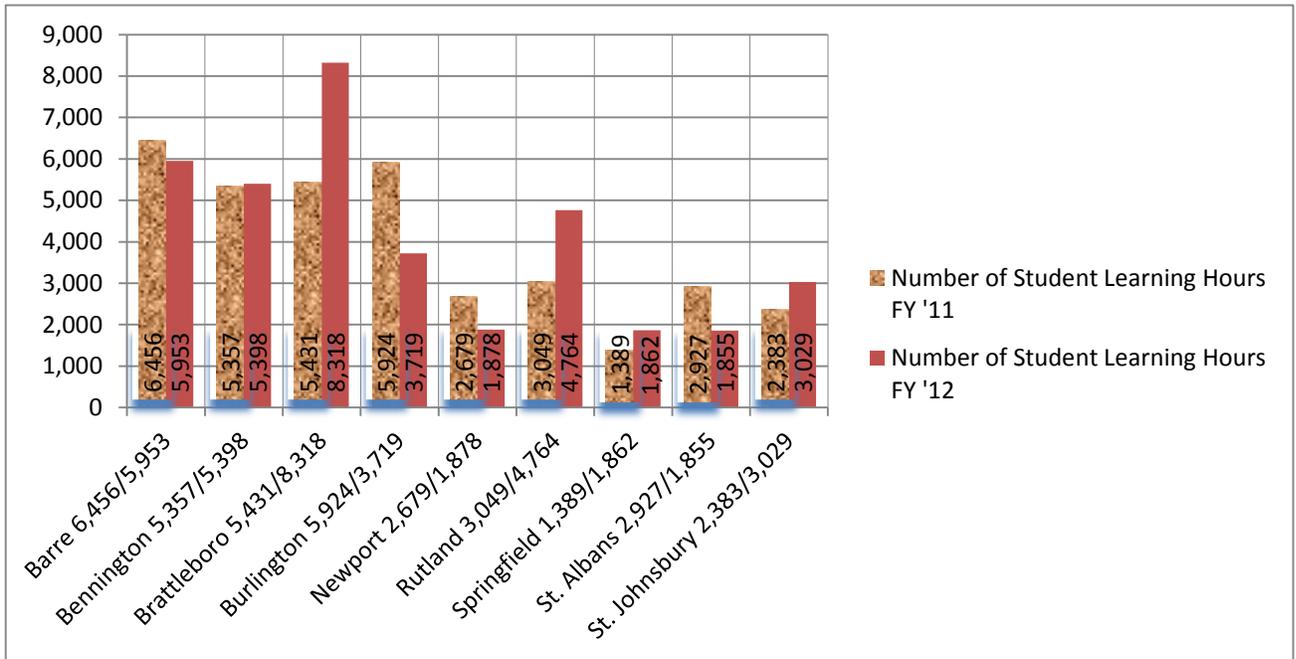


Campus Name	Number of Graduation Plans	
	FY' 11	FY'12
Regional Campuses		
Chittenden Regional Correctional Facility (CRCF)	0	0
Caledonia County Work Camp (CCWC)	2	5
Marble Valley Regional Correctional Facility (MVRCF)	20	22
Northeast Regional Correctional Facility (NERCF)	30	6
Central Campuses		
Northern State Correctional Facility (NSCF)	5	8
Northwest State Correctional Facility (NWSCF)	30	28
Southern State Correctional Facility (SSCF)	18	10
Southeast State Work Camp (SESC)	4	7
Community-Based Campuses		
Barre Probation and Parole Office (BAPP)	0	11
Bennington Probation and Parole Office (BEPP)	4	7
Brattleboro Probation and Parole Office (BRPP)	14	12
Burlington Probation and Parole Office (BUPP)	0	23
Newport Street Campus (NEFS)	18	4
Rutland Probation and Parole Office (RUPP)	2	8
Springfield Probation and Parole Office (SPPP)	8	7
St. Albans Probation and Parole Office (SAPP)	13	7
St. Johnsbury Probation and Parole Office (SJPP)	5	2

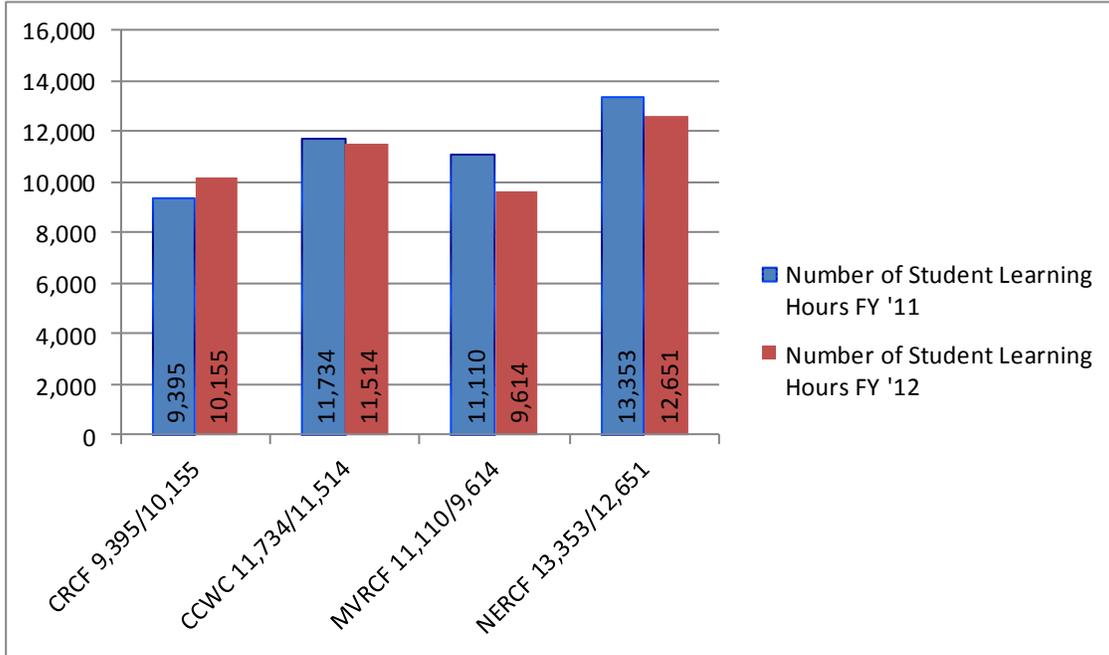
ATTENDANCE



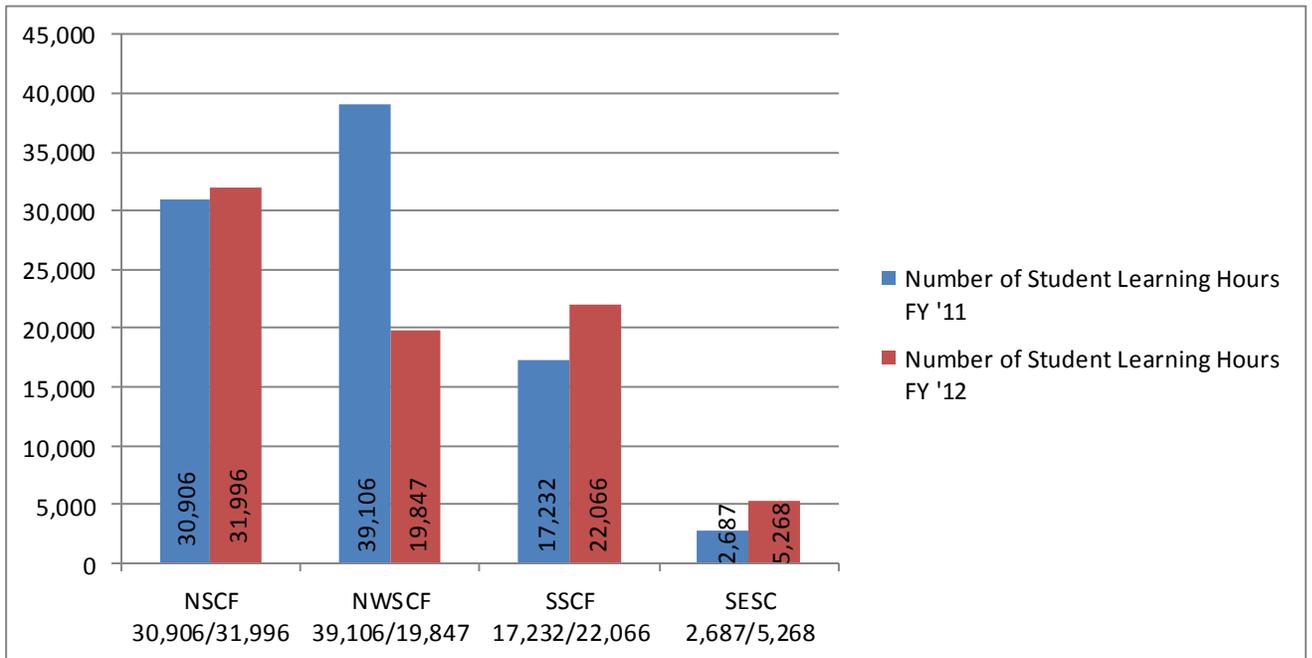
COMMUNITY BASED CAMPUS HOURS



REGIONAL CAMPUS HOURS



CENTRAL CAMPUS HOURS



Community High School of Vermont (CHSVT)
CUMULATIVE STUDENT LEARNING HOURS AND OUTCOMES
 (BY SITE/SUBJECT AREA)
 July 2011 - June 2012 (FY '12)

Instructional Program Days = 230

Q	SUBJECT AREA	REGIONAL LEARNING CENTERS				CENTRAL LEARNING CENTERS				COMMUNITY-BASED LEARNING CENTERS								GRAND TOTALS	
		Chitt. Reg.	Caledonia Wk. Cmp.	Marble Valley	NE Reg.	Northern State	NW State	Southern State	Windsor Wk. Camp	Barre	Benn	Bratt	Burl.	New.	Rut.	Spr.	St. Alb.		St. John.
A	English/Language Arts	1,042.0	169.0	168.5	2,519.3	3,388.6	1,878.1	2,537.5	988.9	810.3	1,672.1	1,689.8	969.4	475.8	1,122.5	458.3	585.4	444.4	20,919.9
B	Mathematics	1,032.4	522.5	261.5	650.3	1,284.3	1,048.6	1,114.0	473.9	422.6	891.4	765.0	334.6	243.4	1,345.8	403.2	350.6	225.8	11,369.9
C	Science	1,163.2	0.0	29.0	418.9	1,244.4	623.5	825.0	297.0	1,099.9	416.6	788.5	434.3	298.5	487.7	214.4	285.3	325.8	8,952.0
D	Social Studies	2,964.5	422.0	2,587.0	2,647.4	2,558.4	1,278.5	1,106.6	487.3	585.9	1,196.0	1,201.0	350.0	162.6	320.2	151.5	317.5	348.2	18,684.6
E	The Arts	1,048.0	936.1	1,643.8	3,252.9	5,741.4	226.3	544.0	709.0	254.5	514.2	208.0	85.5	16.8	43.5	65.1	106.0	76.2	15,471.3
F	Second Language	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0
G	Health Education	11.0	119.0	205.0	1,699.2	1,708.5	340.0	1,952.3	301.0	550.3	452.6	1,807.1	62.9	313.8	25.9	204.4	10.0	189.0	9,952.0
H	Career Education (Voc Content - Correctional Instructors)	1,256.9	8,554.6	4,718.8	509.5	5,804.4	4,860.8	4,244.5	1,544.0	2,077.6	49.5	1,259.8	1,424.4	356.7	765.4	211.1	172.3	1,261.2	39,071.5
I	Voc/Tech Educ (Voc Content - Vocational Instructors)	0.0	0.0	0.0	0.0	8,921.7	8,709.4	6,010.1	0.0	0.0	0.0	0.0	0.0	0.0	347.3	0.0	0.0	0.0	23,988.5
J	Computer Studies	1,637.4	790.6	0.0	950.5	1,344.7	881.3	3,732.0	465.6	152.0	205.9	599.0	58.0	10.0	305.7	153.8	27.8	158.3	11,472.6
TOTAL STUDENT LEARNING HOURS (MONTHLY)		10,155.4	11,513.8	9,613.6	12,651.0	31,996.4	19,847	22,066.0	5,266.7	5,953.1	5,398.3	8,318.2	3,719.1	1,877.6	4,764.0	1,861.8	1,854.9	3,028.9	159,885.3
AVERAGE STUDENT LEARNING HOURS (PER DAY) *		44	50	42	55	139	86	96	23	26	23	36	16	8	21	6	8	13	

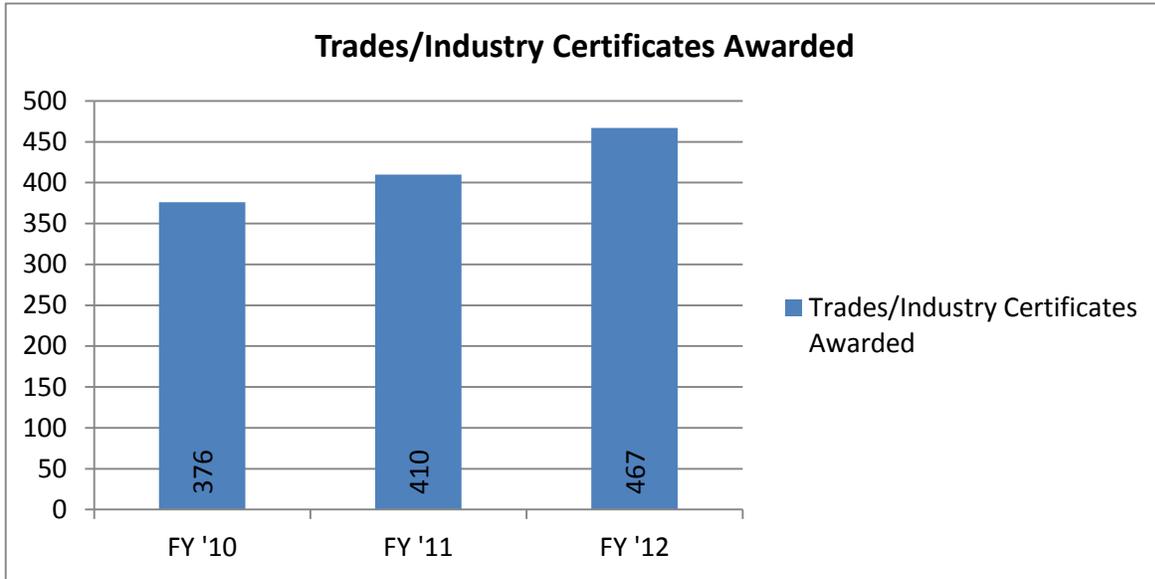
* A Student Learning Hour is equal to one student in instruction for one hour.

STUDENT LEARNING OUTCOMES	Chitt. Reg.	Caledonia Wk. Cmp.	Marble Valley	NE Reg.	Northern State	NW State	Southern State	Windsor Wk. Camp	Barre	Benn	Bratt	Burl.	New.	Rut.	Spr.	St. Alb.	St. John.	TOTALS
Student Assessments Completed	169	26	45	91	475	29	64	49	207	18	14	23	88	27	22	14	21	1,382
Students Completing Proficiency Requirements	0	7	0	3	29	29	5	3	1	7	11	5	23	5	1	5	5	139
Students Placed on Individual Graduation Plans	0	5	22	6	8	28	10	7	11	7	12	23	4	8	7	7	2	167
High School Credits Issued	60	55	10	94	422	133	191	59	59	19	100	33	10	48	26	61	30	1,409
IN-HOUSE Trades/Industry Certificates Awarded	0	17	0	0	67	55	11	0	0	0	0	0	0	5	0	0	4	159
INDUSTRY APPROVED Trades Certifications Awarded	14	5	0	23	86	98	17	12	4	0	0	0	0	22	0	0	27	308

AWARDING TRADES/INDUSTRY CERTIFICATES

The Vermont *Framework of Standards and Learning Opportunities* and their *Vital Results* address the area of employee training – getting ready for work. These skills are emphasized throughout CHSVT in all classes. Opportunities for specific trade skills (e.g., industry standards) vary from site to site. These skills are collectively termed Trades Education and Training/Workplace Readiness. Trades Education generally is the province of the Central Facilities. Workplace readiness is the responsibility of all teachers of CHSVT.

OVERALL SCHOOL



Campus Name	Certificates	
	FY '11	FY '12
REGIONAL CAMPUSES		
Chittenden Regional Correctional Facility (CRCF)	0	14
Caledonia Community Work Camp (CCWC)	17	22
Marble Valley Regional Correctional Facility (MVRCF)	3	0
Northeast Regional Correctional Facility (NERCF)	87	25
CENTRAL CAMPUSES		
Northern State Correctional Facility (NSCF)	122	153
Northwest State Correctional Facility (NWSCF)	59	153
Southern State Correctional Facility (SSCF)	101	28
Southeast State Correctional Facility (SESC)	0	12
COMMUNITY-BASED CAMPUSES		
Barre Probation and Parole Office (BAPP)	8	4
Bennington Probation and Parole Office (BEPP)	0	0
Brattleboro Probation and Parole Office (BRPP)	0	0
Burlington Probation and Parole Office (BUPP)	0	0
Newport Street Campus (NEFS)	0	0
Rutland Probation and Parole Office (RUPP)	0	27
Springfield Probation and Parole Office (SPPP)	0	0
St. Albans Probation and Parole Office (SAPP)	0	0
St. Johnsbury Probation and Parole Office (SJPP)	39	31

CURRICULUM CONTENT COMMITTEE

The Curriculum Committee has been very busy over the past year. The Frameworks Manual has gone through a number of revisions in order to reflect changes in the criteria for credit. Faculty were asked to “test drive” the new syllabus template in an effort to look at concepts/content/skills and the award of credit. We have been most pleased with faculty response/reaction in small groups (faculty meetings) or individually (revised syllabus). Meaningful conversation among committee members and faculty has helped us objectively look at the manual as we continue to work out criteria for credit.

The committee would like to thank those faculty members who sent us their new syllabi. Their hard work and attention to detail have helped with our proofreading/editing of the latest draft of the manual. We hope to have a final copy of the manual completed by the end of the year. It is our intention that the manual will be ready when the new Student Information System is up and running.

Due to the untimely passing of Katherine Miller, the committee would like to dedicate the Curriculum Frameworks Manual to Katherine. She was a long-standing member of this committee, and we want to recognize Katherine for her interest, hard work, and involvement with curriculum development.

Sue Kuzma recently retired and we wish her well as she begins a well-deserved time of rest and relaxation!

Our two new members are Marlena Hughes and Mary Beth Heiskell. The committee looks forward to working with Marlena and Mary Beth as we continue our frameworks manual revision.

Respectfully submitted,

Susan Chiefsky, Chair
Len Schmidt, Secretary
James Candon
Harmony Harriman

POLICY AND PROCEDURES COMMITTEE

It's been a year of change, review, and revisions as the Policy Committee has been busy working on tasks to update its by-laws and procedures. For starters, Bobbi Shutts, former Chair of the committee made a decision to step down and the committee accepted her resignation with appreciation for her contributions and hard work. Jan Noskey, newly elected member of the committee was elected Chairperson to fill the remainder of Bobbi's term and Lisa Harrington remains as Secretary. Members of the committee also include: Jerry Fortin, John Cross, Dan King, Bobbi Shutts, and Chad Thompson. We have one remaining vacancy which we hope to fill shortly.

The Committee has revised and approved the by-laws and completed revisions to the procedure manual, which will be approved at the September meeting. At the request of the Faculty Council, the committee has also agreed to take on the overdue revisions of the Student Handbook and have set a goal to have this work done by the end of the year so that we can produce an updated version for our Community High School students with minimal delay.

We as a committee have also agreed to address the issue of workplace bullying and hope to formulate some guidelines and procedures that will assist in identifying the extent to which bullying exists in our own environment, identifying behaviors that contribute to creating an environment which does not support our goal to provide a healthy and supportive workplace, and to adopt best practices for creating a productive and positive work environment. This should keep us busy and productive throughout the coming year and may I, as Chair, extend my grateful thanks to the committee members for all of their hard work and diligence during this past year.

Respectfully submitted by

Jan Noskey

TECHNOLOGY COMMITTEE

The mission of the Technology Committee is to support CHSVT teaching staff in the integration of technology into the curriculum for the enhancement of student learning.

The Technology Committee continued to work with campuses on keeping up to date with their quarterly technology plan progress surveys and assisted those campuses if changes needed to be made to their plan. Campus technology plans are designed to be campus and student driven to help integrate technology into the curriculum. Campuses developed their own local action steps based upon the school-wide goals developed by the Technology Committee and Administrators, to meet school goals and NEASC standards.

Smart Board trainings were conducted at different sites throughout the state (Barre P&P, Northern State, Northwest State and Southern State) by Valley Communications to familiarize staff with the basic operations of Smart Boards as many campuses purchased them as part of their Technology plans.

The Technology Committee has worked closely with our faculty and administration to serve our students. For FY'12, as in past years, we presented a budget for student computer lab hardware purchases. However, the school administration reorganized the purchasing of instructional technology. Purchases and replacements are now coordinated by the school's administration.

CHSVT Technology Integration award for the first half of the fiscal year was awarded to John Cross. John was nominated by one of his students for continuously striving to keep up with the ever growing technology in the automotive trade. Bobbi Shutts was the recipient of the award for the second half of the year for assisting students in the production of digital presentations and encouraging students to use computers to demonstrate their learning. Congratulations to both on their awards.

This year, per its bylaws, the committee held its annual elections for chair, secretary and treasurer. Mike Lacoss and Scott Tomlinson were elected Co-Chairs; Charity Baker was elected Treasurer and Tom Woods was elected Secretary. Current Technology Committee membership is as follows:

Michael Lacoss, Co-Chair (NSCF) — term expires November, 2013
Scott Tomlinson, Co-Chair (NWSCF) — term expires November, 2012
Tom Woods, Secretary (St. Johnsbury Region) — term expires November, 2012
Charity Baker, Treasurer (Central Office), Program Technician
Laurette Garrand (St. Albans P&P & NWSCF) — term expires November, 2013
Pauline Dwyer (NERCF) — term expires November, 2014
Alan Frost, (Central Office), Information Technology Specialist
Dave Strong (Barre P&P) — term expires November, 2014
Mary Koen (Central Office Representation)

LIBRARY COMMITTEE

MISSION STATEMENT

The purpose of the Community High School of Vermont Library Committee is to ensure that students and staff have access to and become effective users of ideas and information.

Overview

Following its Mission Statement, in FY'12 the Library Committee continued its program of providing periodicals and reference materials. Library materials were no longer a part of the program of the Committee, but towards the end of FY'12, the Vermont Department of Libraries contacted the school, expressing an interest in working with us to enhance collection development and teaching information literacy. Peter van Wageningen prepared an overview of who we are and what we need: Library Information Skills at the Community High School of Vermont. Talks and visitations are currently under consideration.

Periodicals and Reference

In FY'12 the library budget was revised to reflect a mandate from DOC to grant a minimum expenditure of \$1.25 per inmate, or about \$2,125. To fulfill this, the library materials order was eliminated, with the funding going directly to facilities. Community campuses were eliminated from a library materials distribution. Compensation for this reduction came in the form of a one-time \$2,000 funding for eReaders. During the course of the year, it became apparent that the Library Committee was ambivalent about how to fund for eReaders. We knew that funding was coming available for tablets for community campuses and that this may be the trend within the school. Consequently, these funds were not used. Finally, the Library budget was allocated \$9,000 and the following distribution of funds was made:

Periodicals:	\$4,000
Reference:	\$5,000

The Library Committee developed a "Recommended List" of periodicals for the annual magazine order, determined allotments, and forwarded these to the Business Manager for dissemination to all campus representatives. Orders were returned to the Business Manager for fulfillment.

Reference categories were set and Peter brought suggested titles to the committee, reference order forms were sent to the campuses and subsequently returned to the Library Committee for ordering. There were seven categories this year: Almanacs/Directories/Yearbooks, Geography/Maps/Atlases, Legal Resources, Food, Careers, Mental Health, Arts/Culture/Movies, Parenting and Relationships, Personal Finances, and Beginner Guides. Some materials are listed annually, such as *The World Almanac* and *Guinness Book of World Records*.

Each campus was allotted \$300.

Goals

As the Library Committee moves into FY'13, standardizing collections across school campuses, instituting an information skills program, and defining our role within these initiatives as a committee into the future are concerns and challenges. We remain committed, however to the following library/information skills concepts:

- teaching information skills across the curriculum
- providing access and delivery of information systems
- developing a library program and administration infrastructure

Committee members

Peter van Wageningen, Chair
Paul Major

ASSESSMENT AND EVALUATION COMMITTEE

The Assessment Committee is made up of Eric Marchese, Jeff Cassarino, Mary Nelson, Mike Jenzen, Cara Berryman and Chris Cosgrove. This year, Chris Cosgrove was elected to serve as the Committee Chair and Mike Jenzen was elected to serve as Secretary.

The Committee finished creating rubrics based on Student Learning Outcomes and the Habits of Mind. Over the next year, the Committee will begin to use these rubrics to measure student progress.

Last summer, CHSVT stopped accepting GED credits as evidence of prior learning. The Assessment Committee was charged with creating an alternative. We have replaced them with a “challenge exam”. This is a test commonly used in many other states to measure prior learning at a high school level. The tests that we chose to use come with the consent of the Ohio Department of Education. We offer tests in: Reading, Writing, Math, Social Studies and Science. These tests give a student a chance to prove prior knowledge that they have accumulated over their lifetime to help them earn their diploma faster.

COMMUNITY HIGH SCHOOL OF VERMONT LOCAL STANDARDS BOARD

**“LIVE AS IF YOU WERE TO DIE TOMORROW. LEARN AS IF YOU WERE TO LIVE
FOREVER.” MAHATMA GHANDI**

Most of the educators at Community High School maintain a Professional Level II license. This is a license that signifies that teachers have met high levels of standards in both their teaching and their content. They must continually engage in professional development to keep current in their content knowledge, as well as, stay up to date on general educational trends. Each teacher creates an Individual Professional Development Plan that outlines how they will achieve these goals in the next seven years of their licensure. It is the charge of the Local Standards Board (LSB) to oversee that each teacher is maintaining and working toward those ends.

The focus of the LSB this year was to ensure that our teachers are seeking and acquiring the best professional training. It is part of the school’s action plan and it is a requirement of their Individual Professional Development Plans. Many teachers designed thoughtful plans and took part in diverse professional development. One educator attended a nationally renowned institute on John Steinbeck and another created a deep learning experience out of a personal trip to Bangladesh.

We ended the year by saying goodbye to Susan Kuzma, our longtime secretary and we wish her well in her retirement; and we began the new year training on the Core Teaching and Leadership Standards that become effective in July of 2014. We will spend this coming year re-licensing many of the faculty and implementing the Standards into our professional learning.

Members:

Mary Poulos, Chair

Susan Kuzma, Secretary

Kathi Cassidy, Treasurer

John Long

Bill Storz

Dan King

Wade Cole