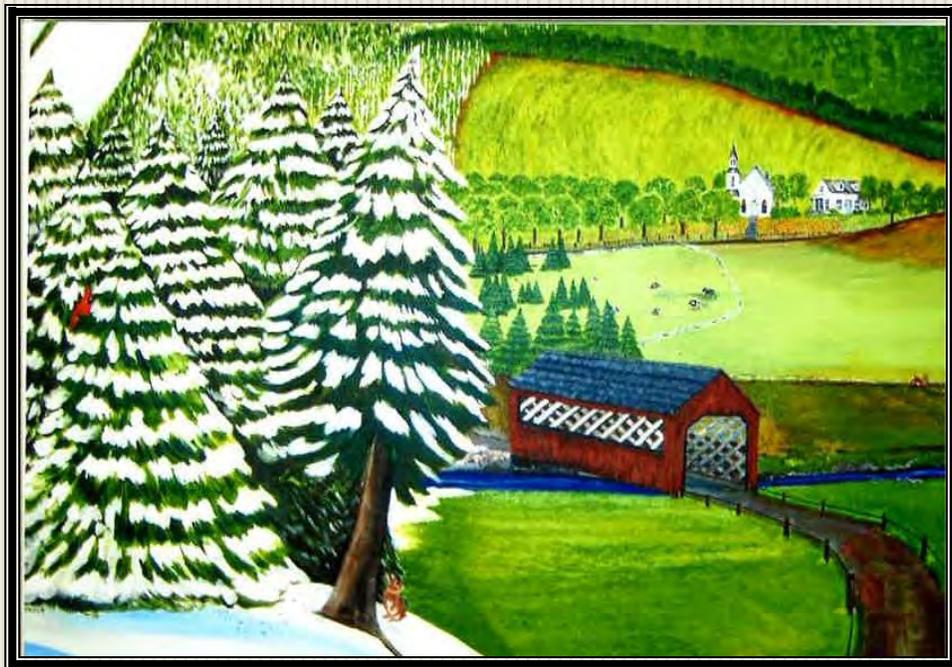


Community High School of Vermont

Annual Report
July 2012 – June 2013



Measuring Student & School Progress.
**Accredited Member of the New England Association of Schools and
Colleges.**

TABLE OF CONTENTS

TABLE OF CONTENTS	1
TITLE 28 VSA § 120 - PUBLIC INSTITUTIONS AND CORRECTIONS	
§ 120 Corrections Department Education Program; Independent School	3
§ 121. Community High School of Vermont Board	4
§ 751b. General provisions governing offender work	5
REPORT OF THE CHSVT STATE ADVISORY BOARD	7
STATE BOARD AND CORRECTONS EDUCATION STAFF	8
VERMONT INSTRUCTOR'S PROGRAM ADJUNCT FACULTY MEMBERS	11
INTRODUCTION	12
PRINCIPAL'S MESSAGE	16
CAREER AND TECHNICAL EDUCATION	18
VERMONT CORRECTIONAL INDUSTRIES	19
HIGH SCHOOL GRADUATES	21
HIGH SCHOOL DIPLOMAS AWARDED	22
BERYLE GARDNER STUDENT SCHOLARSHIP AWARDS	23
INDUSTRY CERTIFICATION	24
COURSEWORK CREDIT	25
FORMER STUDENT SUCCESS STORIES	26
CAMPUS NARRATIVES	
Community-Based Campuses	
Barre Probation and Parole Office (BAPP)	32
Bennington Probation and Parole Office (BEPP)	33
Brattleboro Probation and Parole Office (BRPP)	34
Burlington Community Campus (BUPP)	34
Newport Community Campus (NEFS)	35
Rutland Probation and Parole Office (RUPP)	37
Springfield Probation and Parole Office (SPPP)	39

St. Albans Probation and Parole Office (SAPP)	41
St. Johnsbury Probation and Parole Office (SJPP)	41
Regional Campuses	
Chittenden Regional Correctional Center (CRCF), South Burlington	42
Caledonia Community Work Camp (CCWC), St. Johnsbury	43
Marble Valley Regional Correctional Facility (MVRCF), Rutland	45
Northeast Regional Correctional Facility (NERCF), St. Johnsbury	48
Central Campuses	
Northern State Correctional Facility (NSCF), Newport	49
Northwest State Correctional Facility (NWSCF), St. Albans	52
Southern State Correctional Facility (SSCF), Springfield	54
Southeast State Correctional Facility (SESCF), Windsor	56
GENERAL OPERATIONAL INFORMATION	
Enrollment	67
Goals of the Curriculum	68
Awarding Coursework Credit	68
Academic Assessment	69
Individualized Student Graduation Plans	70
LOCAL STANDARDS BOARD	72
CAMPUS LOCATIONS	73

COMMUNITY HIGH SCHOOL OF VERMONT

Corrections Education

Mailing Address:

103 South Main Street
Waterbury, VT 05671

Physical Address:

White Cap Business Park
426 Industrial Avenue, Suite 120
Williston, VT 05495

Phone: (802) 951-5037 - Fax: (802) 951-5040

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

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.

Title 28 VSA § 120 - Public Institutions and Corrections
Chapter 11, Supervision of Adult Inmates at the Correctional Facilities

Sub-Chapter 02: Employment Of Inmates

28 V.S.A. § 751b. General provisions governing offender work

- a. To return value to communities, to assist victims of crime, to establish good habits of work and responsibility, to promote the vocational training of offenders, to pursue initiatives with private business to enhance offender employment opportunities, and to reduce the cost of operation of the Department of Corrections and of other State agencies, offenders may be employed in the production and delivery of goods, services and foodstuffs to communities, to victims of crime, to correctional facilities, to other State agencies and to other public or private entities authorized by this subchapter. To accomplish these purposes, the Commissioner may establish and maintain industries, farms and institutional work programs at appropriate correctional facilities or other locations, plus community service work programs throughout the State.
- b. No offender shall be required to engage in unreasonable labor, and no offender shall be required to perform any work for which he or she is declared unfit by a physician employed or retained by the Department.
- c. The Commissioner shall establish written guidelines governing the hours and conditions of offender work, and the rates of compensation of offenders for employment. Wage payments of offenders shall be set aside in a separate fund. The guidelines of the Department may provide for the making of deductions from wages of offenders to defray part or all of the cost of offender maintenance or payments to victims of crime. The guidelines may also provide for the setting aside by the Department of a portion of an offender's wages to enable the offender to contribute to the support of his or her dependents, if any, to make necessary purchases from a commissary, to purchase approved books, instruments, and instruction not supplied by a correctional facility and to set aside sums to be paid to the offender upon release from the custody or supervision of the Commissioner. Any interest which accrues from these wages during the period of such custody of an offender shall be credited to any fund maintained by the correctional facility for the welfare of offenders.
- d. The labor, work product, or time of an offender may be sold, contracted, or hired out by the State only:
 1. To the federal government.
 2. To any state or political subdivision of a state, or to any nonprofit organization which is exempt from federal or state income taxation, subject to federal law, to the laws of the recipient state and to the rules of the Department. Five members of the Offender Work Programs Board at a scheduled and warned Board meeting may vote to disapprove any future sales of offender produced goods or services to any nonprofit organization and such vote shall be binding on the Department.

3. To any private person or enterprise not involving the provision of the federally authorized Prison Industries Enhancement Program, provided that the Offender Work Programs Board shall first determine that the offender work product in question is not otherwise produced or available within the State. Five members of the such Board at a scheduled and warned Board meeting may vote to disapprove any future sales of offender produced goods or services to any person or entity not involving the provisions of the federally authorized Prison Industries Enhancement Program and such vote shall be binding on the department.
 4. To charitable organizations where the offender work product is the handicraft of offenders and the Commissioner has approved such sales in advance.
 5. To political subdivisions of the State, community organizations, private persons or enterprises when the Governor has authorized the work of offenders as necessary and appropriate as a response to a civil emergency.
- e. Offender work programs managers shall seek to offset production, service, and related costs from product and service sales; however, this financial objective of offsetting the costs to the Department of servicing and supervising offender work programs shall not be pursued to the detriment of accomplishing the purposes of offender work programs set out in subsection (a) of this section or to the detriment of private businesses as safeguarded by section 761 of this title.
 - f. The Department of Corrections shall, in any new initiative involving sales of offender work products, seek to use the provisions of the federally authorized Prison Industries Enhancement Program.
 - g. Assembled products shall not be sold to any person, enterprise, or entity unless the Offender Work Programs Board has first reviewed any such proposed sale, and five members of the Board have voted in favor of the proposal at a scheduled and warned meeting of the Board.
 - h. The Commissioner shall consult and collaborate with the Commissioner of Labor at least annually to seek funding and support for vocational training for offenders to help offenders achieve a successful transition from the custody of the commissioner to private life. To the extent feasible, any vocational training program for offenders shall incorporate the professional training standards applicable to the construction and other trades, and industries, existing in the private sector. (Added 1999, No. 148 (Adj. Sess.), § 58, eff. May 24, 2000; amended 2005, No. 103 (Adj. Sess.), § 3, eff. April 5, 2006; 2009, No. 33, § 51.)

REPORT OF THE CHSVT STATE ADVISORY BOARD

This report covers the year, July 1, 2012 through June 30, 2013. It was a challenging year for CHSVT. We had members of our board unable to continue in their service due to relocation and employment. At no point during the fiscal year did we have a full nine member board in place.

One of the major accomplishments of the year was the completion of the combining of the Community High School with the Vermont Correctional Industries as one administrative unit. Thus, Wilhelmina Picard, CHSVT Superintendent, now heads both CHSVT and VCI. This change provides our students with a seamless educational program that includes traditional academics with numerous skills-based vocational and technical programs. It allows the school to offer more learning choices to the men and women who are our students. The Board sees this as a positive step. This action will help to promote the goals set forth by Governor Shumlin both in terms of job training and reduction in recidivism.

Perhaps the greatest challenge was responding to the legislative call to reduce the school's budget by \$400,000 for FY'14. The school also had to absorb about \$200,000 in salary increments and associated costs as we moved from one fiscal year to the next. Consequently, the legislatively driven reduction was in the neighborhood of \$600,000. As our fiscal year ended in June, the administrative team provided a plan which included the elimination of one fulltime administrative position, eliminate part time instructors and reorganize the remaining faculty and administrators so as to meet the \$600,000 cut without sacrificing the quality of programs. Assisting this effort was the retirement of a couple of long term teachers and the resignation of a couple of others to accept new positions.

For years the school has operated without a full-blown student management system. It became evident in the budget discussions with various legislative committees that it was impossible to clearly document student attendance and related data. While the administrators and faculty had been working for a couple of years to put such a system in place, the slow pace of change in a governmental agency simply kept it from happening. Finally, in the spring, a student management system was purchased, installed and training for all began. Thus, as we enter the new fiscal year CHSVT will be in a position to provide not only the legislators with strong data, but also the various sectors of the agency, the Governor's office and the Board.

We expect FY'15 to be another difficult budget year; thus, the board will be in an advocacy mode again. It is hoped that the board will return to full membership during this next fiscal year. Another challenge will be trying to decide how best to create and coordinate the efforts of local or regional advisory boards, some of which have been in place for years.

In conclusion, it is important to acknowledge the great contributions made to CHSVT over the years by the Vermont Retired Teachers Association and the many retired educators who have given of their time and talents. The CHSVT is in place only because of the efforts of VRTA and its members. A big thank you to all.

George C. Cross, Chair
CHSVT State Advisory Board
Community High School of Vermont

CHSVT STATE ADVISORY BOARD MEMBERS

George Cross, Chair – Winooski, Vermont
Carol Bokan, Vice Chair - Shelburne, Vermont
David Luce, Secretary - Waterbury Center, Vermont
Richard Fraser, VTRA Liaison - South Ryegate, Vermont
Jason Gibbs – Duxbury, Vermont
Patricia Komline – Dorset, Vermont
Andy MacIlwaine – Burlington, Vermont

CHSVT FACULTY/STAFF

CENTRAL ADMINISTRATIVE OFFICE

Wilhelmina Picard, Superintendent
Troy McAllister, Principal
Mary Koen, Chief, Special Education (Retired January 2013)
Dana Lesperance, Career and Technical Education Chief
Alan Frost, Information Technology Specialist
Dan Hescock, Education Technology Specialist
Charity Baker, Administrative Services Technician IV
Maureen McIntyre, Business Manager
Tatum LaPlant, Financial Specialist
Sheila Sayah, Administrative Services Technician IV

CENTRAL & REGIONAL CAMPUSES

Chittenden Regional Correctional Facility (CRCF)

Jeanne Smith, Regional Special Education Instructor
John Long, Correctional Instructor
Leonard Schmidt, Correctional Instructor (Resigned September 2013)

Marble Valley Regional Correctional Facility (MVRCF)

Jeffrey Cassarino, Correctional Instructor
Dennis Bonanza, Correctional Instructor (Retired October 2013)
Roberta Shutts, Regional Special Education Instructor

Northeast Regional Correctional Facility (NERCF)

Pauline Dwyer, Correctional Instructor
Sean Dobbin, Correctional Instructor
Bill Storz, Correctional Instructor
Tom Woods, Regional Special Education Instructor (Retired February 2013)

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)

Susan Chelton, Correctional Instructor
Chris Cosgrove, Vocational Instructor
Robert Salzman, Correctional Instructor
Jan Noskey, Correctional Instructor
Mike Jenzen, Vocational Coordinator (Retired February 2013)

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 (Retired June 2013)
Nick Rulon, 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 Instructor

Caledonia Community Work Camp (CCWC)

Cara Berryman, Correctional Instructor
Tom Woods, Regional Special Education Instructor (Retired February 2013)

COMMUNITY-BASED CAMPUSES

Burlington Community Campus (BUPP)

Daniel King, Correctional Instructor
Jeanne Smith, 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 (Retired June 2013)
Mary Poulos, Regional Special Education Instructor

Bennington P & P (BEPP)

Eric Marchese, Correctional Instructor
Jack Carson, 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 (Retired February 2013)

Brattleboro P & P (BRPP)
Peter VanWageningen, Correctional Instructor (Retired June 2013)
Tod Lessard, Special Education Instructor

St. Albans P & P (SAPP)
Wade Cole, Correctional Instructor (Resigned August 2013)
Laurette Garrand, Regional Special Education Instructor

Springfield P & P (SPPP)
Susan Chiefsky, Correctional Instructor (Resigned April 2013)

VCI STAFF

ADMINISTRATIVE STAFF

Jerry Schartner, Program Manager
Susan Carminati, Accountant A
Matthew D'Agostino, Financial Administrator III
Mark Duquette, Marketing & Sales Coordinator
Steve Maxfield, Marketing & Sales Coordinator

Furniture Shop – Northern State Correctional Facility

Marshall Rich – Program Coordinator
Barry Allen – Correctional Foreman
Jesse Nash – Correctional Foreman
Doug Lounsbury – Correctional Foreman

Print and Sign Shop – Northern State Correctional Facility

Howard Deuso – Program Coordinator
Ryan Fletcher – Correctional Foreman
Dennis Poulin – Correctional Foreman
John Trenholm – Correctional Foreman

Plate Shop – Southeast State Work Camp

Mike Place – Correctional Foreman

Garment Shop – Chittenden Regional Correctional Facility

Leonard Chase, Program Coordinator

PROGRAM ADJUNCT FACULTY MEMBERS

These individuals joined CHSVT's efforts as Adjunct Faculty Members during FY'13. 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

Brown, Willis

Vocational – Electrical Apprenticeship

Burrell, Jocelyn

Mathematics, Vocational-World of Work

Champine, Domenico

Computer Applications & Science

Champine, Keith

Vocational – Harley Time

Davis, Frank

Mathematics & Social Studies

Dunn, James

Health

Flammia, Alicia

Horticulture & Science

Greenstein, Susan

Language Arts

Grossi, Jennifer

Music Appreciation

Hertog, Judith

English Language Arts

Irons, Morgan

Writing My Life

Kehnemuyi, Darah

US History

Kidder, Catherine

US History

LaPlante, Dianne

Computer Applications

Lariviere, Colleen

Computer Studies

Merrick, Diana

US History & Work Service

Pedrick, Nancy

US History

Sinclair, Donald

Music Appreciation

Stuart, Robert

Computer Basics

Van Nostrand, Matt

Vocational – Harley Time

Violette, Mark

Music – Keyboard, Vocal Music & Guitar

AN INTRODUCTION TO COMMUNITY HIGH SCHOOL OF VERMONT

The Community High School of Vermont is a fully accredited high school through the New England Association of Schools and Colleges (NEAS&C). 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 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 NEAS&C, the CHSVT staff identified five goals that the organization is collectively striving to meet. The goals were developed and agreed upon 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 NEAS&C 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, 2012 to June 30, 2013.

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

Benchmark: 78 high school diplomas and 414 industry approved trades certifications awarded from July 1, 2012 to June 30, 2013.

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

Benchmark: Curriculum Framework includes Common Core Standards, 21st Century Skills and Habits of Mind. Implementation of student information system.

- 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 Programs. CHSVT becomes a certified training unit for National Center for Construction Education and Research (NCCER).

- 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. ProStart Culinary Curriculum and training. Licensed Barbering program instituted. OSHA training.

- 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 is a member of The Institute for Habits of Mind. Habits of Mind instruction strategies are implemented consistently at all campuses and throughout Corrections Education programs.

- 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.

Benchmarks: Professional development of entire teaching staff in mathematics instruction and Writing Strategies. CHSVT partners with Vermont Correctional Industries to provide internships and hands-on learning opportunities within facilities. Collaboration with Program Services within the Department of Corrections to support educational opportunities statewide.

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 2012 – 2013 Annual Report.

Respectfully submitted,

Wilhelmina Picard

Wilhelmina Picard, Superintendent
Director of Corrections Education
Community High School of Vermont



PRINCIPAL'S MESSAGE

Curriculum, Instruction, Assessment & Student Support Report

The 2012-2013 fiscal year has been a year of innovation and improvement.

Student Information System

We have been working on implementing a new student information system. The system is web-based and provided by Focus School Software. With the new system, we have also put in place measures to verify and clean the data that goes in and comes out which in turn have led to some changes in procedures and practices around scheduling courses, taking attendance and credit reporting. The system is fully functional with a few remaining glitches; however, we are confident in the data and information that is in the system.

Curriculum Framework

We have implemented a Curriculum Framework based upon the work of the National Center for Education Statistics to create a common classification system of high school courses. The purpose of their work and our benefit is as follows:

The primary purpose . . . is to make it easier for school districts and states to maintain longitudinal student records electronically, and to transmit course-taking information from one student information system to another, from one school district to another, and from a school district to a state department of education. As substantial numbers of agencies adopt the system, it will produce a secondary benefit: standardized course information for those who evaluate transcripts for postsecondary admission or research purposes.¹

This has also resulted in some changes in the process and procedure for assigning credit and determining course content.

¹ Bradby, D., Pedroso, R., and Rogers, A. (2007). Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) (NCES 2007-341). U.S. Department of Education. Washington, DC: National Center for Education Statistics

Assessment & Writing Strategies Instruction

We continue to use the Comprehensive Adult Student Assessment System (CASAS) as our standard academic assessment. All teachers were trained in the Strategic Instruction Model (SIM) Writing Strategies¹ that include methods for assessing student mastery in sentence, paragraph and essay writing. In the next fiscal year, we will contract with Winona Lowe, the SIM trainer to provide additional training and support for teachers to implement the strategies.

Student Support (Educational Support Teams, Special Education & Section 504)

With the retirement of the Special Education Director in January 2013 and the potential changes being discussed in the legislature and within the Department of Corrections, we began to look at our model of student support. The special educators across the school did an amazing job of staying the course between January and June.

Beginning with the new fiscal year on July 1, 2013, we have begun to develop an integrated model of student support which includes special educators and general educators working together to create Educational Support Teams (EST) that meet regularly to discuss student progress and concerns, share instructional strategies and review interventions for effectiveness. We will have more data on the model and its effectiveness as we progress through the 2013-2014 fiscal year.

Respectfully submitted,



Troy McAllister
Principal
Community High School of Vermont

¹ <http://www.ku-crl.org/sim/>

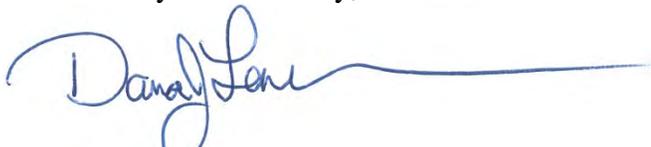
CAREER AND TECHNICAL EDUCATION REPORT

Fiscal Year 2013 brought growth to the Career and Technical Education (CTE) programs at the Community High School. We concentrated on providing tools and resources that will enhance our teachers' ability to use technology in their content areas by adding computers, SMART boards, and technology that brings hands-on learning to a greater level. We increased our Certified NCCER (National Center for Construction Education Research) instructors by certifying five new instructors to deliver the industry standardized curriculum. This year's Harley Time course was closely linked with our Automotive program to offer students exposure to the different jobs that are available to automotive technicians. We have continued to work hard to ensure that all students, no matter what campus they attend, can access high quality Career and Technical Education.

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 support that our students need. This is evidenced by our work in offering ServSafe, Occupational Safety and Health Administration (OSHA), Pro Start (culinary), Master Gardener, and Automotive Service Excellence (ASE) curriculums at multiple campuses. We have become an accredited training center for 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. The partnership between CHSVT, Vermont Correctional Industries (VCI), and Work Crews 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. Implementation of the CHSVT Curriculum Framework has assisted instructors in creating courses that truly have coordination, continuity, and consistency throughout the school.

I would like to thank all of the dedicated students, staff of CHSVT, VCI, Work Crew, DOC, board members, and community partners who helped make this past year a great success. As I travel around Vermont visiting our many campuses, I enjoy seeing our students who are working hard to become tax paying, active members of their communities and the Vermont workforce.

Proudly Submitted by,



Dana Lesperance
Career & Technical Education Chief



Vermont Correctional Industries

Vermont Correctional Industries (VCI) is made up of several businesses which operate within the central facilities across the state. Currently our manufacturing operations consist of Furniture, Print, Signs, Textile, License plates, Engraving, Decals, and Banners. Eighty-five inmates work in these industries that produce \$2.7 million dollars in sales annually. VCI operates under Vermont State Statute Chapter 11- 28 V.S.A. § 751b. General provisions governing offender work.

History

In the fall of 2003, the Department of Corrections was awarded a one million dollar, US Department of Education, Life Skills Grant to establish a new kind of Correctional Industries program. Traditionally, VCI had sought out long term offenders to produce products for the State at reduced prices allowing VCI to offset its costs. The focus of the grant was on offenders with 12 to 22 months left to serve and were determined, through specific criteria, with the highest risk to re-offend and who have poor work histories. The three major offender-specific goals of the Workforce Development Program were:

1. Acquisition of the Habits of Mind
2. 90% employment rate within one month of release
3. 25% reduction in recidivism

The results of this study were promising:

- 59% of the male participants were reincarcerated within six months, as compared to 74% of the control population – representing a 20% reduction in recidivism.
- 38% of the female participants were reincarcerated within six months, as compared to 63% of the control population – representing a 40% reduction in recidivism
- 91% of the male participants found employment within a month, as compared to 64% of the control population - and 95% of those participants retained employment, compared to 86% of the control population
- 92% of the female participants found employment within a month, as compared to 86% of the control population - and 92% of those participants retained employment, compared to 75% of the control population

In September of 2009, VCI Administrators hired a third party expert to assist in the development of a VCI Business Plan. In this plan, the Department of Corrections identified vocational training as its highest priority. Using this as a starting point, VCI and the Community High

School of Vermont (CHSVT) started working together to bring these two independent units under one division – Corrections Education.

CHSVT and VCI now operate in one division within the Department of Corrections. The integration of VCI and CHSVT support the findings of studies conducted on a national level that demonstrate inmates educated, employed and trained during incarceration achieve a higher rate of employment upon release, and that employment is at higher rates of pay. CHSVT brings accredited teaching into VCI allowing the offenders to stay on the job and develop skills needed to succeed in the work place.

Over the past year, VCI has seen the benefits of being under the same division as CHSVT. Today, we are focusing on offenders that are in programs and are being released within 18 months. Resources are shared between and amongst staff and programs, supporting the entire program and realizing savings in areas such as personnel management, offender computer management, upgrades in computer software, vision, mission, and equipment upgrades. Updating VCI's technology has improved the training provided to offenders; they now see real world technology using equipment and software like, CNC machinery, Solid Works, Adobe Creative Suite Digital printing, and a real world production setting. VCI operates much like a business with its primary product the offender.

Vermont Correctional Industries products can be found throughout the State, whether a phone call answered through the Department of Motor Vehicles call center, a road sign produced by the Metal Shop, the beautifully handcrafted woodwork at the State House in the Committee rooms, decals on State Vehicles or publications produced in our Print Shop, or the Vermont License Plates on vehicles. Our most important product, however, is the tax paying citizens that reenter their communities committed to making a better life for themselves, their families and their neighbors.

Respectfully submitted,



Gerald Schartner
VCI Program Chief

HIGH SCHOOL GRADUATES

Total Graduates: 78

High School Diplomas awarded from July 1, 2012 to June 30, 2013

Graduate Name

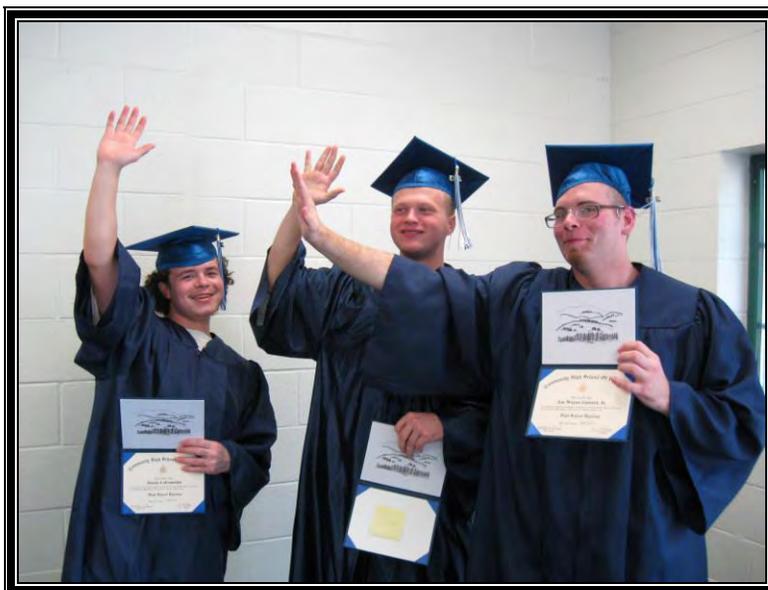
Kasey Ainsworth
Barbara Allen
Alyssa Andrews
Travis Barbour
Aaron Bell
Danny Bevins
Christopher Blouin
Katelynn Bonyea
Brent Booker
Tyler Booth
Lee Bradeen
Stacey Brandmeyer
Tim Brockway, Jr.
Joseph Butts
Cody Callanan
Charles Cassell
Kylie Charbonneau
Timothy Clark
Jeremy Creller
Eric Cyr
Santos DeJesus
Randy DeJordy, Jr.
Tess Devino
Eric Dix
Jesse Eklund
Joshua Ellsworth

Graduate Name

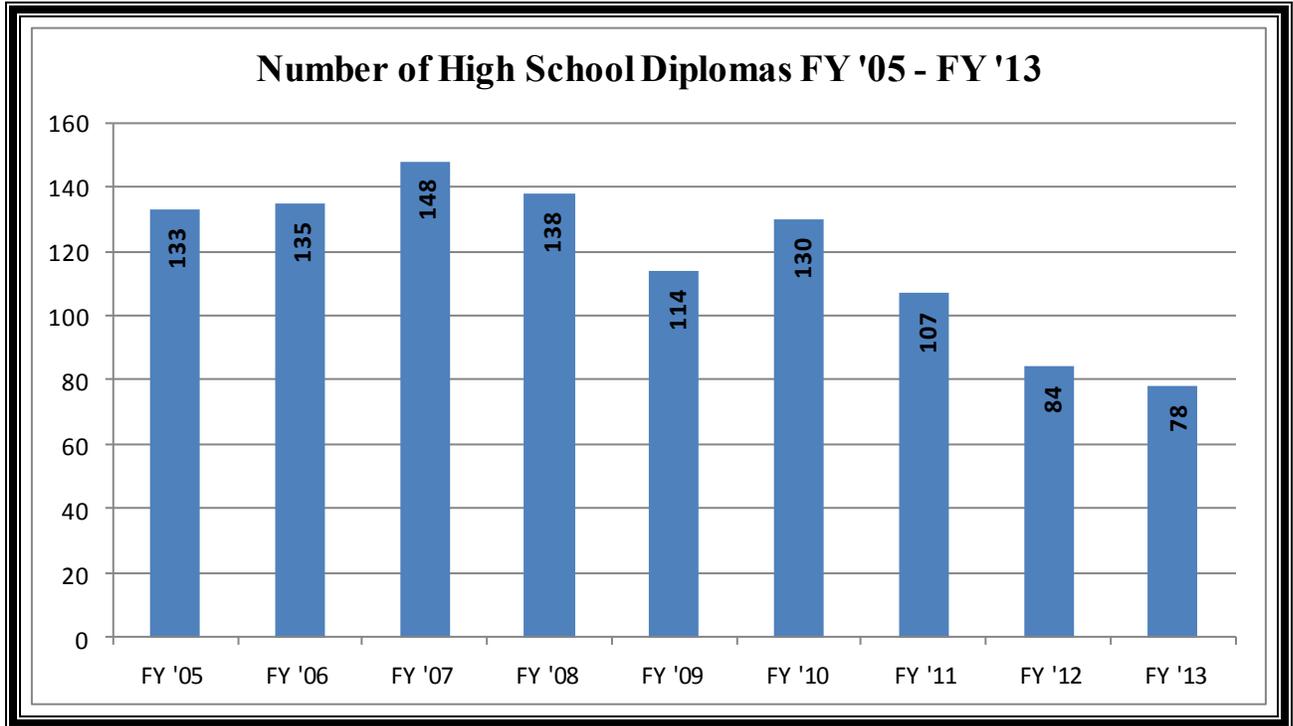
Travis Farrell
Brittany Fitzgerald
Chris Fitzpatrick
Steven Foucher
Laura Frankiewicz
Dennis Gabree
Jon Gassert
Felicia Gauthier
Joshua Geraw
Elizabeth Gerry
Jason Goodrich
Joshua Goslant
Nathan Goss
Craig Grasso
Charles Greene
Jinnie Gross
Oras Howard
Cleopatra John
Brandy Jordan
Steven Lapre
Ebon Longueil
Samantha Martin
Randy Mason
Oliver Maxfield
Dorn Maynard
Ken McFadden

Graduate Name

Nicholas Moll
Jessica Mongeon
Ann Moore
Sheldon Morey
Christopher Morey
Christina Moses
Michael Mullen
Kenneth Murray
Daniel Nicholson
Cheyenne Niles
Tiffany Palmer
Brian Powers
Dana Pratt
Mark Prue
Justin Reed
David Rice
Cody Ritchie
Josephine Rivera
Jah-Eli Robertson
Tyson Robinson
Egber Sehovic
Matthew Shedd
Cathlyne Tirrell
Christina Towne
Gary Vermette
Robert Villa



HIGH SCHOOL DIPLOMAS



The chart above represents the number of high school diplomas that were issued by the Community High School in recent years. There has been a downward trend in the issuance of diplomas. This downward trend is due to the increasing percentage of students entering the Corrections system with a high school diploma. There are actually more students taking advantage of Corrections Education services than ever before but not necessarily on the academic track toward their high school diploma. Reference: Department of Corrections Fact and Figures for FY 2013.

The Beryle Gardner Student Scholarship Awards

Three students were the recipients of the prestigious Beryle Gardner Student Scholarship. Each scholarship is worth \$300.00.

Christopher Clark from the Southeast Work Camp, received the Beryle Gardner Trades Scholarship. The scholarship was presented to Chris for the pursuance of his electrical master license. The Gardner Committee awarded the Trades Scholarship to further encourage him in his educational goals and with the trust that he will spend it for clothing or tools that will help him to get back in to the ranks of the gainfully employed.

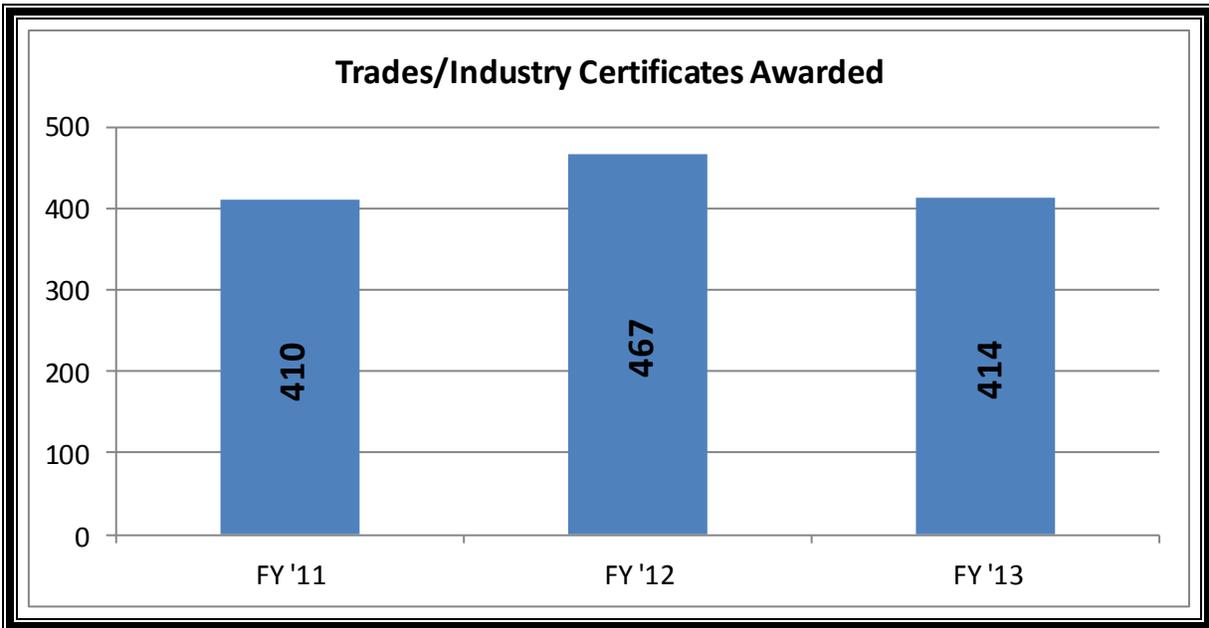
Craig Grasso from the Northeast Work Camp, received the Beryle Gardner Higher Learning Scholarship. Craig has shown a high and continuing work ethic by maintaining all of the NWSCF fleet vehicles, repairing kitchen equipment, and learning basic welding skills. In addition, after he earned his high school diploma, he served as an excellent mentor to younger students while continuing to attend CHSVT classes. In his own words, he did this “just for the fun of learning”. Craig expects to enroll in Community College of Vermont after release.

Nicole Hans from the Burlington Street Campus, received the Beryle Gardner Living, Learning and Working Scholarship. She worked as an office assistant for CHSVT where she learned secretarial responsibilities. In addition, the Gardner Committee was impressed by her generosity. She made a wooden table and bench in math class which she donated to the Burlington Costello Courthouse so employees could have a place to sit outdoors. Her good work ethic, dependability, persistence and positive attitude were also noted. The committee felt that this combination of favorable qualities made her an appropriate awardee.

To our CHSVT faculty, thank you for keeping the nominees coming.



INDUSTRY CERTIFICATION



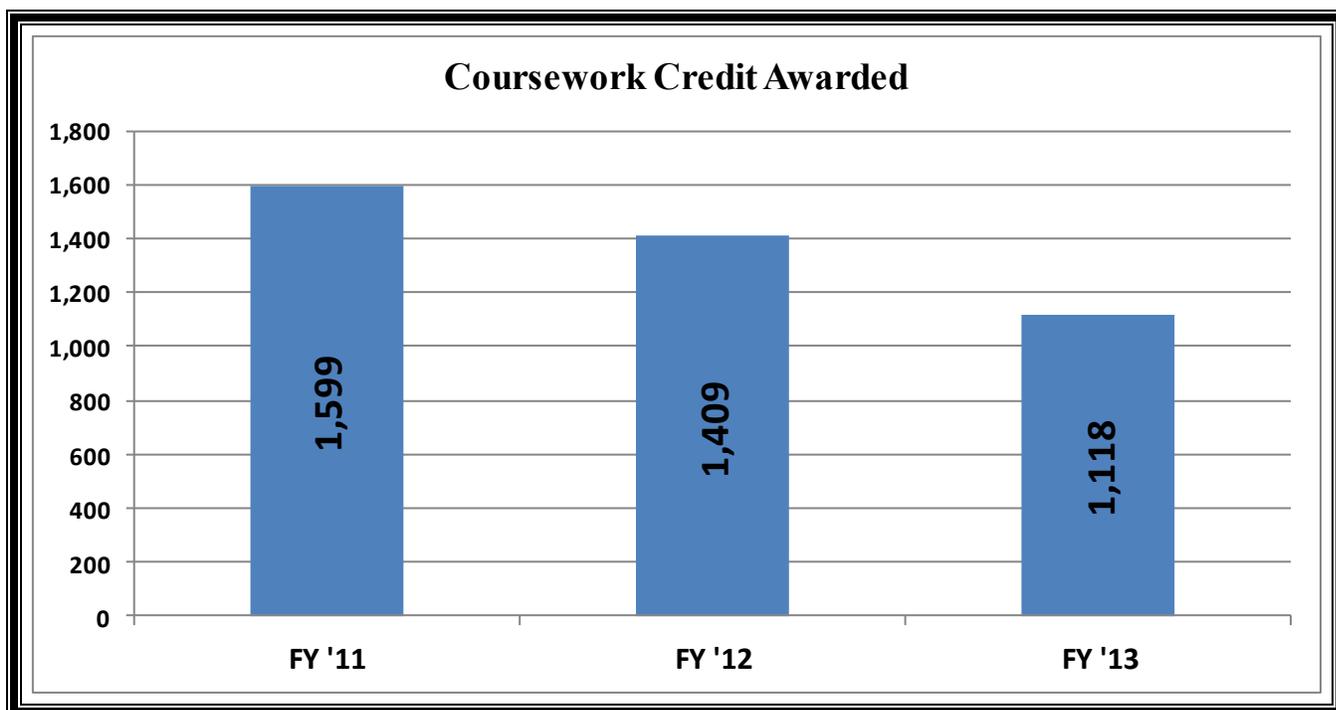
The vision and mission of Corrections Education supports the following Living, Learning, and Working goals:

- Learn to be literate;
- Acquire life and vocations 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.

All Corrections Education trades/industry courses and training have connections to national certification. Students may work toward a high school diploma while working toward industry certification. In the same vein, an individual may be working toward industry certification, but already have a high school diploma. The educational path for each individual is based on areas of interest, need and risk.

The following industry opportunities are available for students and workers: OSHA (Occupational Safety and Health Administration), First Aid CPR, Solid Works, Master Cam, NCCER (National Center for Construction Education and Research), ASE (Automotive Service Excellence), ServSafe, Pro Start, Manage First, Master Gardener, American Welding Society.

COURSEWORK CREDIT



In 2007, the Community High School was accredited through the New England Association of Schools and Colleges (NEASC). This prestigious membership came with a list of recommended improvements that CHSVT has been responsible for implementing before its next review. Over the course of the last five years, teachers and administrators have been working to identify the standards and proficiency levels that students should master before earning a diploma from the Community High School of Vermont. Along with the standards, the Common Core and 21st Century Learning Skills have been completed and are essential to our students' success.

After many years of hard work, the CHSVT Curriculum Framework has been completed, courses have been redesigned to meet the rigor recommended by the NEASC review committee, credit has been assigned to the courses, and the courses are being delivered with fidelity. With the tightening and uniformity of the criteria, the instructional supervision that has been implemented on a consistent basis, the increase in proficiencies, the number of coursework credits have leveled off where the administration is confident in the efficacy of the programs.

Additionally, to support the continuous rigor of our curriculum, school wide professional development, coaching and modeling is occurring with all staff to improve the consistency of instruction that will only have positive outcomes for the learning of our students.

Former Student Success Stories

A letter from a former student:

You may or may not already know but I have acquired the correct amount of credits to graduate, finally! I feel that a big thank you is due to you, Peter and Darah. You may also tell Bob that I took that super hard, un-passable computer test he refused to give me because he thought I wouldn't be able to pass it. Well, I took it and passed with flying colors so even he should be proud.

I cannot quite express exactly how grateful I am in writing for all of your guidance and insight you gave me or your persistence to see me succeed, even at times when I became hard to handle and lost ambition in myself and my work so quickly. I would like to especially thank Darah for pushing me so hard and making me more confident about myself and my work.

I would also like to thank you, Tod, for all the guidance and support I received from you. I have to say the biggest thing you helped me learn was patience and commitment to myself and my work. Something I have struggled with my whole life is being patient and being committed to things and you helped me stay on track and slow down, especially when I became a little too ambitious for the both of us and tried to do everything at once, and for that, I thank you.

I would also like to thank Peter for his guidance and stubbornness with me, and making me stick to my original work even when I found an alternative way of doing things (that may or may not have been more efficient but that's an argument for another day!) so once again Peter, thank you.

It is most definitely a shame that I had to complete my education in jail, but none the less, I am still getting my diploma and a graduation. Something I thought would never happen. Thank you all so much for all you have done. I feel that if it wasn't for you then achieving my goal to graduate would have been near impossible for me if not totally impossible and for that I have to thank all of you, you all made a huge impact on me and my education something I can never repay you for but hey, that's your job.

Thank you all so much, I hope this thank you letter is very thorough in showing how grateful I am and I hope you all will be around when I get out so that I can thank you all in person and shake your hands. Once again, thank you all so much.

Take Care,
Kenneth A. McFadden

A letter from a former student:

Nice to hear from you as always. I have planted a garden here. It is small, but I have planted cherry tomatoes, Roma tomatoes, cucumbers, Boston pickling cucumbers, and some green bell peppers. Our growing season is a lot longer than up north, so we will see how my harvest is. It seems to be doing well so far.

I have met a new friend since we last talked. Her name is Barbara. I go to school with her son, John. She is a Memphis police officer and I have been working out at her house on my off days from school. She has six acres in Williston, TN. I am taking care of her vegetable and flower gardens as well as her fruit trees and shrubs. I love it!! I have really been learning a lot!

She and her son are really great people. Also, one of her relatives is in charge of the Master Gardener program here in TN, so I am going to be able to maintain my certification. That is so awesome!! I will have to take some pictures of her gardens and email them to you. You will fall in love with them I'm sure.

As far as school goes I am still doing great there as well. I have been elected President of my school's National Technical Honor Society!! Is that awesome? I am so happy it is not even funny. I will send you some pictures of the induction ceremony when they have it okay? I am also maintaining my G.P.A. of 3.67 and I should make the Dean's list again this term as well!



A letter from a former student:

I was released a little over a month ago and have been meaning to write this since. My name is Jonathan Falcettei and I recently completed four years of incarceration (two in KY and two in VT). The two years I spent in Kentucky were a complete and utter waste of time. However, the two years that I spent in Newport helped me to turn my life around and decide on which direction to head in.

I am indebted to Shawn and Norma at INDAP, Mike Lacoss at CHSVT, Amy Holloway at DOC Victim Services, and Mike Lacoss, Barry Allen, Doug Lounsbury, and Steve Maxfield at VCI (Vermont Correctional Industries). I suppose I should also say I am indebted to NSCF (Northern State Correctional Facility) for having these people in place. You can have all the programs in the world in place, but if you don't have the right people running them you have nothing.

I don't believe that I would have gotten so involved and benefited so much from INDAP had I had facilitators other than Shawn Smith and Norma Gendreau. As they can tell you, I was "a tough nut to crack" early on. However, over time I earned their trust, and more importantly, they earned mine. Shawn is someone I could easily relate to and he genuinely wants to be there and help guys like me out. That much is clear, because both he and Norma certainly employed all their patience when dealing with me at the onset of our relationship. Norma is a little different, but they balance each other out perfectly. Norma has shown me the kind of relationship I want to be in, the kind of relationship my next partner I and deserve. She taught me never to "settle", never to ignore the "red flags". She speaks from experience and is obviously invested in her work. I never felt like I was on a different level than either of them; I always felt like an equal. They facilitated that kind of environment and always made it clear right from the start what was to be expected. It's clear that they both truly believe that people can change their habits/patterns if they work hard enough.

Shawn and Norma taught me how little I actually looked at my thoughts before I acted on them. They taught me what it meant to look at a situation objectively (the thing that I think is the single most valuable piece of INDAP).

Before incarceration I was a Licensed Nurses Assistant and my career path was to advance in that field. As a convicted felon that was pretty much off the table. I really had no direction in which I wanted to go and wasn't sure what my options were. There entered CHSVT/VCI with some relevant job skills training available...3-D Computer Aided Design (CAD) and Drafting.

I heard about the SolidWorks and MasterCam classes and immediately recognized the immense opportunity. Mike put me into his class mid-semester and scheduled me for extra time in the B Building after hours. I jumped right in and was practicing SolidWorks for about six hours a day, five days a week. I heard about an open CAD Technician position at VCI and kept working diligently in hopes to put myself in a position to fill it. Mike and Barry eventually gave me a chance to fill that position. I found the direction there that I plan on following professionally for the foreseeable future. What an incredible opportunity!

After my release, I obtained my CSWA (Certified SolidWorks Associate) certification from Dassault Systems, the company that makes SolidWorks. Soon afterwards I registered my business, Intrinsic Design, and began to look for work. It became clear that in order for me to

really begin working, I had to make an investment. Scary as it was, that's what I did. I invested in a new laptop and a license to run SolidWorks Professional (totaling about \$8,000). The amount of interest I have received is incredible and it's clear to me that I made the right choice. Within the first two weeks I was out, I landed my first job doing exactly what I trained for as a CAD Technician at VCI. It's true what they say that if you own your own business, you work seven days a week, 24 hours a day; but it's worth it and I wouldn't have it any other way. It is also true that if you love your work, you never work a day in your life.

Mike Lacoss and Dana Lesperance have been trying to make it so that guys can get their certifications while incarcerated. Due to security and politics, this hasn't worked out. The problem is that the tests are timed and taken online. Really though, it would be very easy to set up a single computer with access to this one site and therefore, there is no security risk. I know Mike would also be willing to supervise the offender. Someone should push this through...Think outside the box!

Please pass along any parts of this letter or this letter in whole to anyone involved in it. You people all have a thankless job and I think everyone deserves a pat on the back or a boost now and then.

Thank you,
Jonathan Falcetti



Essay of Aspiration, by Jeremy Mackenzie:

“Aspiration is a hunger to fulfill our dreams and visions. When we aspire to a goal, any goal, that aspiration guides our decisions and directs our energy.”

I draw above on the quote from our aspiration activity sheet. If this statement is true, which I know it to be, then I must have had quite an appetite. As I turn this essay in, I have already worked for years through the power of sheer aspiration to reach the gates of my first goal and dream, which was to escape the life and *stark mountains* from which I came, and come to this very school and be accepted. With that said, it also follows to say; that I have passed those gates, and am now quite literally sitting in my dream at this very moment...as are you who read this. I hope it's your dream too.

But this is not the end of the goal. It is only a landmark step. As for traversing the maze ahead, the next phase of work begins now. And I am ready. What goal and dream looks like....I will say for now, in short language, that my end is to write, direct and produce movies. Not to be rich, or to be famous, or for glamour or prestige, but for only *one* reason... Because *story* is my passion.

When I was a small child, my father used to read me stories. He would not just read them to me, he would read them again and again, switching stories, going back to stories he had already read, changing the narrative slightly to test me and see if I knew, to see if I followed and remembered how it was supposed to go. Over and over he would do this, a nightly test, that constantly said: “Pay attention to the story, son.”

And I did. I would catch the changes in the story, in the narrative, in the quotes and dialogue, again and again, correcting him word for word. I became enchanted by the stories and knew them well.

Years later, my path changed. I became lost in the stark mountains of life where the clouds of dream don't exist. Yet somehow, after over a decade in those cloudless mountains, to the amazement of those around me, some of whom had never seen a cloud (or dream) in their lives, I managed to conjure a cloud. And when I did, it rained down on me, that love story which my father planted. I had almost forgotten it but, it was back. It was that cloud which I followed down from those mountains to be sitting in my own dream here at this school now.

As for the next phase of my dream, I will draw on the other quote from our aspiration activity sheet:

“There is only one question to ask yourself, “What are you afraid of?” ... and could you do and become anything you want?”

Well, I have already asked myself these questions. I have answered them thoroughly. The answer is: I AM NOT AFRAID. And for the first time in my life, I know with unwavering conviction that I CAN do and become anything I want, and I will. So now that I have stated what I want, the time for talking is now over.

The time for doing it begins now.

Community High School of Vermont Campuses



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

Our year was very much like the transition from winter to spring in Vermont. It roared in like a lion and out like a lamb. We had a flurry of activity followed by quiet academics that concluded with some fond farewells.

In the summer of 2012, the Barre campus engaged in a variety of field trips. We wrapped up our sailing course at The Lake Champlain Community Sailing Center. We had five students complete the course. Later in the summer, we went to Groton State Forest where we hiked up to the top of Owl's Head to view the scenic vista of Lake Groton, Kettle Pond and the Green Mountains. We hiked back down and drove over to Boulder State Beach where we roasted burgers and hot dogs, swam, and used some of our sailing techniques.

Later, in the summer, we went to ECHO Lake Aquarium and Science Center in Burlington. We toured the center and then experienced "Our Body: The Universe Within". It was a culminating event of a unit on the human body. It was a fascinating look of actual human anatomy. We were all mesmerized by the work and information of the exhibit.

During the winter, our local advisory board unanimously decided to disband. Many members had moved on in their professional and personal lives. Those that remained believed that the board no longer served its original purpose of advising local initiatives. It was with great sadness and heartfelt consideration that they chose to discontinue the board. We give them many thanks for all their support and time over the years.

There were three graduation ceremonies during the year. There was a small event in August which was one of the more emotional graduations that Barre has experienced. In January, we held another small ceremony that was very heavily attended. The last graduation was in June and it was the graduation of students who had attended CHSVT for two years together. It was bittersweet to send the graduates on their way and also Dave Strong as it was his final graduation before his retirement.

Dave Strong ended his tenure with CHSVT at the end of June at the Barre Campus. We roasted him at the May Faculty meeting and then presented him with a plaque of remembrance at the June graduation. Dave was a stalwart presence at Barre. He will be remembered for his attention to detail, his dedication to the students, his quiet intelligence and composed demeanor. Enjoy your well-deserved retirement, Dave!

Respectfully submitted,

Mary Poulos

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

Bennington Campus graduated two students this past year. There was much excitement as one of the students had worked for a very long time in obtaining her diploma. She entered Community High School with zero credits and earned all her credits at the Bennington Campus, so there was tremendous excitement when she completed her final credit.

Bennington continues to take students out on adventure activities including rock climbing, survival skill, and hiking. While these activities allow students to experience the natural world around them, they also provide opportunities for students to work together and be successful. In addition, adventure activities give students the chance to challenge themselves in different environments.

One course students participated in this past year was physical science. Throughout this course, students used projects to help understand the concepts in physics. Students built marble roller coasters, Rube Goldberg machines, balsa wood gliders, and balloon powered cars. At times, these projects were very challenging for students as things didn't always go as planned. The students worked in groups and often asked each other for assistance when working on their projects. In order to create and improve their projects, students relied on many Habits of Mind, include persisting, gathering data through all the senses, and creating, imagining, and innovating.

This past academic year students had opportunities to share their class work with not just their classmates, but with the men and women of Bennington Probation and Parole. On one occasion, students displayed their power point presentation on a barbarian group during a course in ancient world history. Another time, students performed a reading from a short story that they had written. In both of these instances, the staff at Bennington Probation and Parole were very impressed with the work and performance of the students.

Students had the opportunity to work with basic robotics. Working in groups, students built robots that contained three motors. These motors allowed the robot to move in various directions and pick up and or move things. Building the robot was just the beginning of the challenge for the students. Once the robot was built and the student acquired a basic understanding of the movements, students were then required to build robots and program them to complete simple tasks.

All and all, the students were involved in many active learning opportunities inside and outside of the classroom. These opportunities challenged the students' comfort zones providing many instances of student growth. In order to be successful, students constantly had to apply the Habits of Mind throughout their learning experiences.

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

Here is the news from the banks of the West River:

Peter VanWageningen retired in June after nine years teaching at the Brattleboro Campus. Peter is an exceptional teacher/mentor/friend and will be missed. Fortunately his philosophy towards education will continue; always place the students first.

June also brought the school's adjunct program to a close. Our adjuncts have been so valuable in helping to create the culture at our campus. They put the "community" into CHSVT, offering so much more than academic coursework, they helped all of our students excel and to become productive members of our community.

Amidst all of these changes a focus and direction survives. This ethos is one of personal responsibility, self-directedness, teamwork, community involvement, and meaningful interrelationships. We strive to build balanced human beings within and outside of this building.

Education never rests. Looking into the future we will seek stability from the swirl of changes all around us. CHSVT-Brattleboro has always offered students a chance to ease back into their own academic and personal learning. At our most recent graduation in May, every graduate stated how important it was to them to learn at their own pace, to be respected, and to have input towards their education. Simple philosophies create empowered people.

BURLINGTON CAMPUS
32 Cherry Street
Burlington, VT

It has been yet another busy school year at the Community High School of Vermont's Burlington Probation and Parole community campus.

The implementation of regular Comprehensive Adult Student Assessment System testing has allowed us to better pinpoint students' academic needs and, consequently, better define our curriculum offerings. Additionally, Career Decision-Making assessments have enabled us to better collaborate with students in helping them identify career paths of high interest and create more relevant transition plans.

For the fifth 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 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 customized motorcycle, along with another one built in the Community High School of Vermont Auto Shop at the Northwest Correctional Facility, was donated to Vermont Fallen Families, giving our students yet another opportunity to give back to their community and thereby increase their own sense of self-worth.

We enjoyed five graduation ceremonies over the year: Three students graduated in July, two in September, and one each in October, February, and March. The self-esteem these deserving students gained from overcoming significant obstacles was shared by their support teams, their friends, our administrators, and this education team. Importantly, two of these graduates are currently enrolled in college programs. One of these CHSVT graduates is majoring in crime scene investigation—an interest sparked by our summer 2012 field trip to the Echo Lake Aquarium and Science Center’s Our Body: The Universe Within exhibit.

We look forward to continuing our contribution to the success of Burlington’s diverse population in the coming year.

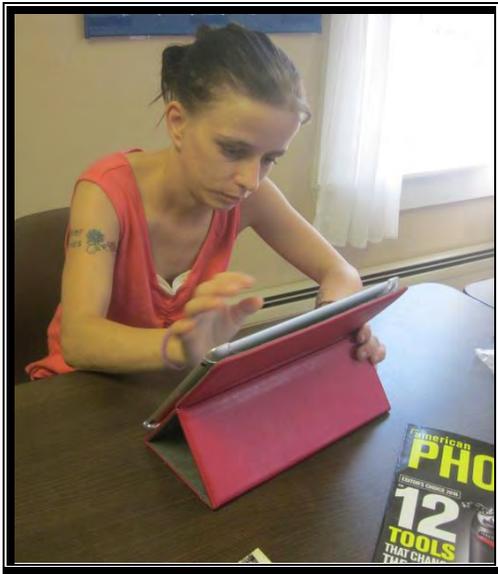
Faithfully submitted by Daniel King.

NEWPORT CAMPUS
267 Main Street, Suite 1
Newport, VT

At the Newport Campus the 2012-2013 school year has involved a number of different activities designed to get students engaged in learning and working in their local communities.

This year we were able to do special field trips including a trip to Montpelier to tour the statehouse, get their SSI cards at the Social Security Office and discover some outdoor adventure at Hubbard Park. The students enjoyed the opportunity to explore the history, geography, and culture of Vermont.

In addition to these activities, students at the Newport Campus benefited from a variety of learning opportunities including technology integration with iPads, the implementation of graduation portfolios, and school-wide math and writing initiatives in which the teachers received extensive training and consultation.



iPads were put to use in the classroom



Students worked on hands-on Projects

Our local community collaboration with Green Mountain Farm to School and Northeast Kingdom Community Action was awarded another Summer Youth Employment grant by the Department of Labor. The grant put eight young people to work in the Farm Corps program that the collaboration began developing last year.

Farm Corps participants received job readiness training, participated in service learning activities, worked on local farms, took a tractor safety course and ran a booth at the local Farmer's Market. Participants also explored the Habits of Mind and developed a website to document their employment experience. To read the participants' blogs, see pictures and check out some recipes, see the Farm Corps website at:

<http://farmcorpsvt.wordpress.com/>



The CHSVT Composter at its new home at the Fresh Start Community Farm

The 2012-2013 school year concluded with a community celebration where the school donated a composter that had been designed and built by a student in the Master Gardener and Welding programs at the Northern State CHSVT Campus. The composter went to the Fresh Start Community Farm's Summer Street Garden in Newport where it will be used in a community composting education program.

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

The Rutland Community Campus worked with thirty-three individual students this past academic year. Some students had come to earn academic and vocational credits toward their high school diploma, and others are past graduates, who were returning to brush up on skills or revise a resume for their job search.

The students and faculty successfully planted a community garden, nurturing it to harvest last summer. Students learned to make fresh salsa from their own produce. There was more than enough salsa to send home with students to share with family. Students learned about the science of gardening, testing the pH balance of the soil, primary and secondary soil nutrients and many other aspects of their horticultural efforts.



During the fall and winter semesters, students progressed from cultivating plants to a cooking and nutritional module where they had an opportunity to work in a kitchen with a local chef, preparing healthy meals. The Learning Kitchen was hosted by the Community High School teachers at the Rutland Probation and Parole campus through a grant from Hunger Free Vermont. Six wholesome meals were prepared under the guidance of a chef in the youth center kitchen at a local church. Students then had an opportunity to take home ingredients to make the same recipes at home on their own. Classroom instruction on nutrition coincided, helping students to learn about healthy eating. Many students shared that they have adjusted their eating habits and are purchasing healthier foods and making healthier meal choices for their families.



In the Fall of 2012, four students earned certificates of completion in the Shaken Baby Syndrome Program taught by Kay Shangraw of Prevent Child Abuse Vermont.

As a result of reallocation of space at the Rutland P&P Office, we now have a dedicated computer lab with five stations, internet access and a SmartBoard. With internet access, students have an enhanced ability to conduct research.

Through an English/History research project one student has started learning about her Native American Heritage, found her birth parents and has begun the lifelong experience of getting to know her biological family.

James Candon
Kathi Cassidy
CHSVT Rutland P&P Office

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

The students, teachers and probation staff at the Springfield P&P got involved with a community oriented project by painting a mural of the Town of Springfield. The mural depicts the buildings, history and events of Springfield including the Premiere Showing of “The Simpsons Movie”.

This project was organized and directed by Mona Frye from Springfield Supportive Housing. The mural is located on an old foundation wall near the State Building on Mineral Street.

Submitted by Jack Carson





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

FY 2013 began with a graduation August 15, 2012 at the People's Trust Company. The graduating class consisted of four students. Graduation reignited motivation in a few students refocusing them. Mid-way through the fiscal year teachers were told the street sites may be closing. News spread quickly, therefore new enrollment and referrals dropped significantly. Wade Cole made the best out of the situation and ended the year with a graduating class of six. The graduation was held June 13, 2013 at the St. Albans City Hall Auditorium. Each graduate told their story and expressed appreciation for being able to earn their high school diploma.

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

The St. Johnsbury P&P campus has undergone major changes this past year. Before the retirement of Tom Woods, we celebrated the graduation of one student during the 2012-2013 school year. Then, like all community campuses, ours was closed for a short while as CHSVT as a whole underwent a major paradigm shift. After our hiatus, the St. Johnsbury team, along with our administrators, developed a plan that would serve our students in the community without taking a full-time teacher away from the correctional complex.

Currently, our team serves students by appointment at the P&P campus, generally on Monday afternoons. As needs transform and enrollment increases, we anticipate that we will adapt to manage those changes.

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

Team Chittenden has gone through many changes this year. Jeanne Smith provided outstanding special education services until moving to the North West State Correctional Facility this spring. Dan King has made the move from the Burlington Street Campus to Chittenden. Len Schmidt is moving on to a position with Hinesburg School.

We increased our vocational offerings this year. The ladies have done an amazing job engaging in classes and workshops offering certificates in trades skills, workplace safety, restaurant management, master gardening and work force readiness.

There were special offerings during the year from other organizations. Monica Sargent, from the Vermont Student Assistance Corporation, facilitated a college financial aid workshop. Prevent Child Abuse Vermont, Shaken Baby Syndrome Prevention Trainer, Kay Shangraw, RN, came in and conducted a workshop geared toward young mothers. All were well attended and received.

Our course offerings were also enhanced by the access to court courses led by Steve Miller. They covered a variety of legal topics including furlough and parole procedure and access to the legal system for offenders.

The Harley Time program was a success at Chittenden. Keith Champine came to the facility weekly during fall and winter semester. He taught various workshops on bike maintenance and up keep. These workshops contained strong components in math and science. Workshops were well attended and the response from students was very positive.

We partnered with facility medical services to offer workshops in health and wellness. Various facility nurses offered classes in substance abuse, STD awareness, and stress management.

Christine Longmore from the Vermont Association of Business Industry and Rehabilitation (VABIR) came in to provide prerelease employment support and worked with folks on resume construction and interviewing skills. There was a good turnout for classes and student feedback was positive.

Colchester rescue offered CPR certification courses throughout the year. These workshops were very positive and well attended. Twenty-Two CPR certificates were awarded.

Len teamed up with Vermont Works for Women (VWW) facilitator Karen Dolan to offer a workforce readiness certificate program. These classes focused on resume, cover letter and job interview skills. Professional guests from the community came in to conduct mock interviews. Soft skills necessary for any successful employment experience were covered and discussed in depth. There was a strong Habits of Mind component which culminated in individual student projects. Seven work readiness certificates were awarded.

Len also completed the National Center for Construction Education and Research certification (NCCER) and brought various trade skill certifications into the facility and also CRCF work crew. These workshops focused on lead abatement and workplace safety. This component was well received by the women and enhanced work crews ability to complete various community projects. The ladies appreciated Len's efforts in making this program available and will miss his guidance and expertise in these areas. As Len departs we currently have 15 participants enrolled in this program.

Team: John Long, Correctional Instructor
Len Schmidt, Correctional Instructor
Dan King, Correctional Instructor

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

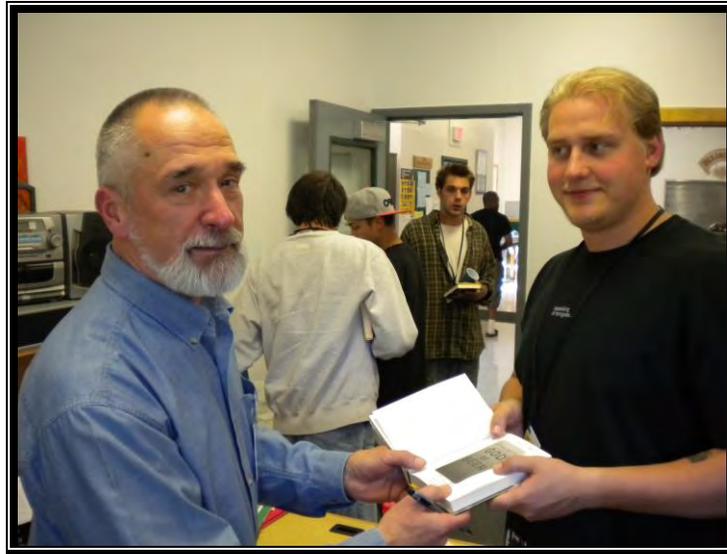
This was a wildly busy year at the Work Camp, due to a combination of engaged students and amazing learning activities, alongside an extreme makeover of the education program itself, led by our school administration. This included changes to staffing, classrooms, offices and a complete restructuring of the schedule.

We said goodbye to a number of long-time adjuncts who gave so much to our students. Jocelyn Burrell, Math Instructor, and Diana Merrick, History Instructor, are particularly missed. Longtime CHSVT teacher Cara Berryman took her talents over to the Regional facility next door, though she continues to be involved with students at the camp through the ServSafe program. New instructors at the Work Camp include two experienced CHSVT professionals, Claire Swaha and Pauline Dwyer. The school program has been reorganized around day classes and office classrooms, with an emphasis on an incentive program geared towards a core group of diploma-bound students (Invitational Block). So far the program has been successful, thanks to support from the Camp Leaders, Case Management and Work Crew personnel.

Eight students graduated during the year. We are very proud of Nate Goss, Craig Grasso, Kasey Ainsworth, Aaron Bell, Tyson Robinson, Charles Greene, Steven Foucher, and Nicholas Moll. Craig Grasso was also one of three graduates school-wide who earned a Beryl Gardner scholarship this year! A number of students also earned valuable certifications during the past year, including six ServSafe certificates, 17 OSHA certificates and 16 First Aid/CPR certificates.

Civil War Historian and author, Howard Coffin, lectured to our students during our spring Vermont Reads program, which celebrated the books Bull Run and The Red Badge of Courage. Theater artist and Vermont Arts Council presenter Morgan Irons led a fabulous Poetry Out Loud program at the work camp in the spring, culminating in a riveting spoken word performance by all students.

Through collaborative support from the Vermont Humanities Council we were able to conduct a significant program with a large group of students exploring the novel God of Beer, which is set in the Northeast Kingdom of Vermont. The author, Garret Keizer, came to our final event and generously shared his wit and wisdom with our students. A truly memorable occasion!



Some work camp students became nationally rated chess players during the year, by virtue of their participation in our chess program and their participation in USCF sanctioned tournaments which were held next door at the regional facility. Tyson Robinson, Earl Rogers and Tim Brockway each earned this distinction.



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

FY'13 was another successful year for the students at the Community High School of Vermont (CHSVT) at the Marble Valley Regional Correctional Facility (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 and successful courses being taught by Jeff Cassarino at MVRCF is the ServSafe class. The course teaches students about restaurant/kitchen sanitation and is a nationally recognized certification in the food industry for students wishing to work in the restaurant/food field. The students learn about food safety and other facets of the kitchen. At the end of the course, the students take a national test, and if they pass, receive a certificate that is valid for five years. Over the past year at MVRCF, more than 20 students passed the national test and received certification.

As a result of the popular ServSafe class at MVRCF, a Pro-Start class was offered to the students. Chris Cosgrove teaches cooking in the kitchen, focusing on the hands on part of the course. 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 provide services for identified students. She offered an Introduction to Psychology course that was well received by the students. Students want to know about learning disabilities, how people learn, and how their behavior and brain are connected. Reading and writing strategies are developed while participating in English classes taught by Bobbi. She continues to make connections with community services and educational programs to incorporate into courses. The Vermont Humanities Council provides great speakers, resources, and materials to enhance learning.

Kathi Cassidy will be working as a Transition Teacher at Marble Valley teaching afternoon classes which are developed to assist Community High School of Vermont students who are preparing for re-entry into the community. Kathi will be working with a Community College of Vermont (CCV) instructor to deliver a Governor's Career Readiness Certificate Program class to interested CHSVT students. This is a nationally certified program that is designed to bring students to proficiency levels of understanding in Language Arts, Basic General Math, Computer Applications, Communications and Critical Thinking. Students will leave the program with a portfolio demonstrating proficiency in the areas listed above and with a polished resume and cover letter with which to begin their work search for an entry level position in various types of companies. In addition, students who complete the program satisfactorily will also have the opportunity to be awarded three college credits in Critical Thinking through Community College of Vermont.

Chris Cosgrove joined the staff full-time in September. He has been working at the school for over five years. He will be teaching Culinary Arts through the Nationally Accredited ProStart Program. In addition to Culinary Arts, Chris will be teaching Art and Current Events. He is hoping to help Jeff expand the exercise and ServSafe programs.

Students enjoy art as a means of self-expression. One student offered to create a mural, (see below), others enjoy creating greeting cards, or portraits for family members.



Volunteers are a valuable addition to education. MVRCF is fortunate to have Rosemarie Vanderhoof continue to volunteer and teach the students the fine art of chair caning. The chairs when restored (see picture below) are then returned to the community, giving students a sense of restorative justice and community pride.



Throughout the year, our volunteer coordinator brought to CHSVT and MVRCF a fine list of musicians in conjunction with the music class offered at MVRCF. Students have an opportunity to learn more about law from Jan Dembinski, who offers a class on legal issues, which clarifies many myths or misinformation students may have. CHSVT had a great turn out for the Shaken Baby presentation, teaching students the importance of good parenting and eye opening information on how to safely care for infants and children.

Overall, the students at MVRCF are exposed to a variety of courses that benefit them when they transition into the community. Many students worked on earning credits needed to obtain their high school diplomas and participated in electives offering valuable skills needed for success. CHSVT and MVRCF focus on developing living, learning and work ready/life skills students can use when re-entering the community and family.

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 possible. A special thank you to all those who volunteer to make MVRCF the best it can be.

Respectfully submitted by,

The CHSVT staff at MVRCF



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

Another year, and a new set of changes!

The regional side of the Northeast Correctional Complex, like most of our campuses this year, underwent some minor (and some not-so-minor) transformations. The primary change has been the further unification of the three locations in St. Johnsbury and a better understanding of what that means to our team. Chances are, this is the last annual report from “Northeast Regional” – we truly are one educational team, currently made up of Cara Berryman, Sean Dobbin, Pauline Dwyer, Bill Storz, and Claire Swaha, all of whom currently teach in some capacity at more than one of our three sites.

At the beginning of the year, the St. J team was arranged like this:

- Work Camp – Cara and Bill
- Regional (Anne Cote Learning Center) – Pauline and Sean
- P & P – Claire and Tom

And now we look like this:

- Work Camp – Pauline, Claire, and Bill
- Regional (Anne Cote Learning Center) – Cara and Sean
- P & P – (by appointment only – all teachers working together to serve students)

Academically, students have continued to thrive at the Learning Center, participating in a number of unique learning opportunities in addition to their traditional coursework. We had a very successful Vermont Reads program centered on two novels: *The Red Badge of Courage* by Stephen Crane, and *Bull Run* by Paul Fleischman. Students participated in two intensive English and US History study, culminated by a round-table discussion with Fleischman himself. We had over thirty unique participants taking part in the program, and many of them earned .25 credits in either English or US History.

In October, our Invitational Block students participated in an extraordinary pumpkin-carving event led by Pauline. The truly special aspect of this event was the development of an important parenting connection. Some of our students carved their pumpkins specifically for their children, and were able to send a photo home to them.

The teaching staff also partnered with the Clara Martin Center staff to offer credit for their popular Compass program. The collaboration encouraged growth in both the school and the treatment program.

All in all, the 2012/13 school year might be characterized as a crazy, muddled success. We proudly graduated three students. We welcomed a new teacher to the school (Sean), and said

goodbye to three others (Colleen, Susan, and Cathy, our beloved adjuncts). We reorganized personnel, took new offices, and (necessarily) reduced course offerings – and yet, students continue to exceed expectations and make academic progress. Perhaps most importantly, teachers rose to the occasion, stuck together, and found a way to make things work.



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

Accomplishment and change can best describe the year past at Northern State. Every year has its progress and events of endeavor, but the past year has seen significant contributions and additions as well as gratitude and fond farewells at our campus.

The year began and ended with staff changes. Long time teacher of Community High School, Sue Kuzma, retired at the end of fiscal year 2012, so a new teacher was hired in the person of youthful Nick Rulon. Nick's bountiful energy and eagerness was a perfect fit to enhance the corps of faculty at Northern, providing fresh perspective and a quick grasp of the needs at our site.

Another summer of 2012 staff change that occurred for a temporary stint was the addition of Penny Pizer as a replacement for our Chad Thompson, who had to take extended medical leave. Penny's enthusiasm and smile was highly appreciated during this period, and it was with

heartfelt thanks that we had to see her leave and with happiness to see Chad's recovery and return.

A further addition to the Northern campus was the street campus stalwart Harmony Harriman, who joined our ranks as a part-time addition during the April –June academic quarter, helping in the computer lab and providing portfolio transition planning expertise, as well as more fresh perspective in our ranks.

The final staff change this past year was the retirement of another long time veteran, Mary Nelson. While we had a preparation period of approximately six months of being reminded (by Mary) to find humor, think flexibly and interdependently, as well as urging us to use all the other habits of mind in our cohesiveness as a team, it was with bittersweet emotion and genuine gratitude and appreciation that we had to let her go on to her new pursuits and endeavors. Instead of the adage "Go west, young man", Mary can be said to have entrusted her own life with a personalized version, that being "Return West to new vistas". May her new visions and accomplishments be as forthcoming as our experiences with her in the Community High School for the past almost 20 years.

A fond thank you is also appropriate at this time for several adjunct faculty that have helped out in many areas of curriculum and whose presence will be missed. Thanks to Dianne Laplante, Frank Davis, Karen Perry, and Deb Smith who helped us out this past year.

In addition, we want to thank all of our education workers who have saved us at times and helped in achieving all of the accomplishments we have had in the past year.

Another expression of thanks needs to go to all of the students and staff responsible for every aspect of the success and professionalism within the production of our own in-house TV network and media center that unfortunately came to its demise this past year.

Speaking of accomplishments, Northern had its share the past year in the realm of graduations and special events. In August of 2012, five graduates earned their diploma from Northern, and three more graduated in April, 2013.



A Spring Arts event was held in the visiting room in March, encompassing and heralding the talents of our students, including original oral poetry readings by Paul Major's students, singing vocals with instrumental accompaniments by Mark Violette's students, with art works by Chad Thompson's students displayed throughout.

Another thoughtful and reflective arts display occurred as a culmination of participation in the Art Empathy class taught in collaboration between Marlena Hughes and Amy Holloway.

Further educational accomplishments occurred this past year with Morgan Irons conducting her Poetry Out Loud class, with a poetry reading session at the end.

Paul Major collaborated with John Zaber's Sterling College students for the second consecutive year in the reading of *The Absolutely True Story of a Part Time Indian*.

One of the days during the Christmas planning break, the faculty provided a special event for our students with a Trivial Pursuit and other board games' competition in the morning, and in the afternoon a special 3-screen Cineplex movie theater was provided by the use of Smartboards (two new ones), current movies, and our classrooms.

In the area of vocational successes, Jerry Fortin augmented his teaching license to a Level II status. Mike Lacoss and Jerry completed the NCCER requirements, several students received welding industry certificates, with three former students finding welding jobs after release.

Jerry's welding shop completed several projects for the facility, including aluminum racks, steel cages for propane tanks, a metal box to hold knives in the kitchen, and, in addition, the completion of the big one-ton transport trailer, which has been moved to Southeast State to provide excellent and sturdy transport of their woodpile!



In addition to the above events and accomplishments, the staff at Northern all participated in making our site productive and successful. With the ongoing trainings this past year in PLCs, the Writing and Math Trainings with Winona and Dr. Sharma, as well as numerous additional staff development, we at Northern strive to provide the basis for success for our students in living, learning, and working at CHSVT.

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

CHSVT at Northwest State continues to change. The population that is served is primarily detainee with a small portion of sentenced men attending transitional programming. The Northwest Team has assisted over 200 different individuals in their educational, living and vocational goals. This year we had two small graduations as our population fluctuates quickly.

This year, Angie Stewart moved to Central Office to assist with the new information system and other duties. Scott Tomlinson rejoined the Northwest teaching team and is now housed in the auto shop. Barb Hagen continues to offer ServSafe and Restaurant Management certification. Together, Barb and Laurette Garrand teach the general education curriculum, assist with students' transitional goals and maintain the gardening program. John Cross recertified as an ASE Master Technician and continues to provide vocational education while integrating general education curriculum into his auto shop program.

Industry certifications were offered in ServSafe, Restaurant Management, SP2, OSHA, Identafix, Vermont State Inspection License, Hunter Engineering Certification, and ALLDATA.

We have been able to add one volunteer this year who teaches a yoga class twice a week. We continue to partner with outside agencies 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. We also partner with COSA to offer the Ready to Rent program and the NWSCF transitional program to help students with resume writing and vocational assessment. 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 Corporation) 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.

This year our garden spent many days under water. To our amazement, all 1200 tomato plants survived along with many of our other 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 on an annual basis, the quality of our produce and flowers are recognized (22 placed).

Auto Technology is a Career and Technical Education program facilitated by John Cross, who is a certified ASE 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, and III and learn to Mig and Stick weld. Auto technology students can study for Automotive Service Excellence (ASE) Certifications in several different areas.

This fiscal year the auto shop offered Hunter factory training and Snap-On training. Students looking to obtain their high school diploma or a career in automotive or other related industries

were 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.

This year we have developed many interagency relationships including Forest and Parks and Barre Fire Department. We continue to work on the Northwest fleet and have worked on multiple projects for CRCF and NWSCF which can be seen throughout the facilities.

This year the Auto Shop was able to participate in the Harley Time Program. This year's students chose to donate the bikes to the Vermont Fallen Families Organization with the theme commemorating the Vermont Gold Star Families. Last year's bike, originally disassembled by the women at Northwest was repurposed for this year's project. All of the painting was completed by the CHSVT Auto Shop students who assembled the blue 'Sportster'. The students were able to give back to their community in a meaningful way and show pride in their accomplishments.



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

Music is the most notable addition to CHSVT Springfield for 2012-13, with both guitar and starter piano classes offered at the SSCF campus. The most noteworthy subtraction was the four longstanding members of the faculty who have left Springfield, though two remain in the CHSVT family.

Mike Jenzen retired and Susan Chiefsky has left the Springfield Probation and Parole campus, and teaching, to work at a private business. Chris Cosgrove has taken his culinary wizardry to Rutland and the Marble Valley campus, where he will be working full-time, while Bob Salzman, with his computer expertise and spirited wit, joins Tod Lessard at the Brattleboro Probation and Parole campus.

Since first being offered in October 2012, many students have participated in guitar classes offered by John W. Vorder Bruegge. The new year saw the addition of piano classes twice each week. Currently, the SSCF Music program enjoys the assistance of three dedicated volunteer music instructors – Damaris Tyler, Nancy Dyke, and Nancy Lang.

For two quarters, the Vermont Humanities Council's *Poetry 180* anthology and related website anchored *Poetry and Lyrics* classes at SSCF, with students reading, listening to, and writing about a range of verse and pop music – from Frank Sinatra and Robert Frost to Bob Marley and Martin Espada.

Initially hired to work part-time at three different sites, Susan Chelton began working full-time as an instructor at SSCF early in 2013. Since then Susan has taught Earth Science, Physics, Yoga, Mindfulness, and Meditation, as well as co-teaching Art (with Jan Noskey) and Reading and Writing (with John).



A final draft of a new student literary publication should be ready for publication this fall. This effort was an outgrowth of Instructor, Katherine Miller's *Write Right* class, which inspired students to step beyond themselves and delve into the realm of poetry, prose, short stories, and novels. The publication seems an apt tribute to Katherine's devotion to letters and lifelong learning.

Thanks to the inspired work of her student artists, one wall of Jan Noskey's classroom is now adorned with a beautiful mural depicting the four seasons of Vermont.



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

This past year the Windsor Campus focused its efforts on continued growth and a broadening and deepening of our academic offerings. We were honored to work with 110 unique students over 12 busy months (35 students on average each month). Of these students, approximately 50 of them earned a total of 91 vocational certifications in the following, well-recognized (often at the national level) programs: ServSafe Food Safety Practices from the National Restaurant Association; 10 and 30-hour Safety Trainings for the Construction Industry from the Occupational Safety and Health Association; Introductory Craft Skills in the Construction Trade from the National Center for Construction Education and Research; Master Gardener (MG) from the University of Vermont's Extension Program; and Heartsaver First Aid, CPR, and AED Use from the American Heart Association. Additionally, this year, we also supported three students' completion of their electrical apprenticeship certification with Willis Brown, which they initially began at Southern State Correctional Facility. Our students worked with determination to earn these certifications in which they took great pride to earn.

A highlight of the year was hosting the individualized graduation ceremonies for three of our students. We proudly celebrated with Matthew Hinton on August 8th, Joshua Ellsworth on February 25th, and Christopher Morey on May 2nd. In addition, at the fiscal year-end, we were working with another eight students who were actively in pursuit of their high school diploma.

We feel very fortunate to have had three adjuncts return and work with us again this year. Judith Hertog returned to teach Creative Writing, Nancy Pedrick to teach US History, and Alicia Flammia continued her work as an adjunct in our Horticulture/MG program. Our courses were more rigorous academically and enjoyable for our students because of the dedicated support and teaching provided by these talented educators.

In addition to vocational certifications, the Career Resource Center (CRC) continued to offer a variety of workshops throughout the year, including: vocational rehabilitation services support by Samantha Brennan with the state's nearby Vocational Rehabilitation office, higher education assistance planning by Michele Delhaye with the Vermont Student Assistance Corporation, starting a business by Karen Perlberg with the Southeastern Vermont Community Action, financial literacy by Dartmouth College student volunteers, and a career opportunity workshop by Dennis Marcom, a construction industry professional. The CRC also provided individualized workforce re-entry support to many students preparing to release, including resume writing support, job seeking assistance, and appointment setting with community partner organizations. We are grateful to the numerous partners that worked with us and our students again this past year to support our students as they prepare to re-enter the workforce.

Highlights of the 2012 Horticulture/MG class included growing over 45 varieties of vegetables and herbs; a harvest yield of 5,763 pounds of produce that mostly went into our kitchen to provide healthier menu items for the entire facility population; winning six, first place and four, third place ribbons for our vegetable entries at the 2012 Tunbridge World's Fair; and donating almost 2,000 pounds of produce to community organizations such as area schools, a local food shelf, and the nonprofit, Willing Hands of the Upper Valley, that delivers surplus produce to the financially needy. Our work was partnered with a United States Department of Agriculture grant through the University of Vermont Extension called the High School Harvest Program. Through this grant, we worked with the facility kitchen to improve flash freezing techniques begun last year to enable extension of the use of garden harvest into the fall and winter seasons. We also supported the development and use of more innovative recipes to cook and serve items like beets, kale, and swiss chard. We celebrated our work monthly with a "harvest celebration" spotlighting these new dishes. Additionally, we developed a process to transport some of our surplus produce through Black River Produce (for a nominal cost) so that the Southern State Facility could also benefit from our garden's fresh harvest. The 2013 growing season also started off strongly with the greenhouse planting over 36,000 seedlings that went into an expanded garden area. The students have only improved upon their resource-limited, innovative growing techniques to support an even more varied and bountiful harvest than last year. In addition, two new greenhouses were erected onsite this summer as well, and will support improved laboratory experiences for the MG program next summer.

Also of particular interest this past year, the Science, Technology and Society class worked together out of concern for the preservation of the planet to petition the facility to increase its recycling efforts. As a result of their persistent work on this project, they have developed an advertising campaign to promote recycling facility-wide. Their efforts have also resulted in the facility purchasing recycling containers for every cell and numerous other public areas onsite. It is the student-driven class work such as this that deepens our students' connection to the material they learn in class and enables them to create positive, new life habits of their own.

This past year we again also hosted many special events. We played our annual Habits of Mind-themed softball game, created holiday cards for loved ones, hosted two Karaoke Nights, sponsored a talent show, and had our annual live raptor presentation with the local Vermont Institute of Natural Science. And, as always, we continue to thread the Habits of Mind (HOM) into these campus activities, as well as our teaching and one-on-one conversations with students. Some examples of how we creatively interweave the habits into almost all of our activities include focusing our weekly summer athletic and pro-social activities around a few habits, teaching a literature discussion class that used the HOM as a lens for weekly discussion, and more deeply building the habits into the daily and longer-term work goals of our student employees or class participants (i.e., horticulture students).

In all, our year was filled with productive and academically challenging activities. It was also fulfilling. We are thankful for all that each student taught us throughout the year. We also look

forward to standardizing and cementing many of the new opportunities that we developed this past year, in the coming year.

Respectfully submitted,
Lisa Harrington, Correctional Instructor and
Mary Beth Heiskell, Vocational Instructor



GENERAL OPERATIONAL INFORMATION

Priorities and projections for the next fiscal year.

Priorities:

- Continuous refinement and improvement of our programs to address the Living, Learning and Working needs of our students/workers.
- Professional development for teaching staff in Written Language, Reading Comprehension and Mathematics: Industry professional development for VCI instructors/foremen.
- Full implementation of the FOCUS Student Information System.
- Fully implement changes in structure and staff to respond to legislative changes in funding allocation, maintain NEASC Accreditation and student services.

Projections/Challenges:

- Maintain appropriate staffing.
- Enrollment is increasing in Corrections Education programs due to educational needs of individuals, changes in programming within the Department of Corrections that dictate services and the awareness that education and increased job skills will reduce the rate of recidivism within the State.
- Continued pressure to provide hands on education and training at facilities that do not have the physical space to do so.
- Teaching staff have had to pick up the additional responsibilities of courses that traditionally were taught by adjunct teachers. Adjunct program has been eliminated.
- Students who have not been successful in educational programs and who are not under the custody of the Commissioner of Corrections continue to request enrollment in the Community High School of Vermont. CHSVT is not able to accept these students as of February 2012. Students are being referred to other schools and programs; however, few are following through or participating. CHSVT has a long history of success with these students.

Looking Forward - FY 2014

At the beginning of each fiscal year, the Community High School must outline a plan for the coming year that will address the learning needs of students who meet the criteria for Title 1 services. While these services are specifically for students under the age of 20, CHSVT extends the planning and philosophy of the services to be delivered to all students. The following is a narrative of our plan for 2013-2014:

1. Describe the program, (including areas(s) of academic focus) for the coming year.

The Community High School of Vermont serves students who are under the care and custody of the Commissioner of Corrections. A large percentage of our youthful students have a documented history of learning deficits. Additionally, many of those students enter CHSVT having dropped out of school or come to the school with serious deficits in basic skills.

Each student who enrolls in CHSVT has an Individualized Graduation Plan that the student helps develop that specifically details their areas of need, areas of interest, credits earned to date and the courses and/or programs that they are interested in. As a part of the enrollment process, each student is administered the CASAS to ascertain their levels of Math, Reading and Writing. The information obtained in this enrollment process is used to evaluate our curriculum and courses that are designed to support students who are in need of direct instruction, remedial instruction, basic skill development and/or extra support.

Our curriculum was updated in FY13 and reflects 21st Century Goals and CORE Curriculum Goals. The courses and learning activities are designed to meet the students' learning needs and move their achievement toward reading, writing and math proficiency standards. All limited English Proficient students are provided support in order for them to become proficient in the English language.

During the FY13, as a school, we identified the need for intensive professional development in the areas of Mathematics and Writing. It was recognized that in order to support our struggling students, all teachers needed to have a better foundation in the nature of the content of each subject. We researched experts in those specific fields and began a multi-year initiative to improve our teaching skill base. Moving into this current year, we will also begin working on reading comprehension. This will be integrated with the Writing professional development; however, it will become its own area of focus by the end of FY14.

CHSVT Grad plans address student's "Living, Learning and Working" goals. Students are expected to explore avenues and identify interests in career fields. While doing this, they participate in courses that help them to identify and obtain job readiness skills and

assist them on their path to a chosen career. As our students are attending school at our street campuses as well as in the facilities, we offer support to students as they transition from one campus to another and then into the community. In order to support students in their transitioning, we have redefined the teaching duties of several teachers to take on the role of Transitional Educators. Their responsibility will be to work with students to make the connections in the community and support their reentry.

As a school, we continue to assess the statewide needs of our students and how we can best assist them in meeting their “Living, Learning and Working” goals. We have reviewed the viability of each campus and increased the number of our campuses, in order to meet our obligations under statute. We are evaluating all of our technical education programs to ensure that there is an Industry Certification that students may earn. We provide transportation to support the needs of students who live in rural areas around the state, so they can attend school, work toward their high school diploma, and/or develop career and job readiness skills. We are working with our students and staff to eliminate the barriers to our students’ success in obtaining a high school diploma, obtaining job skills, and transitioning successfully into the community. The work of the teachers at the CHSVT community campuses will continue to be focused on the transitioning of enrolled students from the correctional facilities to successful employment and/or further education in the community.

2. Describe the procedures and instruments to be used to assess the educational needs of the students to be served.

Upon enrollment, students meet with a Correctional Educator and participate in an intake interview. During this interview, the students are asked to identify their strengths, weaknesses, interests and what they believe their barriers to success were previously. This information is documented for future information. School records are requested from the last known school of attendance and upon receipt reviewed and evaluated to determine prior school history. High school transcripts are analyzed by the school Principal to determine credits remaining for a high school diploma. The student is then administered the CASAS to determine their basic skills levels in reading, writing and math. Additional vocational assessment and interest inventories are completed on an individual basis. For students who score below 8th grade proficiency requirement of reading, math or writing subtests, they are assessed every three calendar months. Copies of Comprehensive Evaluation Reports and IEP’s for students who were previously identified are requested and reviewed by a special educator. Identified needs are communicated with the student’s team of teachers. Individual Graduation Plans are developed with the students to map the course to a high school diploma.

3. Describe any additional services, including transition services to be provided to children and youth; such as career counseling, health and nutrition counseling, substance abuse counseling, dropout prevention opportunities for distance learning and assistance in securing student loans and grants and the like.

CHSVT has an on-going and collaborative relationship with the Vermont Student Assistance Corporation (VSAC). Teachers facilitate student meetings with VSAC representatives and assist students in the process of exploring and securing financial aid for tuition and training beyond high school. Increasingly, students who are close to or have just completed graduation requirements are enrolled in the Introduction to College Studies course at Community College of Vermont.

At our street campuses, we are exploring distance learning opportunities for our students. This initiative will be ongoing and developing within the next fiscal year. As we are integrated with the Vermont Department of Corrections, and as such must take into consideration security issues that other schools might not have to, it will be a carefully thought-out endeavor. Our infrastructure is poised to go; policies and procedures are in the planning stages. We anticipate that during the next grant year, we will be able to report out significant progress.

4. Describe how the program will work toward meeting the application goals and objectives of the State Plan.

Our entire school program and philosophy is geared toward supporting youth who have dropped out of high school. By working with them to develop basic skills, including social, vocational and job retention skills, and to earn credits toward a high school diploma. We initiate them to participate in their education. Following initial assessments, students are scheduled into the regular education program which are highly individualized, with progress and attendance closely monitored. Special education services are provided at all campuses. One of the strengths of our program is the ability of all teachers to work successfully with youth with disabilities and other students with learning challenges, taking into consideration the unique needs of each student.

In terms of our Title 1 program in the Correctional Facilities, instructional priorities focus on students who have a documented deficiency in reading/writing and mathematics areas. Curriculum and learning activities are designed to meet their individual needs and move their achievement toward reaching proficiency standards.

For students not incarcerated, not only do we assist in locating alternative programs through which students can continue their education, if the students are not returning to the public school after leaving the Correctional Facility, we provide a school program in nine (soon to be eleven) locations around the state. Student progress is tracked through a

statewide live data system. Students are transferred throughout the Department of Corrections; teachers are able to continue instruction without any lapses in time or student learning.

5. Describe planned professional development for teachers and other staff, including subject matter and providers of the same.

Mathematics:

We identified mathematics instruction as an area of need. Many of our students come to us with minimal skills in math and few students have the knowledge and understanding of mathematics that will allow them to pursue further education training or career paths that rely on mathematical thinking.

During FY13, CHSVT began a long-term initiative to develop and strengthen mathematics instruction within our school. CHSVT contracted with Professor Mahesh Sharma, from the Mathematics For All Institute, to provide on-going professional development and coaching to our teachers. He is delivering Improving Mathematics Instruction for All: Vertical Acceleration. All teachers and administrators were mandated to attend four days of instruction, one modeling and one coaching day. The purpose of the five day Professional Learning Community (PLC) was to develop knowledge in the nature of mathematics content, learner characteristics and differences, and teaching methods and materials. Over this year long PLC, teachers have taken the teaching methods back into the classroom and worked on their craft in the teaching of mathematical concepts.

To support the foundational knowledge that teachers gained in FY13, CHSVT is planning to transition into more intentional instruction from Professor Sharma in FY14. Teachers who are either licensed as math teachers or have shown a high level of math teaching knowledge and ability will be working with Professor Sharma to further deepen their skills. This smaller team of teachers will receive more advanced training in teaching techniques in mathematics. We will create a team of math teaching coaches and increase the internal capacity for CHSVT to continue to provide high school level math instruction for our student's careers and post-secondary school.

Writing/Reading Comprehension:

In keeping with providing high quality, intensive, specific professional develop over a long period of time, CHSVT has contracted with Winona Lowe, from the University of Kansas Center for Research on Learning, to provide teachers with instruction in Writing and Reading Comprehension.

Learning Strategies instruction focuses on making students more active learners by teaching them to learn and how to use what they have learned to solve problems and be

successful. The Learning Strategies Curriculum has been successfully field-tested with students judged to be at-risk for academic school failure; additionally, all of the strategies have been field-tested with students judged to have learning disabilities. All of the strategies are taught using a standard set of instructional procedures. These procedures define the necessary instructional conditions needed regardless of where the instruction occurs. Both of these elements are critical to the successful instruction of our students as they come to us with deficits in their skill bases and there needs to be continuity of instruction regardless of where the student is within the state and our school system.

The first session of our multi-year professional development initiative occurred in FY13, with all staff attending a five day intensive training in specific learning strategies. Teachers have two months to practice their newly acquired skills and bring those experiences back to a second multi-day session where Winona will observe the teachers use the skills they learned with students in a class. Winona will teach a class of students for the teachers to observe, and then the strategies and student work will be deconstructed and analyzed.

With the initial strategies being deployed in the teacher's classrooms, FY14 will focus on demonstration situations, coaching and additional content sessions.

6. Describe how the program will be evaluated and how the results of the most recent evaluation will be used to plan and improve the program.

CHSVT programs are evaluated and focus on the following areas:

Maintaining and improving educational achievement for all students

- Ensuring that all long term students are accruing school credits to meet requirement for high school graduation.
- Supporting successful transitions to regular or other educational programs upon release from correctional facilities.
- Increasing completion of high school diplomas and obtainment of employment upon release from incarceration.
- Assisting student in participating in post-secondary or other training programs.

CHSVT continually evaluates all aspects of its programs. We maintain extensive education records on each student, both in paper file form and in an electronic database. Our newly designed database is online and we are now able to look at our data instantaneously. We collect and publish monthly outcomes that reflect each campuses student learning hours, student assessments, completion of proficiency requirements, graduation plan, high school credits issued and industry certificates awarded. This data is utilized in program planning and budgeting processes. Additionally, we use the data to evaluate the efficacy of our campuses and value added aspects of specific programs.

With our new database, we believe that we are now positioned to be able to track students longitudinally. We will document student gains or accomplishments on an individual

basis and publish the information in our Annual Report. We have and will continue to develop accountability systems that will meet federal reporting requirements and provide each site with appropriate data upon which they can build and improve programs for individual students.

7. Describe how the program will coordinate with other appropriate state and Federal programs, such as programs under title vocational and technical education programs, State and local dropout prevention programs, and special education program, programs operated under the Juvenile Justice and Delinquency Preventions Act.

All students under custody of the Vermont Department of Corrections and also under the age of 23 without a high school diploma are required by law to enroll in school. Eligible special education students receive special education and related services through the Community High school of Vermont. Students at CHSVT are involved in individualized integrated programs that are specifically tailored to their learning needs. All students attending CHSVT are required to participate in vocational and technical education programs.

Graduates of CHSVT have applied to and been accepted to two of the military branches, and twenty-five colleges and universities across the country. At several facility campuses, Community College of Vermont representatives and VSAC outreach workers come into the facility six months prior to release to enroll students. The services of Vocational Rehabilitation, Department of Labor, and the Department of Aging and Independent Living are coordinated for our special education and other eligible students. Several local secondary vocational and technical education programs have accepted our students into their adult programs. Our course work and transitional programs lay the groundwork through assessments, interview and resume skill building, and career portfolio development to access employment in the community. Teachers at our campuses network statewide with community agencies to provide more extensive student centered transition and employment services. If a student is attending the CHSVT at a community site, services of other programs and agencies are more available and student's programs are coordinated with those community partners.

8. Describe how the correctional facilities receiving funds under this part will coordinate with LEAs or alternative education programs attended by incarcerated children and youth prior to their incarceration to ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the LEA or local alternative education programs.

This system is already in place and functioning successfully. CHSVT serves as if we were the LEA for our students. Our teachers work with the LEAs and alternative education programs to share information in accordance with FERPA. State statutes as

well as Memorandums of Understanding between the Agency of Human Services and the Agency of Education are reviewed and updated as needed.

CHSVT procedures and practices facilitate communication with the prior LEA and alternative programs when a student with a prior special education history is enrolled. Individuals under the age of 22 are enrolled as soon as possible upon incarceration. Prior school records including special education records, are requested upon enrollment. As part of our child find activities, the names of each newly enrolled individual under the age of 22 are sent to the Vermont Agency of Education to determine prior assessment and appropriate academic records. If a CHSVT student is eligible for special education services, the Vermont Department of Corrections, through CHSVT, serves as the LEA. Records are transferred to a receiving school if a student transfers upon release.

9. Describe the efforts participants schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. N/A

10. Describe, as appropriate, any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

The CHSVT individual student graduation plan is implemented both in the facilities and at the probation and parole campuses. Graduation plans typically include a transition plan that takes into consideration employability skills, employment goals and training, and allows students to work, or prepare for work, in local business and industry.

At several community sites the vocational coordinators, or an instructor, will connect with local businesses for mentoring and training of youth transitioning to successful employment, often working with local employers to grant high school credits for appropriate work experience. Our vocational program in some facilities works with Vermont Correctional Industries (VCI) to provide job shadowing experiences or grant high school credits for appropriate work experience. Certification is maintained by Correctional Educators and students have the opportunity to complete programs leading to trade and industry certifications.

Additionally, the school connects with retired teachers, service providers and members of the business community in both the communities that have school campuses and those to which many of our incarcerated students return. Our State Advisory Board, created by the Vermont Legislature for the school is charged, in part, with the overall coordination and collaboration with Vermont businesses in the training and mentoring of youthful offenders.

11. Describe how the program will involve parents in effort to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

N/A

12. Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The Community High School of Vermont is an independent school operating within the Department of Corrections. All programs and services are integrated and holistic. Our students each have an assigned probation office or caseworker. Educational staff from CHSVT participates in the individual Case Plan Development, case staffing meetings, case reviews and meeting between department staff. Our students receive complete “wrap around” services from the Department of Corrections.

ENROLLMENT

The Community High School of Vermont Primarily Serves Students Who:

- Under Vermont state law, all individuals under the age of 23, under custody of the Department of Corrections, and without high school diplomas, have a mandatory education requirement. These students are enrolled upon admission.
- Have not obtained a high school diploma and are under the custody of the Department of Corrections.
- Have a high need in the area of employment, as identified by DOC classification procedures.
- 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.
- 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 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

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 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 the administrators.

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
Electives (from any of the above or other)	2
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.

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 Comprehensive Adult Student Assessment Systems (CASAS). 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 information system. For students with disabilities, progress is also documented for goals and objectives on the Individual Education Plan (IEP).

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.



COMMUNITY HIGH SCHOOL OF VERMONT LOCAL STANDARDS BOARD

“The best teachers become the best teachers by being their own best students.” – Laurie Gray

The faculty of Community High School of Vermont continues to seek and/or create innovative learning experiences for our students. This resourcefulness is reflected in their diverse professional development. The educators continue to engage in professional development that is uniquely suited for increasing the learning opportunities of our students. Whether it be traversing the trails and rock formations of the Green Mountains or being awarded a scholarship to attend a Steinbeck Institute in Monterey County, California, our teachers are on the leading edge of professional development.

Ten CHSVT educators renewed their educators’ licenses this June. Three of those renewals were advancements from Level I to Level II Professional Educator’s Licenses. All engaged in meaningful professional development in their respective fields.

It can be daunting for educators to renew their educator’s licenses; furthermore, providing guidance and mentoring to a faculty that is scattered throughout the state creates challenges for our board. In January, we held an informal training for those teachers whose licenses expired in June. It was well attended. Subsequently, faculty worked with individual members of the board to create their re-licensing portfolios and Individual Professional Development Plans.

We will hold elections in the fall for new members and continue our work to serve the professional growth of our faculty.

Respectfully,

CHSVT LSB:

Mary Poulos, Chair
Kathi Cassidy, Treasurer/Secretary
John Long
Tod Lessard
Wade Cole
Dan King
Bill Storz

