

# 2014

## Community High School of Vermont

### **Annual Report**

Measuring Student & School Progress.

Accredited Member of the New England

Association of Schools and Colleges.

**July 2013 - June 2014**



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

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Corrections Education  
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## WELCOME

Welcome to the 2013–2014 Annual Report of the Community High School of Vermont (CHSVT). Those of you who have been dedicated readers for years will notice a substantial change in this year's report. As we have been transitioning our programs and services, this report reflects some of those changes as well. Our goal is to provide information that tells the story of CHSVT and the broadening of Corrections Education to include the Community High School of Vermont, Vermont Correctional Industries (VCI) and the Vermont Offender Workforce Programs (VOWP).

This is an exciting time for Corrections Education and CHSVT. The conversations at the national level are reflective of Vermont's ongoing conversations about how to provide models of educational improvement, and do so in an economically responsible manner that will positively impact the recidivism rates by training a strong workforce. Vermont is leading the way in a nationwide correctional educational movement to include certified educational training programs that complement academic and technical education programs.

This year's Annual Report is full of information about our students, school, programs, certification programs and presents a vision of an integrated Corrections Education. It is with pride that the students, faculty, staff, State Board, and Administration present the following report.

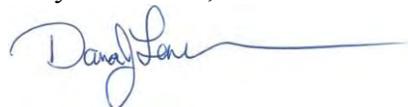
Respectfully submitted on behalf of Corrections Education – the Community High School of Vermont, Vermont Correctional Industries and Vermont Offender Work Programs:



Wilhelmina Picard, Director of Corrections Education



Troy McAllister, Assistant Director of Corrections Education – Instruction/Assessment/Academic



Dana Lesperance, Assistant Director of Corrections Education – Career/Technical Education/Workforce Development



Gerald Schartner, Assistant Director of Corrections Education – VCI/Offender Work Programs

# 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.)

## COMMUNITY HIGH SCHOOL OF VERMONT BOARD REPORT

This report covers the year, July 1, 2013 through June 30, 2014. It has been another challenging year for CHSVT. The Board did reach full strength during the year with nine members. This is the first time in a number of years that there has been a full Board.

The legislature reduced 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 into the new fiscal year. Consequently the total reduction was in the neighborhood of \$600,000. The administrative team developed a plan which included reducing one fulltime administrative position, eliminating all part time instructors and reorganizing the remaining faculty and administrators so as to meet the \$600,000 cut without sacrificing the quality of programs. As we enter FY'15, it appears that there will be further staff reductions.

We have found that the combining of the Community High School with Vermont Correctional Industries (VCI) has been a win – win. The school benefits from being able to add technical education and industry certified programs and VCI gains from their programs being a part of an accredited high school. Wilhelmina Picard, CHSVT Superintendent, heads both CHSVT and VCI. While the State Board is not officially connected to VCI, the partnership between CHSVT and VCI continues to promote the goals set forth by Governor Shumlin and the Department of Corrections in terms of job training and the reduction of recidivism.

For years the school operated without a full-blown student management system. This made it very difficult to respond fully to various requests for data from the Administration and Legislature. This year the new system, FOCUS, went operational. This computer driven student management system is similar to those used by high schools in Vermont and across the country. We can now say with confidence that our average daily membership was about 593 students. The number of different students during the year is substantially more than 593. Given the nature of the student population there is considerable change on a weekly, even a daily, basis. This, of course, is one of the main challenges facing CHSVT.

The Community High School operates with an open curriculum that is designed to respond to the specific needs of each student. Credits are awarded on a performance basis as opposed to a seat-time measure. Graduations are held throughout the year as students earn sufficient credits for a diploma. CHSVT continues to be accredited by the New England Association of Schools and Colleges.

Unfortunately, FY'15 will be another financially challenged period as the state works to recover from the recession of the last few years. The budget was again reduced and staff numbers will again go down. The Board will continue to advocate for the school and the student base. One thing we have learned is that there is an on-going need to help Legislators and others have a better understanding of the full range of needs of the students and the highly flexible nature of the education and job skill programs necessary to combat recidivism.

Members of the Vermont Retired Teachers Association continue to have a strong interest in CHSVT and the success of our students. The Department of Corrections, led by Commissioner Andy Pallito, and the school administrative team continue to provide the leadership needed to

make a good school better. The State Board offers a big thank you to all who work to provide strong education and skills development for each CHSVT student.

George C. Cross, Chair  
CHSVT State Board

**CHSVT STATE BOARD MEMBERS**

George Cross, Chair – Winooski, Vermont  
Carol Bokan, Vice Chair - Shelburne, Vermont  
Sarah Flynn – Burlington, 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  
Brian Vachon – Montpelier, Vermont

**CHSVT FACULTY/STAFF**

**Central Administrative Office**

Wilhelmina Picard - Director, Corrections Education  
Dana Lesperance - Assistant Director, Corrections Education  
Troy McAllister - Assistant Director, Corrections Education  
Jerry Schartner - Assistant Director, Corrections Education  
Alan Frost, Information Technology Specialist (Retired, April 2014)  
Dan Hescock, Education Technology Specialist  
Charity Baker, Administrative Services Technician IV  
Sheila Sayah, Administrative Services Technician IV  
Angie Stewart, Correctional Educator

**Chittenden Regional Correctional Facility (CRCF)**

John Long, Correctional Educator  
Sharon Renault, Correctional Educator  
Len Schmidt, Correctional Educator (Resigned, September 2013)

**Marble Valley Regional Correctional Facility (MVRCF)**

Jeffrey Cassarino, Correctional Educator  
Chris Cosgrove, Correctional Educator  
Roberta Shutts, Correctional Educator

**Northeast Regional Correctional Complex (NERCC)**

Cara Berryman, Correctional Educator  
Marina Cole, Correctional Educator  
Sean Dobbin, Correctional Educator  
Pauline Dwyer, Correctional Educator

Nick Rulon, Correctional Educator  
Claire Swaha, Correctional Educator

**Northwest State Correctional Facility (NWSCF)**

John Cross, Correctional Educator  
Barb Hagen, Correctional Educator  
Jeanne Smith, Correctional Educator  
Scott Tomlinson, Correctional Educator

**Southern State Correctional Facility (SSCF)**

Susan Chelton, Correctional Educator  
Lindsay Dakers, Correctional Educator  
Jenn Gaito, Correctional Educator  
Jan Noskey, Correctional Educator  
John Vorder Bruegge, Correctional Educator

**Northern State Correctional Facility (NSCF)**

Jerry Fortin, Correctional Educator  
Harmony Harriman, Correctional Educator  
Mike Lacoss, Correctional Educator  
Paul Major, Correctional Educator  
Broni Plucas, Correctional Educator  
Bill Storz, Correctional Educator  
Sharon Strange, Correctional Educator  
Chad Thompson, Correctional Educator  
Matt Ware, Correctional Educator

**Southeast State Work Camp (SESC)**

Lisa Harrington, Correctional Educator  
Mary Beth Heiskell, Correctional Educator

**Burlington Community Campus (BUPP)**

Ben Irish, Correctional Educator  
Dan King, Correctional Educator (Resigned, December 2013)  
Sharon Renault, Correctional Educator

**Rutland P & P (RUPP)**

Jim Candon, Correctional Educator (Retired, June 2014)  
Kathi Cassidy, Correctional Educator (Resigned, March 2014)  
Gary Harris, Correctional Educator

**Barre P & P (BAPP)**

Sarah Loveless, Correctional Educator  
Mary Poulos, Correctional Educator

**Bennington P & P (BEPP)**

Molly Humphrey, Correctional Educator  
Eric Marchese, Correctional Educator

**Newport Community Campus (NEFS)**

Marlena Hughes, Correctional Educator

**St. Johnsbury P & P (SJPP)**

Sean Dobbin, Correctional Educator

**Brattleboro P & P (BRPP)**

Tod Lessard, Correctional Educator

Robert Salzman, Correctional Educator

**St. Albans P & P (SAPP)**

Wade Cole, Correctional Educator (Resigned, August 2013)

Laurette Garrand, Correctional Educator

**Springfield P & P (SPPP)**

Jack Carson, Correctional Educator

**VCI STAFF**

**Administrative Staff**

Jerry Schartner, Assistant Director, Corrections Education

Linda Ladd, Financial Manager I

Susan Carminati, Financial Specialist II

Mark Duquette, Marketing & Sales Coordinator

Steve Maxfield, Marketing & Sales Coordinator

**Furniture Shop – Northern State Correctional Facility**

Marshall Rich – Program Coordinator

Barry Allen – Correctional Foreman

Mike Carbonneau – 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

**Corrections Education**  
**The Community High School of Vermont**  
**Vermont Correctional Industries**  
**Workforce Development**

The Community High School of Vermont (CHSVT) is an academic and technical high school, fully accredited through the New England Association of Schools and Colleges (NEAS&C) and approved as an independent school by the Vermont State Board of Education. The school's mission is to provide an accredited, coordinated, and personalized education that assists students in their academic, social and vocational successes. Students are expected to meet rigorous common core standards in academics and demonstrate proficiency in reading, writing, and numeracy. They must also meet industry and/or career technical standards in vocational/trades/technical education and social benchmarks via the standards presented in the "16 Habits of Mind" (Costa & Kallick, 2000). Upon completion of all requirements, students earn a high school diploma and, in many cases, industry certifications.

CHSVT operates within the functions of the Vermont Department of Corrections and the regulatory responsibilities of the Vermont Agency of Education. Students are under the custody of the Commissioner of the Vermont 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 is a vital component of Corrections Education and operates within the following vision and mission:

- **Vision: Offenders will live, learn and work in their communities as self-supporting and productive members.**
- **Mission: Corrections Education will provide learning environments for offenders based upon individual need to increase their skills in living, learning and working in order to reduce recidivism. The learning environment will utilize industry, education and corrections best practices to support offenders as students in education and work settings through CHSVT, VCI and offender work programs.**

The guiding belief of Corrections Education and CHSVT is that all academic and vocational educational services shall adhere to high standards of purpose, empowerment, self-directed decision-making, excellence, recognition, integrity and diversity. Our educational programs and services therefore offer a choice of learning activities and opportunities to a diverse adult student population.

Students are offered opportunities to expand their knowledge and application of skills in traditional academic classes, non-traditional activities and applied learning settings. All classes and programs are available to students earning a high school diploma and to those with a diploma seeking to improve their academic and/or vocational skills, earn an industry certification, and seeking employment opportunities.

For individuals returning to the community, and for other community-supervised individuals, educational services are supported and provided within the Vermont Probation and Parole

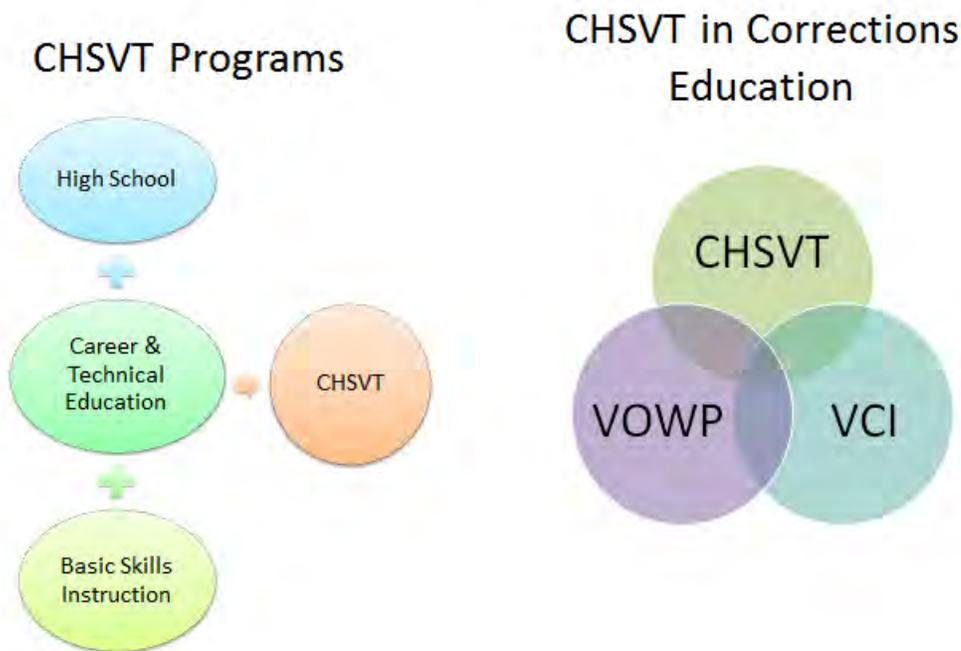
Offices (P&P). To the greatest extent possible, community-supervised individuals are encouraged to participate in meaningful educational opportunities that are anchored in their communities.

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

Corrections Education's Goals are as follows:

- The reduction of recidivism is an intentional outcome of the Corrections Education Program of which CHSVT is a component.
- The work of Corrections Education is mission and vision driven and provides rigorous and relevant academic, career/technical, social experiences that support the Living, Learning and Working of offenders. (In line with the VT Agency of Education's Educational Quality Standards).
- The programs and courses offered through Corrections Education/CHSVT continue to be implemented and reviewed through evidence based correctional, educational and industry practices.
- All programs and course offerings are designed to meet the educational needs of the students who partake in them, and be in line with the leading adult learning and instructional pedagogy.
- Educational opportunities are high quality, structured and available to all students.
- Educational opportunities are not duplicated in the community.

## Corrections Education: Programs, Curriculum, and Outcomes



### Programs

Traditionally, CHSVT has been the education stream that has served individuals associated with the Department of Corrections for offenders in the community and those who are incarcerated. In the last three years, there have been indicators that make it clear the definition of Corrections Education must be reviewed, expanded and integrated into the overall Corrections system. One of the strongest indicators is the research. Addressing criminogenic needs or dynamic risk factors reduces criminal thinking, builds skills, and reduces recidivism. These criminogenic targets are:

- 1) Criminal Attitude & Beliefs
- 2) Peer Associations
- 3) Self-Regulation and Self-management skills
- 4) Aggression
- 5) Impulsivity
- 6) Family
- 7) Vocational Skills & Employment
- 8) Education
- 9) Substance Abuse
- 10) Constructive Leisure Time
- 11) Relapse Prevention

These dynamic risk factors can be assessed, addressed, and changed once they are specifically identified and targeted for instruction and remediation.

*“There are workforce program components that can be used for individuals with criminal histories to improve their employment outcomes, including education and*

*training, soft/cognitive-skill development transitional job placements, non-skill-related interventions, subsidized employment, job development and coaching, retention and advancement services, and financial work incentives. In most circumstances, program components need to be used in combination to meet individual's complex needs as they change over time. Research has shown that simply helping a high-risk/high-need individual with a criminal history who is not job ready to write a resume and apply for jobs is not enough." (The Council of State Governments Justice Center: Integrated Reentry and Employment Strategies, September 2013)*

A 2009 study in Washington State found a reduction in recidivism of 8.3% for education programs in corrections that offer education or postsecondary education. (Aos, S., Drake, E., & Miller, M. 2009). "Education and training are key components of job-readiness preparation and are critically important for increasing access to higher-quality employment opportunities. (Pheihl, *Crime, Work and Reentry*, 2008)

With the economic challenges and changes, it is necessary for all programs associated with Corrections Education to provide a model of education that will work in cooperation and coordination with the Department and other agencies. It is equally important that the programs attend to the development of the fundamental 21<sup>st</sup> Century Skills. By identifying, organizing and streamlining the services that are provided, teachers and staff are able to assist students in obtaining the education and work skills they need to become productive citizens.

### **Population served**

All persons under the custody of the Commissioner of Corrections, to include those incarcerated, on parole or on probation. There are three distinct populations within the DOC who receive Corrections Education services:

1. Title 28 VSA§ 120 (a) – persons who have not completed secondary education which is supported by every Vermonter's right to an education regardless of their age;
2. Title 28 VSA§ 120 (f) All persons...who are under the age of 23 and have not received their diploma;
3. Those individuals regardless of educational level, who do not have the academic, social or technical skills that will allow them to successfully participate in the community upon release, supported by the Vermont DOC's Risk Assessment and Case Planning process.

It is the members of this latter group who Corrections is focusing on in terms of reducing the recidivism rate. It is important to note, that this last group may already account for individuals in #1 and #2.

### **Special services**

CHSVT provides education to all students in compliance with the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). The Community High School of Vermont does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities.

Eligible individuals under the age of 22 enrolled in and attending CHSVT are provided a FAPE (Free Appropriate Public Education) regardless of their disability or disability category. Pursuant to Vermont Agency of Education Special Education Rules, Least Restrictive Environment and certain Individual Education Plan requirements may be adjusted due to the nature of the student's placement.

### **CHSVT Campuses**

Corrections Education provides a full range of corrections education services, including special education, 504 and accommodations under the Americans with Disabilities Act (ADA), providing seamless educational transition services from incarceration to community, increasing enrollment in skill development courses, and placing a greater emphasis on workforce readiness.

The integration of CHSVT, VCI and Workforce Development as Corrections Education support the findings of studies conducted on a national level that demonstrate inmates who are educated, employed and trained during incarceration achieve a higher rate of employment upon release, and that employment is at higher rates of pay. (The Council of State Governments Justice Center: Integrated Reentry and Employment Strategies Reducing Recidivism and Promoting Job Readiness, 2013)

CHSVT Campuses are traditional and at the same time non-traditional. Traditional academic courses are taught on a regular basis, and integrated learning environments are throughout the facilities. All campuses offer a wide variety of educational learning opportunities that culminate in a high school diploma or industry based credential. Educational programming tends to have the greatest impact on employment outcomes if it results in credentialing or a trade license. (Julie Strawn, *Beyond Job Search or Basic Education: Rethinking the Role of Skills in Welfare Reform* – Washington: Center for Law and Social Policy, 1998).

In a continued effort to provide appropriate flexible pathways for our students, the traditional Community Campuses are being reorganized for the purposes of consolidating resources for optimal programming. Services are provided in accordance with student's Case Plans and Living, Learning, Working Plans. Each Community Campus will have a Transitional Educator assigned, who is responsible for scheduling and connecting students to other schools, outside agencies, work opportunities and/or campuses throughout the State. This may be done via interactive media methods, making connections within the community as well as providing instruction to ensure that the minimum course of study is covered. A minimum course of study and special education services are available and delivered based on the enrolled student's needs.

CHSVT brings accredited certified teaching into the VCI shops allowing the offenders to stay on the job and develop skills needed to succeed in the work place. In a very competitive job market where offenders are already competing at a real disadvantage, it is important that valid and foundational skill training be available and supported by correctional staff. "Offenders that have the lower levels of educational skills, and are therefore less employable, are also the most likely to return to prison time and time again" (Przybylski, 208, p. 38).

Vocational training is a valuable investment. In addition to CHSVT's own outcomes, studies demonstrate that this vocational training can provide \$5.67 in taxpayer benefit for every \$1.00 of cost (Przybylski, 2008). The 2009 study in Washington State found a reduction in recidivism of

9.8% for facility-based vocational programs and a 4.6% reduction for community-based employment programs.

### **Curriculum**

The Curriculum of CHSVT is integrated and specialized to the specific learning needs of each individual. Programs are tailored to address criminogenic and learning beginning with an assessment of criminogenic needs with the Ohio Risk Assessment System (ORAS) and an educational assessment with the Comprehensive Adult Student Assessment System (CASAS). The data and information from these assessments is then used to develop a Living, Learning and Working Plan (Personal Learning Plan).

Education is not one-size-fits all. The use of flexible pathways recognizes that traditional schooling does not fit everyone's needs or abilities. CHSVT is another pathway for students who, for whatever reason, have not been successful in the traditional school setting, and have not attained the needed skills to be able to obtain or maintain a job. Students demonstrate their learning through flexible and multiple pathways outlined in the Living, Learning and Working Plan (Personal Learning Plan).

CHSVT's Living, Learning, and Working Plan (LLW) mirrors the Personal Learning Plan outlined in the Education Quality Standards. The plan is developed by the student and a representative of the school and updated annually. The LLW plan reflects the student's emerging abilities, aspirations, interests and dispositions. The plan defines the scope and rigor of academic and experiential opportunities necessary for the student to successfully complete secondary school and attain college and career readiness (Educational Quality Standards – Vermont State Board of Education).

### **CHSVT Academic**

Students are expected to meet rigorous common core state standards in academics and demonstrate proficiency in reading, writing, and numeracy. CHSVT offers a full complement of academic courses. The courses are determined by the student's individual Living, Learning and Working Plan that is developed when the student enrolls in CHSVT. Each individual's Living, Learning, and Working Plan addresses the courses necessary to complete the graduation requirements and outline possible career paths for further exploration, along with the courses that complement those pursuits.

### **CHSVT Career and Technical Education**

Students must also meet industry and/or career technical standards in vocational, trades and technical education. Workforce readiness skills are taught that apply across a variety of jobs and life contexts. Workforce readiness skills are those basic skills necessary for obtaining, retaining, and performing well on a job. They are generic in nature and cut across jobs, industry types, and occupations levels. In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic workforce readiness skills is essential for all participants.

### **CHSVT/VCI Integrated programs**

This program integrates the learning opportunities and environments of the school and industries in real life learning situations. This process provides guidelines to help participants, teachers, and school partners offer school-supervised, work-based learning programs. SolidWorks is a

computer assisted design program that is a CHSVT technical education course, being taught in a classroom situated within the Wood Shop of VCI. The students begin by learning the basics of the program from a certified teacher, then transition into an apprentice experience directed by VCI to a full time paid job working for VCI. Students are eligible for Industry Certification through this educational experience. This is one example, of several, that are in process or being developed.

### **Vermont Correctional Industries**

VCI is a traditional industry experience that has been transformed into a comprehensive educational experience. Workers may be students enrolled in CHSVT and acquiring career and technical education credits through learning in the shops. Workers may also be interning with the partnership of CHSVT/VCI to complete the requirements for a Workforce Readiness Certificate or learning the trade through full-time employment. All individuals involved in these programs have well defined criteria, job descriptions; and performance expectations that help assure their success.

Reinforcement in the *Habits of Mind*, 21<sup>st</sup> Century Skills, and Common Career Technical Core standards and behaviors, into the competencies needed to be a success in the workplace, is important to challenge our students to be at the forefront of industry expectations. Over the last year, we have begun to focus on offenders that are in programming (DOC/CHSVT) and are being released within 18 months. By updating and integrating technology we have improved the training provided to offenders. They now see real world technology using equipment and software such as, CNC machinery, Solid Works, Adobe Creative Suite Digital printing, and a real world production setting. It is important to note, that Vermont Correctional Industries are self-sustaining (self-funded) programs.

### **Workforce Development**

Currently in development, this program will integrate into the culture of the Department the efforts to develop, educate and prepare offenders to be successful and reduce the rate of recidivism. All 'facility' jobs that are performed by offenders will be structured to follow the tenets of the Workforce Readiness Certificate process. The Workforce Readiness Certification recognizes a participant's mastery of workforce readiness skills valued by employers, to help participants explore career interests, and to provide a credential of participant mastery. This process allows participants to document their employability skills; employers and teachers to assess the skills they are looking for in quality employees; teachers to customize instruction to help participants overcome their barriers to employment – real or perceived.

### **Outcomes**

In the past, CHSVT has been measured by the number of diplomas granted. Over the last eight years, we have seen a change in population, a gradual reduction in the number of the diplomas granted and a significant increase in the number of Industry certifications and higher paying jobs acquired upon release (Department of Corrections Fact and Figures 2008 – 2013). Students are entering the system with more high school diplomas, however, many are still lacking the technical and job skills needed to obtain and sustain a job.

As of July 1, 2014, we will be measuring the success of our programs in a defined manner. The attached Outcome-Based Evaluation Plan for Corrections Education will give us a much clearer picture of progress and areas in need of improvement.



**Outcomes-Based Evaluation Plan for  
Vermont Department of Corrections  
Corrections Education: Community High School of Vermont**

**Key:**

Yellow: Enrolled in Corrections Education Program

Blue: One year out from program completion

Green: Two – four years from program completion – following cohort from blue.

<b>Outcome</b>	<b>Indicator(s)</b>	<b>Source of Data (records, clients, etc.)</b>	<b>Method to Collect Data (questionnaires, interviews, etc.)</b>	<b>Who Collects Data</b>	<b>When Collect Data</b>
Increase in functional literacy and numeracy	100% of program completers will meet proficiency requirements in reading, writing and numeracy	CASAS scores SIM Writing records/work Work samples Project based learning samples	Record review	Central Office	Quarterly
Increase ability to find appropriate employment	60% of students enrolled in career exploration & development activities complete the checklist for successful employment	Records	Record Review	Central Office	Quarterly
Increased interest in attending schooling and training	2% increase in case plan compliant in education & training	Attendance records Performance records	Record review	Central Office	Quarterly
Increased confidence that learner can manage formal and informal learning environments	Increase in motivation survey results	Students	Survey	Teachers	Yearly
Appropriate employment in jobs based upon previous learning	Number of completers obtaining employment in career cluster of training	Department of Labor	Unemployment Insurance Report	Central Office	Yearly
Improved attitude toward self and society	Increase compliance with DOC expectations for participants enrolled for six months or more	DR History Intermediate Sanctions Case Plan Compliance	Record Review	Central Office	Yearly

Increased reliability and improved judgment	Reduced recidivism	OMS	Record Review	Central Office	Every year for four years
Engaged in community through work and other connections	Increased engagement	Community involvement survey	Review of survey results	Central Office	Every year for four years
Salary is sufficient to meet independent living needs	Increase in income to meet needs (same cohort from mid-term)	Department of Labor	Unemployment Insurance Report	Central Office	Every year for three years beyond mid-term measurement

## HIGH SCHOOL GRADUATES

High School Diplomas awarded from July 1, 2013 to June 30, 2014

**Graduate Name**

Jesse Anderson  
Tharen Amidon  
Randy Bard  
Anthony Brown  
Storm Choiniere  
Casey Coon  
George Coy, Sr.  
Damian Delisle  
Zachary Dessert  
Dustin Dunkling  
Ashley Dusharm  
Chester Edney  
Jason Gorman  
Tony Haynes

**Graduate Name**

Daniel Hendy  
Catherine Hill  
BobbiJo Hodgdon  
Garrett Johnson  
Andrew LaBerge  
Trevor LaCross  
Dustin LaFountain  
Cory LaPlant  
Clarence Lynch  
William Manson  
William Marks  
James Mitchell  
Dylan Mone  
Donald Morse

**Graduate Name**

Dustin North  
Corey Ostroski  
Erik Parker  
Edward Quintin  
Anthony Ryan  
Miguel Serrano  
Tonya Sprano  
Jeremy Squires  
Kyle Wallace  
Jared Whalen  
William White  
Ann-Marie Whiteway  
Kyle Yandow



*NSCF November 2013 graduation*

## **ACADEMIC EXPECTATIONS**

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 in 2016. Over the course of the last six years, teachers and administrators have been working to identify the standards and proficiency levels that students should master before earning a high school diploma from the Community High School of Vermont. Using the Common Core State Standards, Habits of Mind and 21<sup>st</sup> Century Learning Skills CHSVT identified the skills essential to our students' success.

After many years of hard work, the CHSVT Curriculum Framework was completed in 2013, courses were redesigned to meet the rigor recommended by the NEASC review committee, national standards are now used to assess students at the high school level, and 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 and, the increase in proficiencies, the number of high school diplomas have leveled off. The Administration is confident in the efficacy of the programs and consistent high expectations for performance.

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

## **INDUSTRY CERTIFICATION**

### **Industry Recognized Credential (IRC)**

Industry-based standards promote consistency in the quality and rigor of the training provided through Corrections Education. Technical education and skills training provide our students with the opportunity to earn Industry Recognized Credentials and provide students with transition opportunities to postsecondary education, training and employment opportunities.

The direct benefits of incorporating skill and technical certifications into programs of study include: Increased instructional effectiveness through the use of industry-based curriculum; assessment strategies within the certification process that produce data that can then be used to inform decision-making regarding the allocation and coordination of educational resources; a focus on priority careers that can be aligned with State and regional economic development priorities; and enhanced program quality and responsiveness to business, industry partners and community stakeholders; and clear career and educational benefits for students participating in personalized learning plans that providing industry certifications and credentials.

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/AED, 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. Below is the list of students who have earned industry certification in one of the above industries.

**ALLDATA (Automotive Technical and Industry Training)**

**ALLDATA Automotive Information Specialist**

Matthew Enman      Mark King      Eugene Missouri      David Rosario  
Ronnie Rushford

**University of Vermont Extension Master Gardener**

Wyness Knapp      Casey Langlois

## **National Restaurant Association Education Foundation (NRAEF)**

ServSafe, ManageFirst, ProStart, Restaurant Management, Restaurant Supervision

Alvin Aiken	Jesse Anderson	Jason Baker	Travis Baraw
Kenneth Barber	Daniel Barmore	John Barrett	Noe Barron
Andrew Barrows	Jason Barry	Jennifer Berube	Lance Bessette
Joel Bonano	Lee Bradeen	Matt Branch	Oliver Brassard
Derrick Brown	Casim Burns	Sheila Conley	Daniel Corliss
George Coy	Jasper Craig	Ernest Cushman	Devin Daly
Donald Davis	Damian Delisle	Ronald Deuso	Patrick Devens
Peter Drutchal	Roger Dusablon	Ronald Dusablon	Walter Englehardt
Michael Fisher	Terry Flint	Kai Freeman	Collen Gardner
Jacob Garrett	Kory George	Jason Goodrich	Todd Green
Ervin Greenslit	Donald Griggs	Steven Guyette	Shawn Harper
Jonathan Heath	Kenneth Heath	Samuel Hellmuth	Joshua Herring
Mitchell Horton	Michael Hughes	Scott Hughes	Douglas Huntley
Kyle Jameson	Mark Jankowski	Rafael Jaquez	Robert Johnston
Edwin Jones	Thomas Kimball	David King	Hieheem Kirkland
Joshua Koch	Marcus Koritz	Oliver Kouassi	Robert Labonte
Trevor LaCross	Michael Laflam	Laura Lagasse-Lamoure	
Casey Langlois	Cory LaPlant	Jason Larrabee	Brendon Lee
William Lefebvre	Clarence Lynch	Fred Lyons	Charles Macomber
William Manson	Joshua Martell	Kevin Martell	Stephen McGee
Lamonte McGhee	Merlin Merrow	Mark Messier	Adrian Moore
Daniel Morales	George Murphy	Richard Murray	William Nelson
Roosevelt Norris	Kevin Oneil	Cory Perry	David Reyes
Robert Ritchey	Jerry Rominger	David Rosario	Christopher Royea
Jonathan Scott	Malcolm Scott	Sundance Seals	Zachary Senesac
Nathaniel Serre	Donald Shepard	Cyrus Smith	Laird Stanard
Eugene Streeter	Darren Summers	Jeremey Thompson	Gerald Thomson
Ryan Trapani	Manuel Vasquez	Jose Velasquez	Timothy Velasquez
Sean Wallace	Michael Ware	Anthony Waselinski	Jeremy White
Timothy Williams	Matthew Wiltse		

## **National Center for Construction Education and Research (NCCER)**

### **General Construction**

Basic Safety, Basic Communication, Basic Employability Skills, Introduction to Construction Drawings, Introduction to Hand Tools, Introduction to Power Tools, Introductory Materials Handling, Tools for Success, Introduction to Construction Math, National Career Readiness Certificate

Tyran Andrews	James Babcock	Robert Bessette	Patrick Bostwick
Brian Brewster	Todd Cardinal	Donald Davis	Peter Drutchal
Matthew Enman	James Gathright	Stephen Gibson	Mitchell Horton
James Hutchins	Christopher Keating	Casey Langlois	Gary Lawrence

Jonathan Lieske	Joseph Lilly	David Merriam	Chavis Murphy
George Murphy	KC Myers	James Peck	Titus Peters
Jason Ritchie	Kelly Saxon	Dwayne Terrick	Jeremey Thompson
Ann-Marie Whiteway	William Young		

### **Welding**

Welding Safety, SMAW(Shielded Metal Arc Welding) – beads and fillet welds, electrodes, equipment set up, groove welds w/backing, open v-grooves, weld quality, oxy/fuel cutting, welding safety, plasma arc cutting, base metal prep, welding symbols, American Welding Society

Glenn Boule	Scott Brooks	Bernard Carter	Douglas Cavett
Raymond Crickard	Jacob Domingue	Nathaniel Elie	Donald Ely-Gardner
Ryan Garrow	Louis Gilbeau	Oscar Guarcas	Dominick Hough
Bryon Hudson	Robert Johnston	Daniel Jones	William Lacroix
Andrew Leblanc	Howard Matheson	David Merriam	Justin Morgan
Chavis Murphy	Jordan Powers	Earle Rogers	Nathaniel Serre
Cyrus Smith	Darin Snyder	Laird Stanard	Trevor Vandenburg
Edward Walker	William White	Scott Whitney	

## **Occupational Safety and Health Administration - OSHA**

### **OSHA – 10 Construction**

David Ambrose	Tyran Andrews	Robert Bessette	Scott Brooks
Derrick Cooper	Donald Davis	Peter Drutchal	Matthew Enman
Jeremy Fantauzzi	Stephen Gibson	Johnathan Gordon	Mitchell Horton
Kyle Jameson	Edward Johnson	Casey Langlois	Gary Lawrence
Jonathan Lieske	Chavis Murphy	Ethan Newton	Jeffrey Plourde
Kareem Robinson	Damian Rosa	Christopher Roupe	Kelly Saxon
Jared Whalen	William Young		

### **OSHA – General Industry**

Jesse Anderson	Sean Bailey	Troy Barnes	Michael Benedict
Kevin Bent	Robert Bessette	Andrew Bissonette	Brent Booker
Bowie Bouchard	Warren Briggs	Aaron Bush	Brent Casey
Storm Choiniere	Travis Clemmons	Michael Dashno	Donald Davis
Zachary Dessert	Donald Dixon	Jerry Ellis	Stefan Farrell
Jacob Garrett	James Gathright	Kory George	Justin Gillett
Shane Haven	Daniel Hendy	Robert Hepburn	Joshua Herring
Richard Hurd	Justin Jones	Arthur Juttner	Quondell Knight
Jeffrey Laflamme	Steven Lapre	Jason Larrabee	David Lauderbach
Mathias Madison	Dustin Malinowski	Michael Marrone	Michael McCray
David Merriam	Juan Navarro	William Nelson	Joseph Olds
Kevin Oneil	James Peck	Robert Plante	William Plaster
Jigme Pongsang	Shannon Rainey	Cory Reed	Jason Ritchie

Earle Rogers	Jerry Rominger	Nathaniel Serre	Thomas Shambo
Mathew Shumway	Jeremy Squires	Laird Stanard	Jason Start
Matthew Tenney	Carroll Thompson	David Verge	Michael Verrill
Henry Washington	Eric Williams	Brian Witham	Keino Wood
Kyle Yandow			

**First Aid/CPR/AED**

Tharen Amidon	Jesse Anderson	Tyran Andrews	David Bailey
Troy Barnes	Donald Beam	Joshua Boomhower	Patrick Bostwick
Daris Carter	Derrick Cooper	Leo Dagesse	Donald Davis
Patrick Devens	Peter Drutchal	Kody Fitzgerald	Stephen Gibson
Johnathan Gordon	Ervin Greenslit	Robert Hogan	Mitchell Horton
Dean Hugerth	Richard Hurd	Daniel Hutchins	Rafael Jaquez
Edward Johnson	Brent Labombard	Dustin LaFountain	Gary Lawrence
Sean Lawrence	Ryan Lowe	Anthony Mack	William Manson
Michael Marrone	James Mitchell	Daniel Morales	Edward Mullin
Joseph Perkins	Jeffrey Plourde	James Prue	Kareem Robinson
Damian Rosa	Christopher Roupe	Zachary Senesac	Miguel Serrano
Rick Smedley	Jeremy Squires	Paul Tester	Jeremey Thompson
William Turner	Dana Waterman	William Young	

## The Beryle Gardner Student Scholarship Awards

### Summary 2005-2014

The CHSVT Beryle Gardner Student Scholarship was initiated through major gifts from the Vermont Retired Teachers Association (VRTA) and CHSVT administrators. Beryle Gardner was a member of the VRTA, a life-long educator and a strong advocate for education in the correctional system, and a co-founder of CHSVT. She strongly believed that experiencing quality educational programs while in prison could have a life-changing and positive influence on the lives of incarcerated individuals.

A CHSVT committee, comprised of five faculty members from different campuses, meet twice a year to select scholarship winners in several categories. Scholarships include four categories (1) “Higher Learning” promotes entry into post-secondary education (2) “Trades” enhances manual, mechanical, vocational opportunities (3) “Living, Learning and Working” supports professional development and (4) “Honorary Mentor” demonstrates exemplary performances as a course helper over a sustained period of time and is inspirational to others.

To apply for a scholarship nominees need to get an application form from their teacher. They must complete a writing essay noting their accomplishments, community service prior to incarceration (if possible), goals and use of scholarship funds if awarded. They need to obtain three letters of recommendation: one from a CHSVT teacher and two from individuals outside CHSVT. Lastly, they must fill out general background information such as the campus from where they graduated, year and which scholarship they are applying for. The amount of each scholarship is \$300.

To date the total amount in scholarships awarded is \$6,500. Previous winners of the prestigious Beryle Gardner Student Scholarship by year are:

2005	Ryan Larocque	2011	Christopher Corey Jermain Mcleod, Sr Nicholas Buckalew Juan Madrigal
2006	Jeffrey Bronson		
2007	Patience Johnson Matthew Peirce		
2008	James Crothers Christopher Richardson	2012	Ronald Barraza Deontae McNeil Robert Fowler
2009	Jason Dansby		
2010	Wes Mercy Wayne Pecor Nathan Silva Michael Hurst Kimberly Gero Jose Burgos Kenneth turner	2013	Christopher Clark Nicole Hans Craig Grasso

## FORMER STUDENT SUCCESS STORIES

### A Barre Campus Success Story

On June 20<sup>th</sup>, we were invited to attend the graduation of the Community Kitchen Academy. Community Kitchen Academy is a statewide program of the Vermont Foodbank in local partnership with Central Vermont Action Council. It is a 13 week, full-time job training program that provides food safety certifications, hands-on experience, college credit, and job placement support. Students are required to be on-time, on task, and cannot have any more than three absences. It is taught by chefs and students learn the entire food preparation cycle.

Edward Behr, Food Writer and Editor/Publisher of The Art of Eating was the keynote speaker. In 2014, he was inducted into the James Beard Foundation's Who's Who of Food and Beverage. Behr won a James Beard Award in 2014.

We were invited by Joshua Goslant. Joshua is a Community High School of Vermont Barre Campus alumni, class of 2013. He enrolled and completed the Academy after graduating from CHSVT. Through the program, he has earned food and restaurant industry certifications. In addition, he earned college credits at Community College of Vermont.

The CKA class elected Joshua to be the student speaker. Josh spoke to his fellow students, family and friends about their journey. The graduates represented people from a diverse array of backgrounds. There were single moms, older folks re-entering the job market, and a high school student. Joshua has the ability to relate to and interact with people from a wide array of ages and backgrounds. It is easy to understand why his fellow classmates elected him to give the student speech.

Each student is required to create and cook a special recipe for the graduation. Joshua chose dolmas, stuffed grape leaves, and roasted red pepper and traditional hummus dips. The tables were filled with delicious treats. The students were very proud of both their final projects and their accomplishment of graduating from the academy. Our congratulations go out to Joshua for this achievement. - Mary Poulos, Sarah Loveless



**Here is an excerpt from a letter written by a former CHSVT graduate to some of the CHSVT faculty:**

*“...I will have a high school diploma by the first of the year thanks to you (John), Barb, Laurette, Cara, and Bill from the Community High School of Vermont...Ever since the Community High School of Vermont encouraged me to take action and believe in myself again something magical happened with me and I can't stop reaching higher and striving to become a much better person...it gave me a foundation of solid accomplishment. That accomplishment in turn motivated me to continue my path of knowledge, recovery, and spiritual growth today, tomorrow and in the years to come...”*

### **Poem Written by former students from NWSCF**

*We Thank You  
For seeing past our handicaps  
For giving us a chance  
For listening to our cries and woes  
We thank you  
For your encouragement  
For your kindness and understanding  
For your generosity and compassion  
We thank you  
For believing in us when others would not  
For all your praise and appreciation of our hard work  
For your teachings and patience  
For your leadership and wisdom  
We all thank God above that he sent us John Cross to love, our teacher and mentor, you will always be. The knowledge you've shared shall remain with all of us forever.*

“Seriously, everyone who attended this week is doing awesome work. CHSVT students are being faced with new challenges this school year in the form of new graduation requirements and an expectation to be much more involved in their communities, their learning, and their future academic/professional plans. I can honestly say that this group is rising to the challenge in remarkable and unexpected ways. I am anticipating a very exciting year for these folks; expect to see some well-educated, compassionate, ambitious graduates in the near future!” *excerpt from a CHSVT Correctional Educator email.*

# Community High School of Vermont Campuses

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

“Perseverance is not a long race; it is many short races one after the other.” Walter Elliot

After all the activity of the spring of 2013, summer was quiet. Mary Poulos held the reins solo while a search endeavored to find another teacher for the site. Finally, after an arduous quest, the choice was Sarah Loveless. Sarah came to CHSVT with a background in English and working with underemployed and under educated women through Vermont Works for Women in Barre. She brought with her a background of community connections and experience working with adults. She began her tenure in August; she didn't just hit the ground running, she tore up the track.

It was a new day in Barre. Sarah dove headfirst in learning the campus, then the P & P office, and fortified her ties to the community partners. The student population was down but soon increased. Mary's role became that of the Regional Special Educator for Barre, St. Johnsbury Regional Facility, Caledonia Workcamp, St. Johnsbury P& P, Burlington P&P, and the Chittenden Facility. By the winter, Barre was again rolling along on all eight cylinders.

Fall was for field trips. The students studied the play *The Crucible* and went to see a professional production at Lost Nation Theater. Students also visited Studio Place Arts, a Community Arts Center in downtown Barre, where they viewed two exhibits and also visited the working spaces of resident artists. In the fall, they attended an orientation for Central Vermont Community Action Council's Community Kitchen program, which prepares underemployed and unemployed Vermonters for careers in the food service industry. This spring, a CHSVT alum was accepted into this program; he will graduate this summer.

In the spring, students attended the 5<sup>th</sup> Annual Central Vermont Job Fair at the Barre Auditorium. During the weeks before the fair, students created resumes, cover letters, and reference lists and practiced interview techniques during Employability Skills class. Sarah spent the day working in the resource area at the Job Fair, assisting students with applications and last-minute preparations.

In the school, artwork took center stage. Ed Quintin created a piece of artwork for his community service that he donated to the Return House. The piece, done in ink and watercolor pencil, included three self-portraits depicting the artist's past, present, and future, and featured the following quote from Bill Cosby: “The past is a ghost, the future a dream, and all we have is now.” Tylar Smith entered the VFW Ladies Auxiliary National Art Contest on Patriotism. He won the district area and a special mention for the state. Tylar's original artwork was done in colored pencil honoring the 100<sup>th</sup> year anniversary of World War I with a poppy coming out of a

pair of boots which symbolized his gratitude to the people who have served in all the US conflicts since the Great War.

As we turned the home stretch, we had three graduates of CHSVT and one from Spaulding at Barre's graduation on June 26<sup>th</sup>. Former teacher of the campus, Dave Strong, gave the keynote speech. CHSVT administration, faculty, and current and former CHSVT students were in attendance.

The campus is going into the summer with several new students as well as some veteran students who still have some more laps to finish before they can earn their diplomas.

Team Barre

Sarah Loveless, Teacher

Mary Poulos, Special Educator



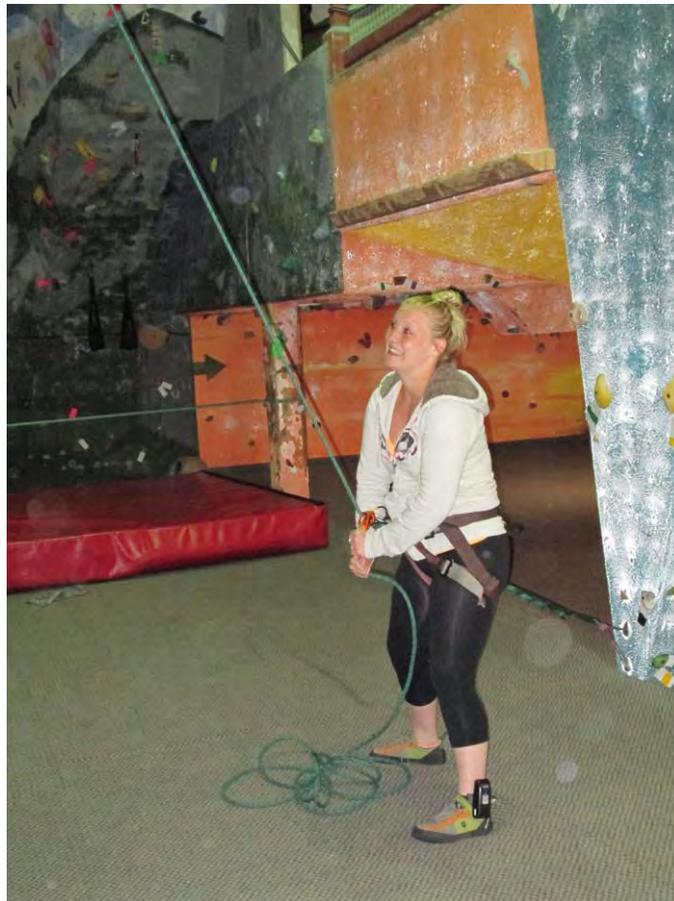
*Ed Quintin donating his artwork to Return House*

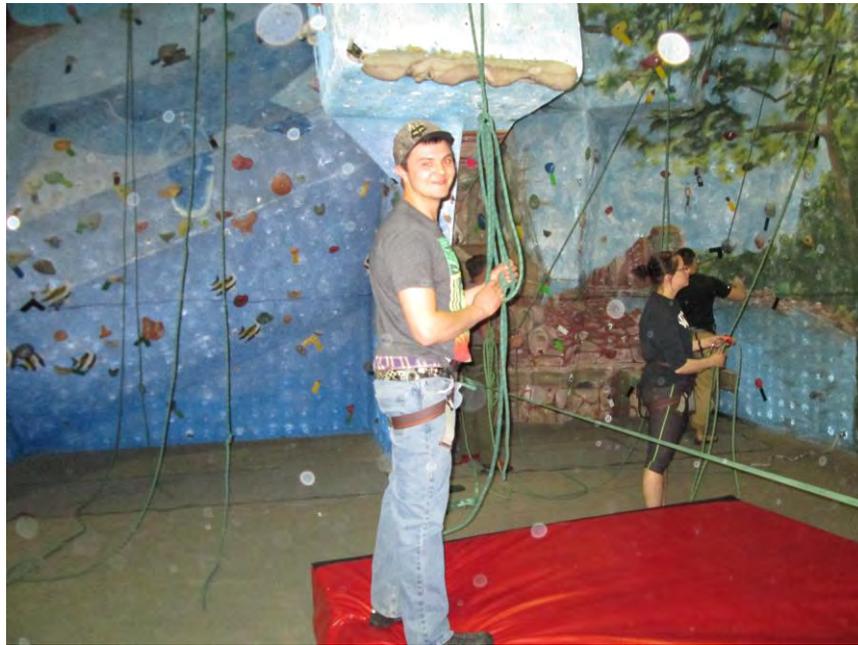
**BENNINGTON CAMPUS**  
**Bennington Probation and Parole Office**  
**200 Veteran's Memorial Drive, Suite 12**  
**Bennington, VT**

The Bennington campus experienced several exciting things over the course of the year. Two students completed their high school education, and we are excited to hold their graduation ceremony soon. These young men have persevered while waiting for this day to come.

In October 2013, Molly Humphrey joined the Bennington teaching team. She continues to be excited about working with students and expanding her professional development in multiple areas of study, such as the sciences and math.

Bennington students had the opportunity to partake in adventure activities, including rock climbing at the Green Mountain Rock Climbing Center in Rutland, where students continued to learn the value of team work, as well as creating positive relationships with one another and their teachers. This experience also gave students the opportunity to learn their different strengths and overcome fears.





This year in the classroom, students explored various subjects in History, including the Civil War, WWI, the Flu Epidemic, the Roaring 20s, and the Great Depression. Students continue to learn Geometry where they are being taught to see math outside of the classroom. For instance, students learned to measure the height of the lamp posts at Bennington Probation and Parole using similar triangles. The teaching team is also implementing the new math initiative. In Biology, students learned the functions of the human body's major systems. Similarly, in Human Development, students learned the major theories regarding personality development, as well as sex and gender development.

In English, students have been learning how to use the writing strategies to improve their everyday writing tasks, including writing a letter to the president of India asking him to enforce their anti-slavery laws. This letter was written in response to a class reading of the novel *Sold* by Patricia McCormack, which looks into the life of a young girl trafficked into slavery. Students also read *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie, which allowed them to appreciate other American cultures.

Not only did students at the Bennington campus expand their learning in the classroom, but they also had the opportunity to teach staff members of Bennington Probation and Parole. During their Civil War unit, students worked in groups to present about the causes and major events of the Civil War. In Biology, students created presentations about various viruses with the goal of not only informing, but grossing out staff members. Both presentations utilized our iPad's iMovie software, new technologies that have become available to us. On both occasions, students were praised for their efforts and excitement in giving these presentations.

The Bennington teaching team tries to promote other opportunities for a positive relationship between students and the Bennington Probation and Parole staff members. For instance, students and staff enjoy each other's company while celebrating Thanksgiving in the classroom.

The Bennington teaching team continues to strive to serve students by exposing them to a variety of learning opportunities so that they may continue to reach their future goals.

Respectfully Submitted By,  
Eric Marchese  
Molly Humphrey



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

Sparrows, new bridges, Focus, dump trucks, bald eagles, the Rule of Four, and the ever-present fluidity of the West River have defined our past year here in the southlands. We have watched the slopes of Mount Wantastiquet turn green, orange, yellow, gold, and white, as the year strides along with the silent pulsing of the seasons. Inside we continue to work with our students as a team, to revitalize their learning and promote meaning in their lives.

Following nine years of teaching at the Southern State Correctional Facility, Bob Salzman transferred to the Brattleboro campus at the start of the past fiscal year. Overall, the transition to the new setting has been very smooth.

In spite of their nickname, “The Bratts”, the campus teaching team has worked very well together. We look forward to serving our students and helping them realize their individualized living, learning, and working plans.

**BURLINGTON CAMPUS**  
**32 Cherry Street**  
**Burlington, VT**

A new chapter has begun at the Burlington street campus, with increased student enrollment and two new staff members. Sharon Renault and Ben Irish bring many years of combined special education and alternative education experience to the site.

New programs are being implemented in areas like English, math, drawing and technology. Sharon has taken on the task of improving students' writing by using the Strategic Instructions Model. Drawing basics has really brought out the inner artist in our students. Math instruction is improving by implementing activities that include more visual representations of numbers.



*Artistic work from drawing and technology classes.*

Students have increased their use of technology to assist in their learning. Ipad is a crowd favorite here, particularly students who prefer to use eBooks over textbooks.



*Students work with Sharon*

These are just some of the ways students are reengaged in education. John Long has also offered to continue a certification course in ServSafe. One student earned his final credit for graduation by successfully completing the ServSafe certification. Two additional students are expected to graduate very soon.

The response to all the new changes from students at the Burlington Street site has been a positive one. We are very excited to continue to build a 21<sup>st</sup> century classroom that can respond better to the growing student population at our site!

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

The Rutland Community Campus worked with twenty 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 Rutland Community Campus saw many changes this year, with the new FOCUS database and restructured daily classes, which now run from 8am-noon. Afternoons will be reserved for partnering with the DOC Programming Coordinator, Todd Prevost, and the casework staff to offer classes supporting and guiding students with personal finances and employment readiness.

Mother Nature sent so much rain our way in the spring and early summer that our 2013 community garden harvests weren't as abundant as last year. Nonetheless, we had some fabulous tasting experiences with vegetables that were a novelty for students, such as kohlrabi and fennel. Students worked hard to nurture our plants to maturity.

During the fall semester Kathi spent afternoons at Marble Valley Correctional Facility bringing the nationally recognized Governor's Career Readiness Certificate to inmates of MVCF. The collaboration with Community College of Vermont produced three proud graduates.



*Students, James Gathright and Joseph Lilly along with CCV Instructor, Duane Thompkins*

Three students passed the ServSafe Food Safety course, earning a five year certificate from the National Restaurant Association.

Winona Lowe continued to work with the CHSVT faculty implementing the SIMS English Strategies for Writing. Students use a variety of sentence structures to create more complex and detailed sentences which will lead to better organized written paragraphs and essays.

In late spring the faculty began working on CHSVT Common Core Math Practices with Elaine Watson. At the RUPP Campus students are beginning to work, more collaboratively and seek alternative possible paths to solving problems.

In the Fourth Quarter of the school year, to help RUPP students to better manage money, CHSVT turned to the National Endowment for Financial Education's High School Financial Planning Program,<sup>®</sup> a turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of young adults. The course is organized into six module topics (planning, borrowing, earning capability, investing, financial services, and insurance). It is hoped this course may be offered to others in Corrections beyond those working to complete a high school diploma.

The campus experienced a complete change in staff. In March, Kathi Cassidy accepted a counseling position with Vocational Rehab in Rutland. In mid-May, Gary Harris joined the campus teaching staff. Jim Candon retired at the end of June after almost 15 years with CHSVT.

James Candon  
Kathi Cassidy  
Gary Harris  
Rutland Community Campus Faculty



***CHSVT Correctional Educator Kathi Cassidy  
Governor's Career Readiness Certificate Program***

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

Throughout the year the Springfield Campus has had four to six active students who have been engaged in building skills in reading, writing and math.

Students have also been involved in working with Lego Robots and building bridges using craft sticks. The robot project involved assembling and programming the robots to follow directions and respond to sensors automatically. The bridge building project involved designing, constructing and then testing the bridges for their capacity to hold weight. Some bridges could hold over 50 pounds without breaking.



Art has been another important class where students learn by doing. Each student has had the opportunity to explore and to experience various forms of art and use of materials.

Additionally throughout the year, the Springfield Campus has had the excellent support and cooperation of all of the Probation and Parole Staff.

Submitted by Jack Carson

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

FY 2014 saw the departure of long time teacher Wade Cole. The site was managed by the Northwest Team until Laurette Garrand took over at the beginning of September. Marlena Hughes, who takes care of Special Education at the site, took over for two months while Laurette was on maternity leave. It has been a rebuilding year as many in the building thought we were closed and not returning.

This year has been dedicated to rebuilding relationships within the Agency of Human Services including Department of Corrections, Department of Labor, Economic Services, Vocational Rehabilitation, and partners in St. Albans. Two to three students a month have been referred by Vocational Rehabilitation and Reach-up Counselors. There is a new partnership with the Community Justice Center and Local Reparative Boards; two students were directly referred by the Reparative Board to complete their education.

Communication has opened up with the probation office; new students are being referred weekly and previous students are encouraged to return. Students have been coming to get help with job skills. Referrals from the Risk Reduction Program team have increased tremendously to help the students develop skills in order for them to be successful in their other programs.

Transportation is a struggle for this site. Going forward, the goal is to obtain transportation for students in hope to increase attendance.

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

The past year has been full of change and transition at CRCF. We have a new facility Superintendent, Ed Adams, Assistant Superintendent, Jen Sprafke, as well as numerous changes to CHSVT faculty. Jeanne Smith joined the teaching team at Northwest State. Dan King moved to Burlington Probation and Parole as a probation officer. Len Schmidt accepted a position with Hinesburg Schools. These teachers made a difference in many students' lives and will be missed.



*CRCF students with Len Schmidt (left) and Dan King (right)*

Ben Irish and Sharon Renault have joined team Chittenden. Ben and Sharon spend most of their time teaching at the Burlington street campus, located at the court house on Cherry Street. Sharon and Ben have been outstanding additions to our school and their efforts are appreciated by our students. We are happy to have them on board.

We graduated four students this year; three with CHSVT diplomas and one in conjunction with Vergennes Union High School.

Our students earned certificates in a variety of program areas: ten students earned Work Readiness certificates, twelve earned ServSafe certification, eight students earned certification in Restaurant Management, ten earned Vermont Legal Aide certification, and three students earned Master Gardener certification.



*CRCF students working independently.*

Our site has produced two successful community garden seasons. The graduates of previous Master Gardener courses have worked with current students to nurture and maintain plants sent from the Northwest greenhouses. Thank you to Barb Hagen and the entire Northwest crew for helping us out.

We have enjoyed a student facilitated art program this year. Students choose projects they want to work on and pass their knowledge and skills on to new students who enter the class. The ladies have developed a true sense of collegueship through this program. Everyone works together and helps folks who struggle with art technique and skill development.



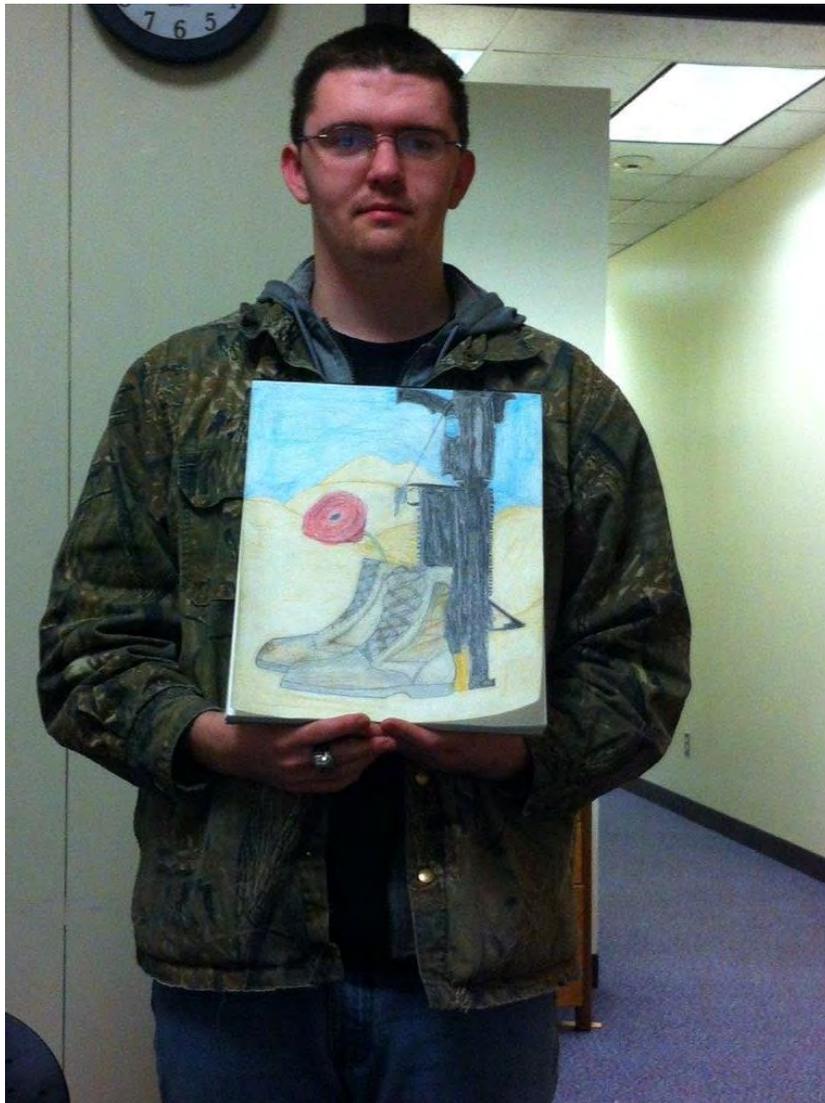
*Completed art project from student facilitated art program*

We continue strong relationships with community providers such as VABIR, VSAC and Burlington Housing Authority along with many guest lecturers and project leaders through Vermont Humanities Council.

Our ongoing collaboration with Vermont Works for Women has continued to prove successful. The Work Readiness class is very popular and has produced a number of graduates this year.

Overall, the year has been one of new faces and challenges. Our students have stepped up to the challenges and welcomed new staff to help them on their journey. We are looking forward to another great year.

John Long  
Ben Irish  
Sharon Renault  
CRCF Instructors



*Barre Campus student, Tylar Smith, won the district contest for the VFW National Art Contest on Patriotism*

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

2014 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 at MVRCF has been the ServSafe class by Jeff Cassarino. 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. During the course, the students learn all about food safety and other facets of the kitchen. At the end of the course the students take a national test and if they pass, they receive a certificate that is good for five years. Over the past year MVRCF has had over 20 students pass the national test.

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

Bobbi Shutts offered an Introduction to Psychology course that was well received by the students. Bobbi continues to make connections outside the facility to better serve our students when they transition back into the community.

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

Over the course of 2014, students were able to listen to a fine list of musicians brought to MVRCF by our volunteer coordinator in conjunction with the music class offered at MVRCF.

MVRCF was also lucky enough to have Jan Dembinski teach a course on legal issues the students face and we had a great turn out for the Shaken Baby presentation.

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

Finally, we would like to thank our school superintendent, Wilhelmina Picard and the entire administration at CHSVT for their continued support and guidance. We would also like to thank the administrative team at MVRCF and all those who make the day to day classes run as

smoothly as they can. A special thank you goes out to all those who have volunteered to make MVRCF the best it can be.

Respectfully Submitted By,  
Bobbi Shutts  
Jeff Cassarino  
Chris Cosgrove

**NORTHEAST REGIONAL CORRECTIONAL COMPLEX**  
**1270 US Rte. 5**  
**St. Johnsbury, VT**  
**and**  
**ST. JOHNSBURY CAMPUS**  
**St. Johnsbury Probation and Parole Office**  
**67 Eastern Avenue, Suite 5**  
**St. Johnsbury, VT**

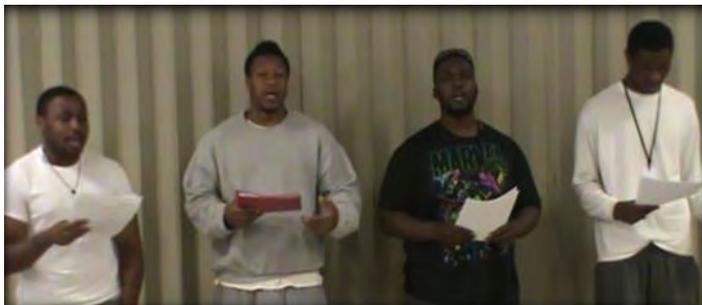
*“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”*  
**- John Dewey**

Students in the St. Johnsbury region participated in a wide range of new initiatives this past year as well as participating productively in our traditional classroom activities. Our dedicated teaching team provides educational opportunities to students in three locations: at the “Street” campus at the local Probation & Parole office, to students who are housed at the “Work Camp” and those at the “Regional”, both within the Northeast Regional Correctional Complex.

This year there were eight students who proudly graduated, many with family members present to honor their achievements. Guest speakers for graduations included our facility Superintendent, Al Cormier, Assistant Superintendent, Charles Remick, Chief of Security, Scott Martin, and Garrett Keizer, a local author and former educator from Sutton. We are grateful for the support and thoughtful comments that enhanced our graduation ceremonies.



Although we offered numerous special events and activities, space allows us to only highlight a few. The Vermont Humanities Council (VHC) once again, generously supported excellent educational opportunities for our students. They included the very successful Vermont Reads program featuring *Poetry 180*, an anthology compiled by Billy Collins, and the Read With Me “Read it Again” family literacy program for parents of young children, both led by Morgan Irons, a professional educator who has worked with students here and at our other campuses around the state for many years. Additionally, VHC sponsored a book discussion program and a visit by John Morton, a member of six Winter Olympic biathlon teams and author of *A Medal of Honor*, a novel that gives an insider’s view into the life of an Olympic athlete.



The Vermont Arts Council’s sponsorship of *Poetry Out Loud* also brought Morgan Irons to us for a 6-session program culminating in a transformational performance. Students who truly thought they couldn’t do it, surprised themselves, but not us, as Morgan brings out the best in our students time and time again.

Sean Dobbin, a member of our teaching team, ran a very successful crossword puzzle tournament and also offered a well-attended “Cruciverbalism” workshop in which the students created a crossword puzzle which was later published in the *L.A. Times* on Monday, April 14<sup>th</sup>!! The students were beside themselves, to say nothing about Sean! Bravo!!

Thanks to another team member, Pauline Dwyer, we had 23 students receive their First Aid & CPR certification from the American Heart Association. Pauline also had 34 students complete the OSHA 10-hour General Industry Outreach Training.

Cara Berryman, our team member who teaches ServSafe, had eleven students, as well as two of our DOC food service colleagues, successfully pass the national exam and become certified this year.

Chess has long been a great draw for students and this year was no different. Teaching team member Bill Storz, once again, spent countless hours teaching Chess and ensuring that the students had opportunities to grow as players. This year we had two in-house tournaments and three full-day tournaments involving students and community volunteers. All five tournaments were officially rated by US Chess and twelve students became officially rated!

We also began offering one-week “intensives” in which students are immersed in only one class all week and we discovered that we see more involvement and interest when we delve deeply into a topic for the entire week. Some examples of “Intensives” are “Math Week”, “Extreme Geography”, “How Art Changed the World” and “America: The Story of Us”. We plan to use this model more often moving forward.

We continue to work collaboratively with our community partners, both at the facility and in the community. Sean became a member of the “Risk Reduction Team” in the community and works closely with both our DOC colleagues and with staff from Phoenix House who work with our students who are transitioning back into their communities.

For most of the year our teaching team was comprised of Cara Berryman, Sean Dobbin, Pauline Dwyer, William (Bill) Storz and Claire Swaha. In the spring Bill transferred to Northern State Correctional Facility and one of their team members, Nick Rulon came to us. We currently are waiting for a new teacher to begin in July. The six of us will begin engaging in new team-building activities as we have decided to utilize Peter Senge’s *Schools That Learn*, as a guide as we move forward into the new school year.

Professional development, as well as team-building, played a major role in our work this past year. We have formed Professional Learning Communities (PLCs) with colleagues from other campuses and have engaged in CHSVT-sponsored school-wide math and writing trainings, as well as individual conferences and classes. Last August, Claire Swaha attended St. Johnsbury Academy’s Advanced Placement Summer Institute focusing on AP Literature & Poetry. Pauline Dwyer attended the National Science Teachers Association National Conference in Boston and Cara Berryman attended the National Art Education Conference in San Diego. Additionally, Sean, Cara and Nick are all currently taking a graduate course entitled “Content Enhancement: Methods and Tools to Improve Instruction and Learning”. As a regional team, we also enjoyed a couple of “Fun” days that included recreational activities and good food.

Finally, as we close out this year and start anew, we have plans to add intensives in Financial Literacy, Project Learning Tree, and Science Fiction, add a Scrabble tournament, and remain open to great ideas that emerge throughout the year. We have much to look forward to, much to do and much to be grateful for.

***“Around here, however, we don’t look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we’re curious... and curiosity keeps leading us down new paths.” — Walt Disney***

Respectfully Submitted:

Sean Dobbin

Nick Rulon

Cara Berryman

Claire Swaha

Pauline Dwyer

Bill Storz

**NORTHERN STATE CORRECTIONAL FACILITY CAMPUS**  
**2559 Glen Rd.**  
**Newport, VT**  
**and**  
**NEWPORT CAMPUS**  
**267 Main Street, Suite 1**  
**Newport, VT**

The last year has been a time of immense transition for the entire school, but even more so for the Northern State and Newport Street Site campuses. In addition to sweeping changes in our day-to-day practice and more than our usual share of staff changes, we witnessed the demolition and temporary closure of the Newport Street Campus.

Although the Newport Campus was scheduled for demolition as part of a much larger regional development plan, it was still shocking to see it go; its destruction marked the end of one era, while at the same time evoking tremendous excitement for new possibilities and opportunities for the school moving forward.

Fortunately, the Newport Campus will reopen once a suitable location is found that will allow all of Newport Probation and Parole to be housed under the same roof. Since the old campus was located down the street from Probation and Parole, this will undoubtedly enable better collaboration and continuity of services for our street site students.

Prior to the temporary closure of the street site, our campuses were involved in a bit of a staff switcheroo. Early in the year Harmony Harriman moved from splitting her time between the two campuses to being a full-time member of the Northern team while Marlana Hughes went on to divide her time between Northern, the Newport Campus and her duties as a regional Special Educator.

Later in the year, we welcomed Bill Storz, a seasoned CHSVT teacher, to the Northern team and bid farewell to Nick Rulon as they switched positions; Bill joined us from the St. Johnsbury team while Nick was embraced by his new team in Bill's place. But these were not the only staff changes! We also welcomed Matt Ware to CHSVT, who brings to the team a background in language arts and a passion for mathematics.



*NSCF's July 2013 graduation*

Amidst all the personnel changes and the evolution of the street site, broader change has been afoot both within CHSVT and the Department of Corrections as we collectively shift to evidence-based best practice. At the Northern Campus this has involved extensive changes in day-to-day practice and operations including:

- Implementing a mandatory student orientation course entitled MAGIC (Making Academic Goals & Introducing CHSVT),
- Requiring more comprehensive and ongoing assessment of student progress,
- Developing individualized quarterly skill development plans for all students,
- Overhauling our attendance policy and procedures,
- Instituting an Educational Support Team (EST) that meets on a weekly basis, and
- Increasing interdepartmental collaboration within the facility.



*Broni Plucas using a Smart Board to teach students about portfolios in the MAGIC new student orientation class.*

The success of these improvements has been supported by the school's acquisition of a new student information system (FOCUS) which has enabled better data collection and record keeping, and a flurry of professional development.

Teachers have been participating in multi-year professional development initiatives in mathematics instruction and the Strategic Instruction Model (SIMs) in writing. A large contingent of our team also elected to participate in Content Enhancement training which has been shown to improve student learning outcomes in all subject areas.

The hard work involved in implementing all of these changes has certainly paid off! Students are beginning to demonstrate progress on their Individual Quarterly Skill Development Plans, and since its inception this year, 114 students have successfully completed the MAGIC orientation class. These are both achievements that we are very proud of here at NSCF.

We also have a number of other campus highlights to share. Our campus now has education and employment reentry transition services available to students who are within six months of release. Students work with a transition teacher to develop action plans that outline their education and employment-related goals and need areas and the steps they can take to better prepare for reentry into their communities.

Special events this year included the return of the Poetry Out Loud program with instructor Morgan Irons which culminated in a well-received performance event in the visiting room.

Additionally, we were visited by VEEP (Vermont Energy Education Program). They came twice this year to present a workshop called “Electricity and the Environment” and will be coming to do another workshop called “Renewables are Ready” before the end of June.

We also have several technology highlights to share including the addition of two new SmartBoards; now all of our classrooms are equipped with this technology. We incorporated the use of opensource software in our computer labs, so students can learn how to use a variety of useful applications that are available to download for free when they return to their communities.

And lastly, we are happy to report that we have begun to implement e-portfolios which have generated a lot of excitement amongst the student body.



*This painting (on left) was made by students to represent the Habits of Mind. The tree and its seasons symbolize the learning process and growth over time. Students also experimented with a digital rendition using opensource computer software (on right).*

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

CHSVT's population at Northwest State are primarily detainees with a small portion of sentenced men attending transitional programming. The Northwest Team has developed a close partnership with the transitional unit to provide educational and career readiness services to the transitioning individuals.

This year, Jeanne Smith joined the Northwest team from the Burlington campuses and brings extensive literacy knowledge to the curriculum. She has also added a Sociology and Psychology course to the curriculum at Northwest. Laurette Garrand moved to the St. Albans street site, but continues to connect with students returning to Franklin County. Daniel Hescoock joined the team for most of the year and contributed with his computer and math knowledge. At the end of the year Dan moved back to Central Office. Barb Hagen continues to offer ServSafe and Restaurant Management certification. Marlena Hughes joined us as our Special Education and 504 coordinator. Scott Tomlinson and John Cross continue to provide vocational education while integrating general education curriculum into the auto shop program. While John was on leave Dana Scofield jumped in as the automotive instructor and saw the Harley Program through its second complete build at Northwest. The Silva Building continues to provide the general curriculum focusing on the SIMS writing strategy and math skills.

This year we had two small graduations as our population fluctuates quickly. Industry Certifications were offered in ServSafe, Restaurant Management, SP2, OSHA, Identafix, Vermont State Inspection License, Hunter Engineering Certification, and ALLDATA.

There are three volunteers who come at least once a week and teach yoga, poetry, and creative writing. We continue to partner with outside agencies to enrich and teach the students. The programs include sessions facilitated by Suzi Wizowaty and A Medal of Honor discussion by John Morton both sponsored by the Vermont Humanities Council, art class, Shaken Baby Syndrome class sponsored by Prevent Child Abuse Vermont, 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 Corporations) which provides college and technical school information to students.

Our trades programs encompass an assortment of opportunities for students interested in pursuing specific vocations. The successful Habits of Mind curriculum serves as the foundation for many of the trades offerings.

The 2013 garden survived the rain and harvested thousands of pounds of produce which was shared between the Northwest and Chittenden facility kitchens, which helped to reduce costs and added to the local food shelves and shelters.

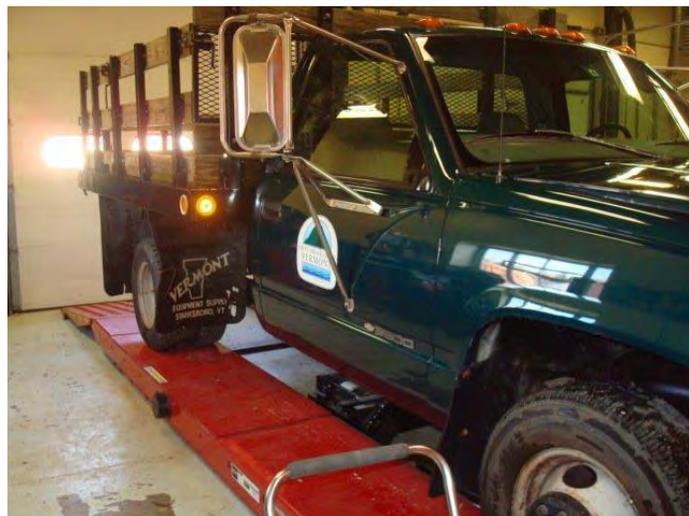


In early 2014, new heaters were installed in the greenhouses where all vegetables and flowers are started from seed. The flowers grown in our greenhouses are provided to the Vermont State Parks and other facilities and organizations. Students learn the skills needed to start their own gardens upon release. The 2014 garden is off to a strong start. This year it is being managed by the Auto Shop Team.



Scott Tomlinson continues to work with the auto shop team and provides OSHA General Safety training for the auto shop. Recently, in cooperation with the transition unit, all transition unit members will be offered the training before release.

Auto Technology is a Career and Technical Education program facilitated by John Cross, who is a certified A.S.E. Master Technician. This year Dana Scofield, a welcomed addition, comes to us as a Harley Davidson Master Technician, with a Certificate from the Motorcycle Mechanic Institute and Universal Technical Institute. This program emphasizes self-directed learning and incorporates such high tech innovations as an A-Tech advanced electronics trainer, a computerized learning program which mimics an



actual engine control system. By using a simulation board students can learn how to perform advanced computer diagnostics in a lab setting before doing live work on an actual vehicle. Students can also earn their ALLDATA certification, Hunter Engineering Wheel alignment certification levels I, II, & III and learn to Mig & Stick weld. Auto technology students can study

for Automotive Service Excellence (A.S.E.) Certifications in several different areas. 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 will be supported by CHSVT staff in their endeavors. We incorporate the Habits of Mind teachings in everyday shop activities and students model the team concepts. Habits of Mind have been fully integrated into the classroom and shop. This has helped students become better verbal and written communicators and make better decisions in their daily activities.

This year we have developed many inter-agency 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 bike to The Veterans' Place in Northfield, Vermont. "The Veterans' Place is a transitional housing facility combined with assistive services for Homeless Veterans in Central Vermont. Our goal is to help Homeless Veterans transition from the homeless population (<http://www.vermontveteransplace.org> )."



We look forward to offering excellent courses and opportunities that will enable our students to reach their full potential and achieve success.

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

The 2013-2014 school year has been one of transition for the staff at the CHSVT Southern State Correctional Facility campus. Adjusting to personnel changes that began with the retirement of Mike Jenzen in the spring of 2013 has included welcoming two excellent teachers: Lindsay Dakers and Jenn Gaito. Lindsay brought a wealth of catering and restaurant experience to her classes, and demonstrates creativity, imagination, and innovation, as she collaborates with others in an effort to provide the most meaningful learning opportunities for our students.

With Lindsay's guidance, many students have learned and are learning about sanitation and food safety in culinary classes, as well as obtaining ServSafe certificates. Culinary Arts students also are working towards ProStart Certification while getting practical experience working with Lindsay and at jobs in the SSCF kitchen.



*CHSVT Correctional Instructor Lindsay Dakers with three of her culinary students.*

Lindsay and Food Service Supervisor, Stephanie Small, collaborated on a number of catered events for guests of the DOC and SSCF, including the Snelling Center for Government and the Upper Valley Leadership Group. Lindsay's students planned, prepared, and served all of the food for these events. Students honed their skills and participated in different styles of service (plated and buffet) for catered events. Supervisor Small and Lindsay's ambitious and successful collaborations, especially on their catered events, resulted in the two being named the Vermont Department of Corrections Team of the Year 2014.



Early in 2014, Jenn brought expertise in vocational training and job search strategies from the Vermont Association of Business, Industry and Rehabilitation, along with a willingness to take responsible risks, as she began her first full quarter teaching both literature and science classes.

In American Literature, students read and interpreted classics, including *The Great Gatsby*, *Of Mice and Men*, and *A Raisin in the Sun*. The focus was on the American Dream in life and literature, a theme which dovetailed nicely with Jan Noskey's continued focus in her Personal Finance Class on whether or not that dream is obtainable.

In science, students focused on the planets and solar system. This culminated with a group project that created our entire solar system out of paper mache. The planets now hang from the classroom ceiling, and brighten Jenn's room.

Jenn put the SIMS strategies she learned from Winona Lowe to good use, teaching both Sentence Writing Fundamentals and Sentence Writing Proficiencies, with several students successfully completing both courses. Those sentence writing "graduates" are moving on to Paragraph Writing with John W. Vorder Bruegge. Literature students who also completed the sentence writing classes will have a chance to put those skills to work completing their final papers in literature.

While remaining open to continuous learning, Jan Noskey has maintained a steady pace as the "Jan-of-all-trades" at SSCF, offering a rich diversity of classes, ranging from Civics and Earth Science to Algebra and Art. Jan and Lindsay have teamed up to teach Horticulture and are

collaborating this summer on a multi-disciplinary "Farm to Table/Sustainability" course that involves working in the gardens and eventually utilizing the harvest in the kitchen, as well as designing and painting a farm-to-table mural as a group project. The farm to table and sustainability theme is being tied into other summer courses taught at SSCF as well, including an English/Language Arts class called *Literature of the Harvest*.



Horticulture class has completely revitalized the walkways, entry way beds and planters at Southern State, planting over 1,400 herbs, annuals, and perennial flowers. The herbs and flower starts were grown by students at the CHSVT St. Albans and Windsor campuses.





John continues to persist as a willing editor for as much student writing as possible, offers a range of social studies classes, teaches math basics and revels in the joy students bring to learning music, and the joy that their music can bring to the SSCF community. A group of dedicated student-musicians continue to make great strides learning the piano and the guitar in John's music classes, thanks in great part to the teaching of two devoted music volunteers, Damaris Tyler and Nancy Lang.

This past year, four musicians from Starter Guitar classes formed the group "No Expectations" and performed a number of hour-long sets for a variety of audiences at the Southern State Correctional Facility. Concerts in Medical and for the general population in December, 2013, showcased their acoustic interpretations of songs ranging from Buffalo Springfield's *For What It's Worth* to Green Day's *Good Riddance (Time of Your Life)*. Though its membership has evolved, the core of No Expectations continues to play regular sets every few months for patients and the staff in Medical, as well as performing for the residents of Charlie Unit this spring. As the current quarter wraps up in late June, the group is slated to again perform concerts for Medical and Charlie Unit.

Morgan Irons, of the Vermont Arts Council, brought *Poetry Out Loud* to John's classroom in May and June. The 6-week program included a variety of activities to enhance the enjoyment of verse: written, spoken, and heard. Participants read and discussed poems written by famous authors and members of the class, shared in group memorization exercises and choral readings.



*Morgan Irons with the Poetry Out Loud class.*

On June 18, 2014, the students assembled in the chapel, and before an audience of invited guests, each student recited a poem from memory, and later read a favorite poem. The chosen works were presented with skill and passion.

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

With many school-wide initiatives this year, including a new student database and a math and writing professional development initiative for all CHSVT staff, a lot of learning took place for both staff and students at the Windsor Work Camp this past year! We worked diligently to fine tune our MAGIC (orientation and assessment) class to assess students and also help them develop individualized, robust Living, Learning, and Working plans where they set educationally relevant goals that they wish to accomplish with us. We have found that our students are more committed and invested into the work that they undertake following this course. Once they completed orientation, our students were able to take advantage of the numerous class offerings this past year, including: United States History, Basic Math, Construction Math, Literature Discussion, Sentence, Paragraph and Creative Writing, Science, Technology and Society, Horticulture/Gardening, Art, Introductory and Applied Computers, Health, Employability Skills, MoneySmart Financial Literacy, Basic Safety/OSHA, Carpentry, and ServSafe Kitchen Sanitation Skills.

Of particular note in course developments, our gardening/horticulture program has undergone significant improvements over the past twelve months. Our 2013 gardening season included growing over 42 varieties of vegetables and herbs with a total harvest yield of 5,867 pounds, 1,393 of which were donated to local schools in the community. We also again garnered several ribbons for our grown produce from the Tunbridge World's Fair in August and again celebrated the end of our gardening season with our 3<sup>rd</sup> Annual Harvest Celebration. The harvest meal served 33 student attendees a family-style vegetarian dinner served in the Visiting room, using approximately 90% of its ingredients from our garden's summer harvest. Dishes included Au Gratin Cabbage, Glazed Acorn Squash, Mixed Roasted Vegetables, Corn on the Cob, Cucumber Salad, Carrot-Raisin Salad, Beet Salad, Fresh Tomato Soup, Carrot Cake with cream cheese frosting, Winter Squash Bars, and Mint Tea. The evening also included recognition of students for their work the prior term. Together they had earned 50 certificates (40 industry-certified) including Master Gardener, NCCER, Microsoft Office, MoneySmart, ServSafe, and others.

Additionally, while we continued to offer the Master Gardener curriculum from the University of Vermont's Extension Program, in January we also began team teaching a Science, Technology and Society class with a home gardening focus. After three months of learning about sustainable and mostly organic gardening at the individual or family level, we transitioned into a more laboratory-focused teaching environment in the greenhouse. With 12 students we planted 25,678 vegetable, herb and flower seedlings in approximately three months, and donated about 9,000 of these to the community. We also now have two, new greenhouses erected on site, and carpentry students this last term have been building the benches to outfit them for use in the 2014 gardening season. It has been exciting to integrate our writing, math and other subject and skills-based curriculums to best suit the educational needs of our students while also continuing to advance our career and technical education campus program goals.



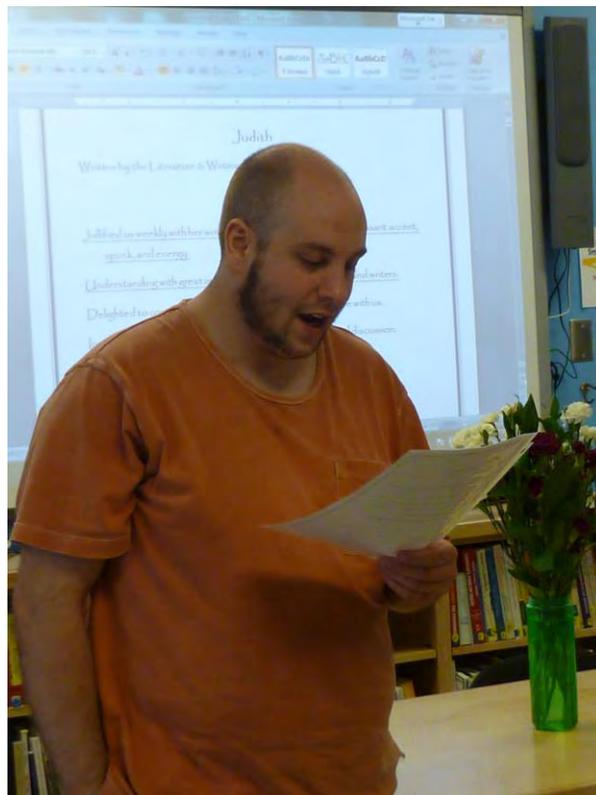
In all classes this past year, Windsor supported a total of 108 unique students. Of these men, 15 successfully completed the National Restaurant Association's ServSafe Food Protection Manager certification and three students successfully completed University of Vermont's Extension Master Gardener (EMG) program. We also had 42 different students participate in the National Center for Construction Education and Research program and earn a total of 122 various industry certifications within the Introductory Craft Skills Core Curriculum, as well we supported 29 students successfully completing OSHA-10 for the Construction Industry. In addition, 20 students received American Heartsaver First Aid/CPR/AED use certification this year, seven students successfully completed the MoneySmart curriculum through the Federal Deposit Insurance Corporation, and six students earned 14 certificates in Microsoft Office computer applications.



This year, Nancy Pedrick, our US History teacher, has continued to work with our students as a volunteer. Her dedication to our school and the students is remarkable and greatly appreciated.

Judith Hertog also returned to us as a Write Now! facilitator through the Vermont Humanities Council. She worked in collaboration with Mary Beth to offer a literature review and creative writing course. This class read numerous pieces from the book, A Call to Character, designed for parents to share a love of literature with their children, edited by Colin Greer and Herbert Kohl. The course culminated with each student presenting one to two polished pieces of writing for oral presentation and sharing in the students' own miniature anthology produced by a computer student.

We also welcomed a new volunteer to our campus this year, as Brian Peront, joined us for six weeks of yoga/meditation! He is hoping to come back in the future as well.



The Career Resource Center (CRC) again offered numerous vocational workshops throughout the year that included: vocational rehabilitation services support by Samantha Brennan with the state's Springfield Vocational Rehabilitation office and Jennifer Gaito with Creative Workforce Solutions of Southern Windsor County (before she joined the Southern State Correctional Facility staff), starting a business by Karen Perlberg with the Economic Development Program of Southeastern Vermont Community Action (SEVCA), planning for higher education by Michele Delhaye with the Vermont Student Assistance Corporation (VSAC), and financial literacy offered by Dartmouth College student volunteers.



We also hosted a few other special events again this year. We played our annual Habits of Mind-themed softball game, created holiday cards for loved ones, and hosted another annual live raptor presentation with the local Vermont Institute of Natural Science (VINS). Overall, it was another busy year with much learning by students and staff alike!



Respectfully submitted,  
Corrections Educators  
Lisa Harrington,  
Mary Beth Heiskell

## COMMUNITY HIGH SCHOOL OF VERMONT LOCAL STANDARDS BOARD

*The only way to make sense out of change is to plunge into it, move with it, and enjoy the dance.*

*Alan Watts*

In the summer of each year, the Agency of Education sponsors training for the Local Standards Boards of Vermont. Here we learn of new licensing changes and best practices. The summer of 2013 brought a lot of new changes and, with it, new ways of doing business. This year introduced two significant modifications.

The most crucial change was in the professional plan. What was once the Individual Professional Development Plan became the Individual Professional Learning Plan. It is based on the Core Teaching and Leadership Standards for Vermont Educators. They “form a blueprint for the performances and essential knowledge that every educator should strive toward to ensure that all preK-12 students are college and career ready.” Steven John, Chair, Vermont Standards Board for Professional Educators. Our response was to facilitate a training for renewing faculty to learn how to develop their plan. It was well-attended and we plan to conduct them in the future for faculty who will be renewing in the coming year.

Another initiative was the electronic system. All licensing will be done on-line at a future date. The AOE chose some pilot schools and this initiative will probably go forward in the coming year. The LSB purchased a new laptop with our grant monies in anticipation of the upcoming directive.

Our membership said goodbye to Dan King and Kathi Cassidy this year. We have not filled the vacancies. We may not need to as there are more significant changes coming in the future year.

Everyone who was in need of renewing or moving from a Level I to a Level II, Professional License, did so and did it well. In addition, we helped other teachers outside of our faculty navigate the re-licensing process.

Bring on the new round of changes!!

Mary Poulos, Chair  
John Vorder Bruegge  
Tod Lessard  
John Long  
Bill Storz

