

COMMUNITY HIGH SCHOOL OF VERMONT

Living, Learning, Working



CHSVT 2000

ANNUAL REPORT

Measuring Student & School Progress

Fiscal Year 2006
July 2005 – June 2006

Web Site: WWW.CHSVT.K12.VT.US

*Agency of Human Services (AHS)
Department of Corrections (DOC)*

Mission Statement

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

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

FORWARD

Welcome to the Community High School of Vermont.

This school has published an “Annual Report of Education Activities” each year for the last twenty years. This is our twenty year anniversary edition.

As you read this report you will see in pictures, numbers and stories a faculty dedicated to providing a high quality education program to youth and adults in need of a basic education. The Community High School strives to be an education program with rigor and high expectations for all students. Also, the faculty and administration of this school, within the Agency of Human Services, has integrated and is practicing the “Four Key Practices of the Agency of Human Services”. That is, we strive to provide;

Customer Service – which doesn’t stop at rules and regulations but extends to treating all individuals with respect and dignity.

Holistic Service – -means looking past a discrete individual need to the needs of the whole person in the context of their living, working and learning situations.

Student Improvement based on Strength Based Relationships and asset building.

Results Orientated Programming – means more than how much we did and how well we did it, it’s about our student’s lives being better.

The Community High School engages in these practices and makes every effort to improve upon them knowing that they assist all of us, student, school and community alike. They assist us by assuring, in a positive manner, that all our students, regardless of age or circumstance, are treated with respect. That our students have access to, and can obtain, a genuine educational opportunity to complete their secondary education and to obtain meaningful employment skills in a highly personalized environment.

Applying the four practices, concurrent with providing quality educational instruction, to a population of students who are presently under the care and custody of the Vermont Department of Corrections, helps to assure that progress is made toward the following goals. That is;

Institutional Safety - Residents of correctional facilities are engaged in pro-social activities aimed toward their successful reentry to our communities.

Economic Development - More Vermonters obtain a basic education and job skills so as to contribute to the economic health of our state, communities and families.

Public Safety - Vermonters with a good, basic education and active and meaningful employment are far less likely to engage in criminal activity.

Family and Community Betterment - All Vermonters benefit from having communities families, and most importantly, parents that value the attainment of a quality education and job skills.

The Community High School of Vermont has had a long term commitment to these practices and goals. This report reflects our efforts during FY 06 and the successes we have seen. To all the students, teachers, vocational instructors, community members, etc. that are engaged in this effort, we hope for your continuing advice, support and encouragement. To those readers new to this effort, we are in hopes that this report provides you with information that you need to better understand the efforts that are being made to provide education and job training to this population of students. For all our readers, we hope that you will feel a sense of satisfaction and pleasure in the accomplishments of our students and that you will wish them well as they become part of our communities.

DEDICATION



Mary Jo Scott
Correctional Instructor/Educator

Mary Jo Scott retired on November 1, 2005, ending a 36 year teaching career. For nine years, Mary Jo taught at the Kindergarten level in the public schools. Then she heard that a teacher was needed at the Northwest State Correctional Facility. As she later reflected on her decision to teach in a correctional facility she stated, "I felt like this would offer me a "teaching opportunity unlike any other teaching experience." In no other setting does a teacher find such a diversity of students in their range of levels, abilities and interests on such a grand scale". She applied for the position and became one of the first educators hired by the Vermont Department of Corrections.

She remained in that position for 25 years at Northwest State Correctional Facility. During her tenure, the correctional education program grew into a coordinated statewide alternative school system. She began her career in Vermont correctional education with four fellow teachers spread out around the state. She said goodbye to over forty colleagues that have now taken up the task of educating and job training Vermont's offender population.

In the very early days of her career, a student wrote to the school administration that with Mary Jo's help he had gone from being a non-learner to a learner, that she had challenged him and that she had inspired in him; perseverance and courage. Clearly, Mary Jo understood from the beginning, what all future teachers at CHSVT would need to be able to do, in order to reach and to teach this population of students.

In her closing remarks, after 25 years of teaching Mary Jo stated, "I feel a real sense of accomplishment and satisfaction as an educator."

The faculty, administration and students, past and present, extend a thank you to Mary Jo for her years of dedicated commitment to the CHSVT student population.

DEDICATION



Anthony "Tony" Washburn
Vocational Instructor
Northern State Correctional Facility

Tony retired from Community High School in April 2006. He was employed as a vocational instructor at the Northern State Correctional Facility in 1994. Previously he taught for a number of years in the Cabot school system. His primary teaching assignment at CHSVT was to teach welding skills to our students. Most assuredly, some of his students actually did learn welding and an assortment of other vocational skills in his classes. On the other hand all his students and even those students not directly involved in his classes did learn much greater life lessons from Tony. He was a character. And in his character, including his mannerisms, crisp Vermont accent, and North Country wit, was his great ability to inspire students to do better with their life no matter what adversity they faced. As an educator he can be compared to the late Will Rodgers. Mr. Rodgers has three great quotes that convey and exemplify the type of instruction one can imagine Tony informally passing on to his students. They are, "They may call me a rube and a hick but I'd rather be the man that bought the Brooklyn Bridge than the man that sold it." Or, "Everybody is ignorant just on a different subject," and "Nowadays it is about as big a crime to be dumb as it is to be dishonest."

It was difficult to capture Tony's own inspirational words to students but luck was recently in our favor. Not only was Tony an educator, but he is a great musician. He is one of the Radio Rangers on WDEV Radio in Waterbury. He is also a fiddler with the Cold Country Blues Band. He recently returned to the school to attend a student graduation. With him, he brought his fiddle and a guitar. He also brought a song he had written just for the students and graduates. In reading the following lyrics, that Tony sang in country style, his ability to inspire and promote the best in his students is captured in word and song. As they listened, here is what he had to say:

A Little at a Time,
by Tony Washburn (5/24/06)

***How do you move a mountain?
Just a little stone at a time!
How do you climb a big tall tower?
Take it one step at a time!
How do you build a big fancy castle?
Just one stone at a time!
What's the combination to a good education?
It's one lesson at a time!***

If you can't get a dollar - you can get ten dimes.

***If the crossin' just looks too awesome
And you're kinda feelin' like a dunce -
Remember nobody takes a two pound steak
And swallows it all at once
Don't let a big lookin' schoolhouse task
Stress you out and ruin your day -
Bust that task up in bite size pieces
And throw your troubles away!
A little bit each day - keeps failures away!
Dimes are made up of pennies -
Dollars are made up of dimes!***

A little at a time - Just a little at a time!

Thank You Tony for your contribution to our students and our school.



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AN INTRODUCTION TO COMMUNITY HIGH SCHOOL OF VERMONT

All Vermonters should have access to and the opportunity for a quality education that has equivalent educational expectations for all students. *Vermont's Framework of Standards and Learning Opportunities* and *School Quality Standards* support our school reform processes. These standards are the foundation for assisting all students, regardless of age or circumstance, to acquire high academic and workplace skills and demonstrate the *Vital Results* contained in the Vermont standards.

The mission of CHSVT is to provide an accredited, coordinated and personalized education that assists students in their academic, social and vocational successes. Our purpose is to improve their knowledge, skills and abilities to function as contributing participants in the community. Attaining the *Vital Results* contained in the *Vermont Framework of Standards and Learning Opportunities* will enable these individuals to become contributing participants in their families and communities.

Because many of these students are presently under the custody of the Vermont Department of Corrections (DOC), 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. Our educational mission is best served when the educational programs for offenders are established as a separate and distinct entity, within the operational functions of the Vermont Department of Corrections (DOC), and the regulatory responsibilities of the Vermont Department of Education.

The guiding belief of CHSVT is that all academic and vocational educational services shall adhere to high standards of purpose, empowerment, self-directed decision-making, excellence, recognition, reward, integrity and diversity.

The vision of CHSVT has emerged from the collaborative efforts of corrections officials, local Vermont educators, Department of Labor (DOL) personnel, Vermont Department of Education staff, retired educators, business leaders, our CHSVT State Education Board, CHSVT teachers and many other concerned Vermonters.

Based upon this foundation, CHSVT sees a Vermont correctional facility as an educational institution. It is a place where people:

- Learn to be literate;
- Acquire life and vocational skills;
- Have a genuine opportunity to complete high school;
- Experience structured and disciplined study as the norm;
- Master the essential skills necessary to be a productive citizen, including daily habits of attendance, learning and responsibility, and
- Integrate community-based educational services, job opportunities and job training to support transition of individuals back to Vermont communities.

For individuals returning to the community from correctional facilities, and for other community-supervised individuals, educational services will be provided within the Vermont Probation and Parole Offices (P&P), operated by DOC. To the greatest extent possible, community supervised individuals will be encouraged to also participate in quality instructional opportunities at regional vocational centers, adult basic education centers and businesses. CHSVT classrooms and instructional services are available at the Probation and Parole offices for students that are unable, and/or unwilling to attend other community-based educational services.

CHSVT includes certified professional educators, volunteers, community and business leaders working together inside and outside the prisons, and probation offices, as a coordinated team. This is a team dedicated to:

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

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

The following is a poem written by CHSVT student, Lawrence Garrett for the book *Words, Stories, Lives: The World in Poetry*, a project done with the Vermont Humanities Council in three of Vermont's correctional facilities.

My Father, by Lawrence Garrett:

*Father wise and strong always all over the place, like that
one tall tree on side of the mountain with green, red,
brown and orange leaves so beautiful and strong.
Leaves blow all over the land but that tree still stay in that
one place.
The leaves go back into the land to once again
start over again.
That tree on the mountain has thousand other trees all
around beautiful with different colors and strong branches.
That's my father.*

PRINCIPAL'S MESSAGE

Author Ralph Waldo Emerson wrote, "it is not what lies before us or after us that matters, but what lies within us, that is important."

In the past year, we have encouraged our graduates to focus on what "lies within" because the internal attributes of those students made it possible for them to receive their high school diplomas. Now, as Community High School of Vermont seeks approval and accreditation, in conjunction with New England Association of Schools and Colleges, we too must search carefully "within" to determine whether or not we can meet their standards of excellence.

Community High School of Vermont has enjoyed a successful 2005-2006 school year, but we cannot afford to rest on our laurels. It must be our mission to keep defining best practices which will allow us to meet our newly adopted mission, that being "to provide an accredited, coordinated and personalized education that assists students in their academic, social and vocational success."

In this self study, our strengths have been identified and acknowledged and we wish to build upon these. The school must continue to seek out those areas where we can improve and redefine what our best practices should be and implement them. This job is complicated and if the staff, faculty and administration were not as dedicated to that goal, then it might be overwhelming.

One of the critical accomplishments for the school is that it has finally agreed upon and adopted a curriculum which spans the 17 campuses and provides the academic continuity assuring quality, rigor and equal access that is demanded by our transient population of students. The manner in which the content will be taught still depends upon individual faculty member syllabi, which take into account the individual graduation plans of our students, their interests and the ways they learn best.

As Community High School of Vermont pursues this recognition, approval, and accreditation by NEAS&C, it is recognized that this important process might not yield us a lengthy approval, but the self study process has forced us to take a deep hard look at what we are doing, what our programs are and how we deliver services to our students. Should that approval be granted, for whatever time frame, Community High School of Vermont will be the first school in the United States, which offers a nationally accredited, centralized, state-wide education system within a department of corrections.

This New England Association of Schools and Colleges self-study has forced us to look "within" and helped us to find all those aspects we need to improve to be the best example of an approved school serving a most neglected portion of the state's school population.

I congratulate each faculty member, and I say thank-you to all of the hard working DOC colleagues in support of us at campuses. Also, thanks to the citizens who work on our behalf in the communities where we operate. I believe we will take strong, vibrant steps forward this year. The challenge is to continue to raise the level of our strengths and improve in those identified areas which will enable our students to find continued success within the mission of the school.

To all who have had a hand in our success, I congratulate you!

Stephan LaTulippe, Principal
Community High School of Vermont

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 an Education Supervisor to coordinate and supervise the Education Program.
- d. **Curriculum**
The Education Program shall offer a minimum course of study, as defined in 16 VSA §906, at each correctional facility and department service center, but is not required to offer a driver-training course or physical education course.
- e. **Commissioner of Education Designation of Special Education Program**
Notwithstanding any law, to the contrary, the Commissioner of Education, in accordance with the provision of 16 VSA Chapter 1001, shall designate a program to provide for the Special Education of eligible persons who are under the custody of the Commissioner of Corrections. Within the limits of funds made available for this specific purpose, the Commissioner of Education shall pay the costs of this program in excess of costs defined in subsection (g) of this section.
- f. **Reimbursement of Payments**
The provision of 16 VSA Section 4012, relating to payment for state-placed students, shall not apply to the Corrections Education Program.
- g. **Annual Budget**
Annually there shall be appropriation to the Department of Corrections an amount equal to the number of full-time equivalent students enrolled in the Corrections Department Education Program multiplied by the average costs of public school education in the preceding year. That average cost shall be calculated to exclude debt service and transportation costs.
- h. **Required Participation**
All persons under the custody of the Commissioner of Corrections who are under the age of 22 and have not received a high school diploma shall participate in the Education Program unless exempted by the Commissioner. - Added 1987, No. 207 (Adj. Sess.), §11; 1997, No. 84 (Adj. Sess.), §1.

§121. COMMUNITY HIGH SCHOOL OF VERMONT BOARD

- (a) A board is established for the purpose of advising the Education Supervisor of the Independent School established in section 120 of this title. The board shall have supervision over policy formation for the independent school, except as otherwise provided, shall recommend school policy to the Commissioner of Corrections, shall oversee local advisory boards of the school 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 from the membership of the local advisory boards serving the school sites, not to include more than one member from any advisory board.
 - (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.
- (e) The board may, with the approval of the Commissioner of Corrections, appoint the Education Supervisor of the Independent School.

Sec. 37. 32 VSA Sec. 1010(a) is amended to read:

- 1. Except for those members serving ex officio or otherwise regularly employed by the state, the compensation of the members of the following boards shall be \$50.00 per diem.

The following is a poem written by CHSVT student, Kimberly Gero for the book *Words, Stories, Lives: The World in Poetry*, a project done with the Vermont Humanities Council in three of Vermont's correctional facilities.

Rock Bottom, by Kimberly Gero

*I thought I was invincible.
I went around with no principles.
Then one day they caught me,
Just when I thought there was no stopping me.
It made me sad and even cry.
Oh why, oh why, did I do these crimes?*

STATEWIDE & LOCAL EDUCATIONAL ADVISORY BOARD MEMBERS

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

CHSVT STATE EDUCATION BOARD

Albert Pearce
John Stewart
Donald Messier
Wilma Paronto

Richard Fraser
Blanche Kelley
David Luce
Dwight Davis

BRPP

Weyman S. Crocker
John Moran
Jane Wheeler
Peter Schor
Esteban Olivares
David Mulholland
Bill Huestis
Bertie Sprague, Jr.
Patty Gilbert
Emily North
Dan Heller

MVRCE/RUPP/BEPP

June Atwood
Laurie Casey
John P. McShane
Rita Rhinehart
Blanche Kelley
Lori Birk
Clark Postemski
Betty White

SESCF

Amy Stewart
Wilma Paronto
Carla Kamel

NSCF

Rever Kennedy
Leu Shattuck
Lou Buckles
Alydia Payette
Carl Davis
Chris Hardy

SSCF

Eleanor Arno
Julie Ladieu-Walton
Guy Payne
Will Hunter
Frank Vara
Roland Stoodley
Marsha Towns
Kathryn Poston

NERCE/CCWC/SJPP

Marty Lomasny
Richard Fraser
Jane Kitchell
Tracey Towles
Siguard Andersen
Sharon Parker
George Coppenrath

DSCF

Dave Luce
Jane Willard
Mary Haslam
Richard Bilodeau
Beth Ann Maier, MD
Gene Condon
Val Vincent

BAPP

Louise Coates
Cindy Donolon
Jenni Hurner
Hebert Hatch
Monica Bettis
Andrea Gould
Jessica LaForest
Danny Hendershot
Maria Rossi

CCCC/BUPP

Carol Arner
Donald Messier
Ann Messier
Esther Doran
Ron Rose
Ray Brault
Sue LaTulippe
Amy McMahon
Donna Sharrow

NWSCE

Don Luman
Henry Wawrzyniak
Alan Vincelette
Kathi Rousselle
Marilyn Savoy
Penny Shtull
Adam Vincelette

FACULTY/STAFF ROSTER

~ CENTRAL ADMINISTRATIVE OFFICE ~

Robert E. Lucenti, Superintendent
Stephan LaTulippe, Principal
Maureen McIntyre, Business Manager
Mary Koen, Chief, Special Education
Audrey Irons, Accountant
Alan Frost, Information Tech Specialist
Sheila Commo, Program Services Clerk

~ CENTRAL & REGIONAL CAMPUSES ~

Chittenden Regional Correctional Center (CCCC)

- Mary Poulos, Correctional Instructor
- John Long, Correctional Instructor
- Tod Lessard, Correctional Instructor

Northeast Regional Correctional Center (NERCF)

- Pauline Dwyer, Correctional Instructor
- Anne Cote, Correctional Instructor
- Diana Chapman, Special Education Instructor
- Robert Sattelberger, Correctional Instructor

Northwest State Correctional Facility (NWSCF)

- Jenny Estey, Correctional Instructor
- Tom O'Toole, Special Education Instructor
- John Cross, Vocational Instructor
- Scott Tomlinson, Vocational Instructor
- Barb Hagen, Correctional Instructor

Northern State Correctional Facility (NSCF)

- Allen Clark, Correctional Instructor
- Richard Anderson, Correctional Instructor
- Tony Washburn, Vocational Instructor
- Paul Major, Correctional Instructor
- Mary Nelson, Special Education Instructor
- Christine Colwell, Special Education Instructor
- Broni Plucas, Vocational Coordinator
- Sharon Strange, Correctional Instructor

Marble Valley Regional Correctional Facility (MVRCF)

- Jeffrey Cassarino, Correctional Instructor
- Dennis Bonanza, Correctional Instructor
- Roberta Shutts, Special Education Instructor
- James Candon, Correctional Instructor

Southeast State Correctional Facility (SESCF)

- Maryanne Murphy, Correctional Instructor
- Mark Lather, Vocational Instructor

Caledonia Community Work Camp (CCWC)

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

Dale State Correctional Facility (DSCF)

- Guy Smythe, Correctional Instructor

Southern State Correctional Facility (SSCF)

- Katherine Miller, Correctional Instructor
- Lisa Harrington, Special Education Instructor
- Robert Salzman, Correctional Instructor
- Mary McCallum, Correctional Instructor
- Bob Walsh, Correctional Instructor

~ COMMUNITY-BASED CAMPUSES ~

Burlington P & P (BUPP)

- Nicole Marabella, Vocational Coordinator
- Deborah Jaimes, Correctional Instructor
- Daniel King, Correctional Instructor

Barre P & P (BAPP)

- Eugene Rembisz, Vocational Coordinator
- Catherine Cattier, Correctional Instructor
- Dave Strong, Correctional Instructor

Bennington P & P (BEPP)

- Eric Marchese, Correctional Instructor

St. Johnsbury P & P (SJPP)

- Claire Swaha, Correctional Instructor

Rutland P & P (RUPP)

- Kathi Cassidy, Correctional Instructor

White River P & P (WRPP)

- Susan Kuzma, Correctional Instructor

Brattleboro P & P (BRPP)

- Anne Emerson, Vocational Coordinator
- Peter VanWageningen, Correctional Instructor

St. Albans P & P (SAPP)

- Wade Cole, Correctional Instructor

Local Standards Board for the Community High School of Vermont

COMMUNITY HIGH SCHOOL OF VERMONT LOCAL STANDARDS BOARD 2005-2006 REPORT

I am learning all the time. The tombstone will be my diploma. ~Eartha Kitt

What better way to instill into a student's mind the love of learning, than by example? As role models, teachers of CHSVT show their students what it means to be life-long learners. Each educator in the Community High School is constantly expanding their toolkit. All of our faculty have exceeded a bachelor's degree, many hold master's degrees and two members have earned doctorates. Most of our faculty have obtained High Quality Teacher status as outlined in the No Child Left Behind Act of 2001. In addition, many participate in state and national organizations in their chosen fields. There is also immense collegiality among the faculty. Not only has the Local Standards Board created workshops that have been well attended, but other faculty members have designed and/or facilitated learning opportunities for their peers. Every one of our faculty participates in learning experiences each year whether it be traditional or non-traditional activities.

The Local Standards Board of the Community High School of Vermont has the privilege and responsibility of overseeing the licensure of the teaching faculty. This year we processed seven re-licensure portfolios and recommended seven teachers for renewal of their Level II professional educator licenses. We also approved many professional development activities.

Our LSB was also among the few boards selected by the state to participate in a pilot project, Teacher's Workplace, which is sponsored by IBM and the Vermont Department of Education. It is an electronic portfolio website that allows teachers and the board to maintain all of relicensure documents and materials on-line. The site facilitates a greater interaction between the teacher and Standards Board which increases the precision and clarity of the educator's works. We extend our thanks to Bob Goudreau- licensing consultant at the Department of Education, Bill Romond-technical specialist, and especially Arlyn Bruccoli, Technology Integration Specialist, for their support of our board in participating in this alternative form of workspace. Several teachers have created entire re-licensure portfolios and others have used it to store their crucial documents. As a board, we are still on a learning curve and anticipate using it more in the future, as well as including more teachers on the faculty. The board enthusiastically anticipates sharing this tool with the full faculty through trainings in the fall.

The Plan of Operation for all local and regional standards boards were required by the DOE to be rewritten to reflect changes in the licensing regulations. The plan is the document which regulates our abilities to grant re-licensure credits, recommend re-licensure, and conduct day to day operations. We spent a great deal of time rewriting and reworking the document in order to comply with the state directives and policies. Our plan was one of the first in the state to receive full approval. In May, the Vermont State Professional Board of Educators approved

it and the faculty ratified our new plan. We also created a contract between our board and the superintendant of the school. Anecdotaly, we believe that our administration is one of the most supportive of any LSB throughout the state.

Jim Candon, one of our long standing board members, was nominated and appointed to the Vermont Standards Board of Professional Educators. This is the state board which oversees all the local and regional boards. It is an honor to have Jim represent the Community High School faculty and CHSVT LSB board at the state level. Jim was appointed to a three year term.

Next year, we will conduct business with Mary Poulos as chair; Susan Kuzma and Kathi Cassidy will resume their positions as secretary and treasurer, respectively. We will provide workshops, attend state conferences, maintain and expand our electronic space on Teacher's Workplace, and mentor our colleagues in the licensing process. Perhaps most importantly, we will continue to help our colleagues to develop and receive the best professional development available. We know that our learning and development is the single most important factor that impacts our student's learning.

Membership

Mary Poulos, Chair

Susan Kuzma, Secretary

Kathi Cassidy, Treasurer

Jenny Estey

John Long

Jim Candon

Mary Nelson

-PROGRAM - ADJUNCT FACULTY MEMBERS

These individuals joined CHSVT's efforts as Adjunct Faculty Members during FY '06. Their willingness to assist by teaching courses to our students, in their area of expertise, was appreciated by all involved.

Allyn, Angela

- *American History*

Apicella, Patricia

- *Mathematics, Computer Studies*

Armento, Judith

- *Language Arts, Mathematics*

Arno, Eleanor

- *Language Arts*

Ashworth, Peter

- *Mathematics*

Avakian, Margo

- *Language Arts*

Bellusci, Laura

- *Language Arts*

Bolognani, Andrew

- *Mathematics*

Boynton, Aaron

- *Language Arts*

Burr, Arthur

- *AutoCad*

Burritt, Tina

- *Computer Studies*

Callan-Holm, Monica

- *Language Arts*

Carpenter, David

- *Fine Arts*

Cavacas, Hurley

- *Language Arts*

Clark-Heider, Elizabeth

- *Language Arts*

Clingan, Nancy

- *Health Education*

Cohen, Matthew

- *Fine Arts*

Correia, Nora

- *Computer Studies*

Crane-Foote, Deborah

- *Fine Arts*

Dale, Elliot

- *Mathematics*

Davis, Barbara

- *Trades Education*

Davis, Glenn

- *Fine Arts*

Dawson, Karen

- *Fine Arts*

DeCarlo, Alfred

- *Social Studies, Science, Language Arts, Fine Arts*

Diallo, Sire

- *Computer Studies*

Donnelly, Paul

- *Mathematics, Social Studies*

Drufovka, Barbara

- *Science, Trades Education*

Eddy, Gregory

- *Computer Studies*

Etter, Mary

- *Social Studies, Science, Language Arts*

Findlay, Catherine

- *Social Studies*

Fish, Amber

- *Science*

Fox, Gerald

- *Social Studies*

Frank, Susan

- *Mathematics*

Gandia-Fabian, Delsie

- *Computer Studies, Spanish*

Garrity, Lori

- *Language Arts, Social Studies*

Germain, Wendi

- *Career Science*

Gill, Christine

- *Health Education*

Glick, Catherine

- *Science*

Gould, Erika Kirsten

- *Science*

Gralnick, Sharon

- *Social Studies*

Greenstein, Susan

- *Language Arts*

Grimes, Jennifer

- *Fine Arts*

Grove, Mary-Ellen

- *Language Arts*

Grover, David

- *Mathematics*

Hall, Celestine

- *Language Arts*

Hanley, James

- *Mathematics*

Hendricks, Rose

- *Fine Arts*

Heny, Andrea

- *Social Studies*

Hernandez, Angela

- *Language Arts*

Holderness, Lisa

- *Science*

Hoyt, Stewart

- *Fine Arts*

Hughes, Joseph

- *Language Arts*

Humphrey, Harriet

- *Language Arts*

Jackson, Quinton

- *Social Studies*

Jaimes, Deborah

- *Language Arts*

Morrisette, Neil

- *Health Education*

Johnson, Melissa

- *Health Education*

Johnston, Cecile

- *Fine Arts*

Johnstone, Cail

- *Fine Arts*

Kanakis, Ariann

- *Computer Studies*

Kydd, Joan

- *Social Studies*

Landrigan, Nick

- *Math, Language Arts, Health Education*

Lanz-Filot, Erlin Miguel

- *Mathematics*

Lariviere, Colleen

- *Computer Studies*

Lathrop, Jean

- *Social Studies*

Lavin, Jeff

- *Social Studies*

Lazetera, Gary

- *Mathematics*

Lebel, Melanie

- *Fine Arts*

Levenson, Sol

- *Career Science*

Lipinski, Kimberly

- *Fine Arts*

Lyon-Pratt, Kim

- *Social Studies*

Mastaler, Anton

- *Social Studies*

McCarthy, April

- *Trades Education*

McHenry, Stewart

- *Social Studies*

Mooney, Michael

- *Trades Education*

Smith, Maura

- *Language Arts*

Mosedale, Andrew

- *Mathematics, Computer Studies*

Olson, Cheryl

- *Language Arts*

O'Neill, Brian

- *Fine Arts*

Pappas, Susan

- *Language Arts, Mathematics*

Paquette, Marianna

- *Language Arts, Mathematics*

Pion, Glen

- *Science*

Pomerance, Anita

- *Language Arts*

Porter, Billie

- *Computer Studies*

Powers, Kathleen

- *Fine Arts*

Pualwan, Ramsey

- *Health Education*

Rhodes, Zachary

- *Social Studies, Language Arts*

Richter, Luke

- *Mathematics*

Ricketts, Marie

- *Computer Studies*

Rowe, John

- *Language Arts, Social Studies*

Sanderson, John

- *Social Studies*

Schor, Peter

- *Health Education*

Schwartz, Kathleen

- *Computer Studies*

Smith, Elizabeth

- *Language Arts, Social Studies, Math*

Wilbur, Edward

- *Mathematics*

Sopper, Susan

- *Social Studies*

Stamp, Tom

- *Language Arts*

Stephenson, Bruce

- *Social Studies*

Stoodley, Barbara

- *Health Education*

Stuart, Robert

- *Computer Studies*

Tadlock, Maureen

- *Fine Arts*

Taylor, Kate

- *Language Arts, Mathematics*

Terhaar, Brian

- *Computer Studies*

Thibodeau, Katherine

- *Computer Studies, Language Arts*

Tomlinson, Darcy

- *Computer Studies*

Torres, Julie

- *Spanish*

Towns, Marsha

- *Fine Arts*

Tripp, Alexander

- *Mathematics, Computer Studies*

Van de Ven, Monique

- *Health Education*

Van der Does, John

- *Health Education*

Waggoner, Sarah

- *Science*

Weinstein, Samuel

- *Mathematics, Health Education*

Whittington, Elizabeth

- *Language Arts*

Zemel, Judy

- *Fine Arts*

GOALS OF THE CURRICULUM

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

OBJECTIVES OF THE CURRICULUM

1. **Student Attendance**
Students will re-engage in educational coursework and comply with the structure of a disciplined learning environment.
2. **Students Attain Foundational Knowledge and Meet Proficiency Requirements.**
This is measured by student progress on the Proficiency Requirement worksheet. Education professionals, in collaboration with students, will show demonstration of at least 8th grade level skills in reading, writing and numeracy. Students on an IEP or 504 Plan will meet accommodations as written to fulfill this requirement.
3. **Student progress toward and completion of secondary education, culminating with the award of a high school diploma.**
Faculty teaching teams, in collaboration with students, develop an individualized Graduation Plan leading to a high school diploma.
4. **The student skills are marketable to the business and industry community.**
This is measured by the student's attainment of local or industry certification in the trades, and/or increases in the student's ability to obtain and maintain employment and advance in the workplace.

Curriculum Content Committee

The Curriculum Content Committee met monthly over the past school year.

The entire faculty was organized into Focus Groups around the major academic areas of the school. Each group chose a chair to lead focus group meetings and as a representative to attend meetings with other chairs.

This group worked to reorganize the current 1000 plus individual course descriptions, with multiple duplications, into less than 50 core courses with the teacher's syllabus defining the specific requirements for a student to earn credit. A set of course descriptions will be posted on the school web site and a course description booklet will also be published and made available to students in school libraries. During this work, it became evident to the group, the need for a focus group to address Fine Arts and Foreign Languages. Due to the limited offering in these two areas, a single committee was formed to address both jointly. Despite a late start, this group has been able to do all the work of the original focus groups to date.

The second major task for the committee was to discuss Standards 4, 5, and 6 for the self study preparing for the New England Association of Secondary Schools and Colleges accreditation visit in October. Within the focus groups, teachers addressed the school's status in reference to the standards for their particular discipline. From the focus groups work, a single report will be written documenting how well CHSVT meets the NEAS&C standards for Program (Standard 4), Experience of Students (Standard 5), and Resources to Support the Program (Standard 6).

Committee Members 2005-2006

Jim Candon	Chair
Jeff Cassarino	Math
Katherine Miller	Language Arts
Pauline Dwyer	Science/Health
Bob Sattelberger	Computer Studies
Susan Kuzma	Social Studies
Cara Berryman	Fine Arts/Foreign Languages
Mark Lather	Trades
Stephan LaTulippe	Principal

Curriculum Policy and Practices Committee

The curriculum policy and practices committee is composed of seven faculty members and administration elected from the central, regional, community campuses and central office. The purpose of the committee is to recommend policies and practices regarding appropriate implementation of curriculum for the Community High School of Vermont.

The committee met monthly last year to review school practices and recommend ways to improve the operation of the school. Major issues included discussing the importance of career planning and financial literacy and exploring ways to incorporate it into our curriculum, establishing procedures to give clear expectations to our students, working on writing standards for NEAS&C accreditation, streamlining forms, continued work on prior learning credit, discussion of database needs and refining the curriculum manual.

Barb Hagen – Chairperson

Tom Woods – Secretary

John Cross

Bobbi Shutts

Tod Lessard

Steve LaTulippe

Dan King

“Intel Teach To The Future course at Hartford Technology and Career Center by the Technology Committee.



Technology Committee Annual Report

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

Throughout the past year the Technology Committee made recommendations and performed tasks that were supportive of its mission and consistent with the approved CHSVT Technology Plan.

Providing faculty training opportunities was a highlight this year for the Committee. Twelve CHSVT teachers successfully completed the Intel® Teach to the Future courses offered by three CHSVT teachers who became Master Teachers of the program last year. Intel® Teach to the Future is a worldwide effort to help teachers integrate technology into instruction to develop students' higher-order thinking skills and enhance learning. Participating teachers received extensive instruction and resources to promote effective technology use in the classroom. In a follow-up survey, responders reported growth in technological skills and an increased use of technology in the classroom. All of the responses were highly favorable and all would recommend the course to colleagues.

There were also twelve participants who attended the "Assistive Technology" training at Landmark College this spring. The training focused on the use of Inspiration and Kurzweil software.

Under an approved recommendation, two CHSVT sites implemented a one-year pilot of RM Math Framework Edition, a whole-class teaching system which utilizes interactive whiteboard technology to deliver a dynamic, highly visual and standards-aligned curriculum. Twenty-one participants attended the first of two interactive faculty trainings on this software and the related hardware. We look forward to sharing the results of this pilot next year.

The Committee continued to update its database of computers available for students' use. Within the replacement policy guidelines of a five-year student computer replacement cycle, 25 student computers were purchased out of the Technology Committee budget this past year.

The Committee is currently working on evaluating and updating the school's Technology Plan for the next three years.

Under its bylaws, the Committee has seven voting members, five of whom are elected by the faculty and two who serve by virtue of their position. The Committee itself annually elects its chairperson, secretary, and treasurer. Current membership and officers are as follows:

Pauline Dwyer, Chair (NERCF) – term expires November, 2008
David Strong, Secretary (Barre P&P) – term expires November, 2007
Dennis Bonanza, Treasurer (MVR CF) – term expires November, 2008
Allen Clark (NSCF) – term expires November, 2007
Scott Tomlinson (NWSCF) – term expires November, 2006
Alan Frost, School Information Technology Specialist
Stephan LaTulippe, School Principal

LIBRARY COMMITTEE ANNUAL REPORT

In the winter of 2005, the Library Committee met with Superintendent, Bob Lucenti to discuss standardization of reference collections throughout all seventeen sites. We decided to develop a list of titles required in specific subject categories and poll the faculty to find out what their needs were in those areas. For this first round of reference acquisitions we focused on the following areas: Medical, Family Law, Business & Finance, Vocational, Quotations, Dictionaries, Almanacs and Thesauri. Each site received copies of the titles the Committee selected to fill in those subject areas.

The Committee continued to fine tune the book and periodical ordering procedures for all sites. Faculty provided useful feedback on our electronic order forms, which will be taken into account for next year.

Some funds were left in the the Library Committee budget at the end of the fiscal year, and we decided to purchase Spanish dictionaries for all sites. The year before we did the same thing with surplus funds and bought copies of the Rutland Herald's, A Vermont Century for all libraries.

In the spring of 2006, Committee Chair, Mary McCallum stepped down after two and a half years of holding that position. It was filled by Peter VanWageningen. Paul Major stepped down as Secretary, and Eugene Rembisz moved into that position for the upcoming year.

The Library Committee looks forward to continued efforts in bringing our collections up to the standards that will benefit our students and bring us into line with expectations for the New England Association of Secondary Schools and Colleges.

COMMITTEE MEMBERS

Mary McCallum, Chair (SSCF)
Guy Smythe (DSCF)
Paul Major (NSCF)
Eugene Rembisz (BAPP)
Robert Sattelberger (NERCF)
Peter VanWageningen (BRPP)

Special Education Report

For many years, CHSVT has been providing special education services to eligible youth with disabilities who are incarcerated in adult correctional facilities. During this past year, the Office of the Attorney General determined that CHSVT, rather than the Local Education Agency for the town of residence, is responsible for the provision of special education services for eligible youth with disabilities who are attending our school campuses in the community. This decision will require more resources and staff positions and CHSVT is currently in the process of implementing a plan to meet this new requirement.

In addition to the opinion from the Attorney General's office, several other events made this past fiscal year a particularly busy one in the special education arena. CHSVT administrators worked collaboratively with Department of Education (DOE) staff to complete a comprehensive report for the Vermont Legislature. Known as the Act 71-Section 263 Report, a comprehensive overview of the needs of CHSVT students with disabilities, a continuum of services and corresponding financial plan, as well as measurable outcomes, were detailed and presented to the house and senate education committees in December.

The Measurable Outcomes and our baseline data from FY 06 are as follows:

- Percent of previous high school dropouts earning credits and/or receiving diploma increases.
Percentage FY 06: Thirty-five percent of the students who were enrolled and attended CHSVT for one hour or more during the fiscal year earned credits toward a high school diploma.
- Percent of students with IEPs earning high school credits that meet graduation requirements increases.
Percentage FY 06: Forty-six percent of the students under the age of 22 who earned high school credits toward graduation requirements were students with current or previous IEPs.
- Percent of students with IEPs receiving high school diplomas increases.
Percentage FY 06: Thirty-eight percent of the students under the age of 25 receiving high school diplomas during the fiscal year had current or previous IEPs.

Between April 2005 and September 2005, CHSVT underwent Federal Compliance Monitoring. This comprehensive process, which included examination of materials presented by CHSVT, student and staff survey results, review of student records and visits to most of the seventeen (17) sites, was required to ensure compliance with federal and state special education rules and regulations. This is the first time CHSVT underwent monitoring by members of the DOE Student Support team rather than the Independent Schools team. The resulting report was extensive and instructive and included commendations as well as corrective actions. To quote the report, "many of these corrective actions have been completed as the team continued with the monitoring process" and "the staffs in the facilities and street sites voiced a strong dedication to educating all students". Information gained through this monitoring process, as well through the development of the legislative report, provided the Department of Education with data and progress updates needed for their report to the Federal Office of Special Education Programs.

Respectfully submitted by Mary Koen, Chief, Special Services

TITLE I REPORT

Title I, Part D, also called **The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk (N & D)**, provides **financial assistance to educational programs for youth in state-operated institutions**, local school district programs in institutions and community day programs.

The **goals of Title I N&D Program** are to:

- 1) Improve educational services for these children** so they have the opportunity to meet challenging state academic content and achievement standards;
- 2) Provide them with services to successfully transition from institutionalization to further schooling or employment;** and
- 3) Prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.**

CHSVT has identified the following **Program Objectives** to meet the Title I N&D goals:

- 1) Student attendance:** Students will re-engage in educational coursework and comply with the structure of a disciplined learning environment.
- 2) Students attain foundational literacy:** Students who score below the 25th percentile on the Wide Range Achievement Test (WRAT) in reading and/or math are enrolled in remedial English and math courses. To earn a high school diploma, students will meet proficiency requirements at or above eighth grade level.
- 3) Students progress toward completion of secondary education,** earn credits and attain a high school diploma.
- 4) Students develop skills which are marketable** to the business and industry community.

Beginning with 2005, an **N&D Participation Report and Evaluation** must be submitted at the end of each fiscal year to meet federal reporting and accountability requirements. Areas include: student demographics and participation data; high school credits earned; diplomas awarded; vocational courses completed; trade/industry certifications awarded; number placed in employment or improved employment; individual student achievement gains in reading and math.

Throughout this past year, a newly constituted **Title I committee** met to fulfill the following **mission statement:**
To assure that the purpose and objectives of the state neglected and delinquent youth grant application are realized.

The original committee of four faculty members, all funded with Title I funds, became well versed in the Title I N&D expectations & program evaluation requirements and developed a working knowledge of the CHSVT Title I grant. Determining that the school was not able to meet all of the federal reporting requirements, the committee successfully completed the following tasks to increase the school's accountability: reviewed and piloted a pre-post assessment in reading and math, recommended changes to the monthly reporting form used by the community sites to match Title I requirements for outcomes data, worked with the school's information technology specialist to meet grant requirements, and made a recommendation regarding the collection of vocational and post secondary information in the facilities. This spring, several committee members joined the newly formed CHSVT Assessment and Evaluation Committee.

ENROLLMENT

This School Primarily Serves Students Who

- Have not obtained a High School Diploma and are under the custody of the Department of Corrections (DOC);
- Have a high need in the area of employment, as identified by DOC classification procedures.

Additional Factors

- Under Vermont state law, all individuals under the age of 22 under custody of the DOC, without high school diplomas, have a mandatory education requirement. These students are enrolled upon admission.
- The school also serves the Special Education needs of students with disabilities in accordance with Federal and State laws.

ENROLLMENT CRITERIA SPECIFIC TO COMMUNITY CAMPUSES

Priority for School Enrollment at the Probation and Parole Offices

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

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

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

Youth Under DOC Custody – None.

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

Community Youth –

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

COMMUNITY HIGH SCHOOL OF VERMONT (CHSVT)

July 2005– June 2006 (FY '06)

NEW ENROLLMENTS

Total New Enrollments -----	538
New Enrollment Under 22 Years of Age, with Identified Special Education Eligibility -----	143
Enrollment On or Before 22 nd Birthday -----	333
Enrollment After 22 nd Birthday -----	205
Number of Students Submitted to Dept. of Ed. for Special Education Eligibility Determination -----	338

TOTAL NUMBER OF INDIVIDUALS SERVED (BY SCHOOL SITE)

*This is not an unduplicated student count, due to student movement.

REGIONAL LEARNING CENTERS

Chittenden Regional Correctional Facility (CCCC) -----	403
Caledonia Work Camp (CCWC) -----	156
Marble Valley Regional Correctional Facility(MVRCF) -----	724
Northeast Regional Correctional Facility (NERCF) -----	396

CENTRAL LEARNING CENTERS

Dale State Correctional Facility (DSCF) -----	229
Northern State Correctional Facility (NSCF) -----	435
Northwest State Correctional Facility (NWSCF) -----	237
Southern State Correctional Facility (SSCF) -----	386
Southeast State Correctional Facility (SESCF) -----	298

COMMUNITY -BASED LEARNING CENTERS

Barre Probation and Parole Office (BAPP) -----	157
Bennington Probation and Parole Office (BEPP) -----	39
Brattleboro Probation and Parole Office (BRPP) -----	96
Burlington Probation and Parole Office (BUPP) -----	228
Rutland Probation and Parole Office (RUPP) -----	84
St. Albans Probation and Parole Office (SAPP) -----	80
St. Johnsbury Probation and Parole Office (SJPP) -----	55
White River Probation and Parole Office (WRPP) -----	94

ACADEMIC ASSESSMENT

1. REVIEW OF PRIOR SCHOOL EDUCATIONAL RECORDS

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

2. INITIAL ASSESSMENT

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

3. DIAGNOSTIC ASSESSMENT

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

4. COURSEWORK SELECTION

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

5. ON-GOING ASSESSMENT

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

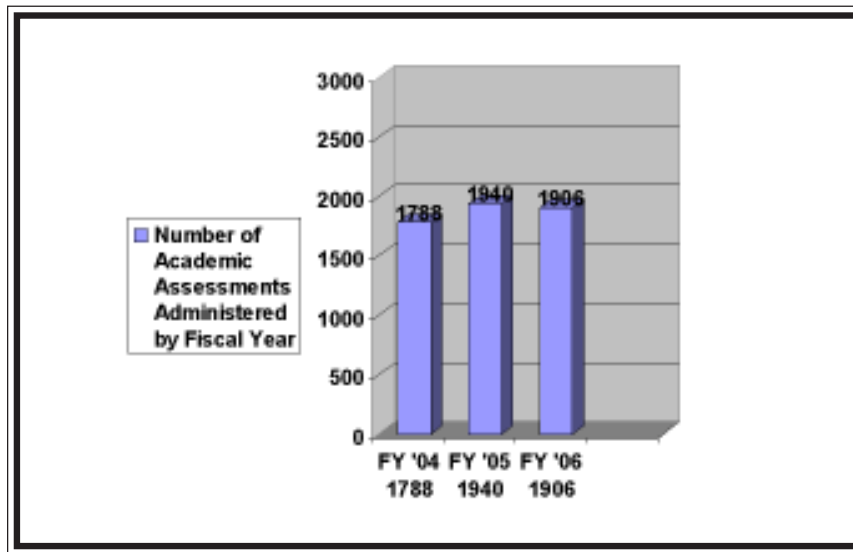
6. MONITORING PROGRESS & COURSE COMPLETION

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

SPECIAL SERVICES

The school maintains the capacity to respond to the unique needs of students, under the age of 22, through a system of instructional support services that includes Title I, section 504 accommodations, and special education services. These services comply with laws and regulations, both at the state and federal levels, and are thoroughly integrated with the general education program/curriculum.

ACADEMIC ASSESSMENT



SITE NAME	NUMBER OF ASSESSMENTS	
REGIONAL LEARNING CENTERS	FY '05	FY '06
Chittenden Regional Correctional Facility (CCCC)	490	441
Caledonia County Work Camp (CCWC)	37	28
Marble Valley Regional Correctional Facility (MVRCF)	277	287
Northeast Regional Correctional Facility (NERCF)	441	376
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	82	40
Northern State Correctional Facility (NSCF)	176	103
Northwest State Correctional Facility (NWSCF)	18	23
Southern State Correctional Facility (SSCF)	92	193
Southeast State Correctional Facility (SESCF)	48	61
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	51	60
Bennington Probation and Parole Office (BEPP)	8	8
Brattleboro Probation and Parole Office (BRPP)	21	17
Burlington Probation and Parole Office (BUPP)	51	44
Rutland Probation and Parole Office (RUPP)	31	20
St. Albans Probation and Parole Office (SAPP)	23	34
St. Johnsbury Probation and Parole Office (SJPP)	15	88
White River Probation and Parole Office (WRPP)	79	81

INDIVIDUALIZED STUDENT GRADUATION PLANS

ORIGINALITY & INNOVATION

Over 90 percent of CHSVT students, who are 21 years of age or younger, are high school dropouts. Over 45 percent have prior Special Education histories. The traditional school experience, for these students, may be characterized as being one long, painful experience of failure upon failure. CHSVT recognizes traditional methods have not worked with these students in the past, and they will not work now. Radical alternatives must be developed, if we want students to experience success. The Individualized Student Graduation Plan is one way CHSVT addresses the diverse educational needs of its students.

The Individualized Student Graduation Plan -

ENGAGES THE STUDENT AS AN ACTIVE PARTICIPANT

It does not define failure, but rather success.

TELLS THE STUDENT EXACTLY WHAT HE/SHE NEEDS TO KNOW AND DO TO DEMONSTRATE ACHIEVEMENT

It enables students to pursue the Plan, even if the student's attendance in school and classes are interrupted. And, it provides a means whereby the students may earn a high school diploma in conformance with the standards created for all Vermont students.

IDENTIFIES COMPETENCIES AND SKILLS TO BE DEVELOPED

The Individualized Student Graduation Plan is a system for specifying competencies for graduation from CHSVT. Individualized Graduation Plans are tied directly to Vermont's *Framework of Standards and Learning Opportunities*, a statement by citizens of the state that specifies what all Vermont's children need to know and be able to do in order to become an informed, productive adult. The Individualized Student Graduation Plan then provides a common objective and a clear workable strategy for achievement.

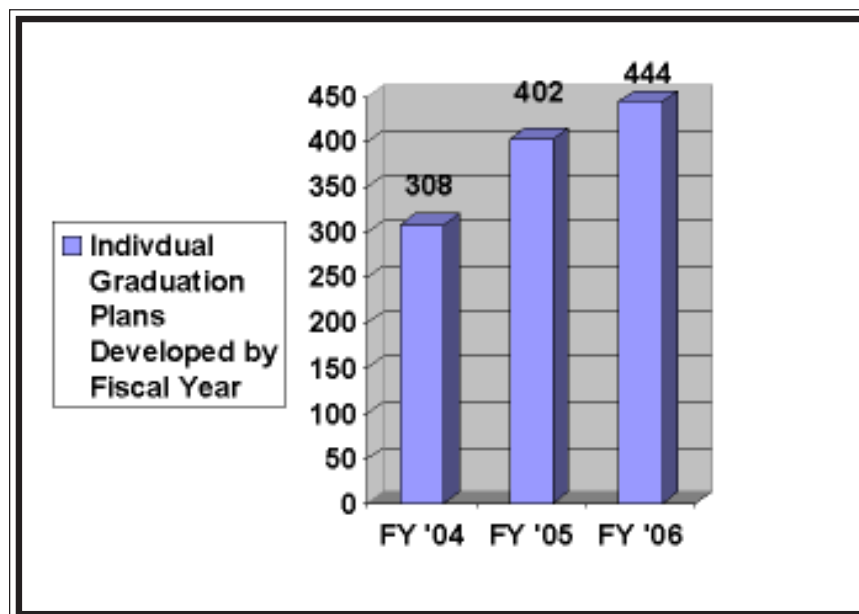
PROMISES EFFECTIVENESS

In one sense, CHSVT finds itself with a student body of migrants within Vermont's correctional facilities. The average stay, for those under 22 years old, in any one facility, is just over three months. This places great strain on both teachers and students who may not be able to attend a class long enough to earn credit under more traditional models.

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

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

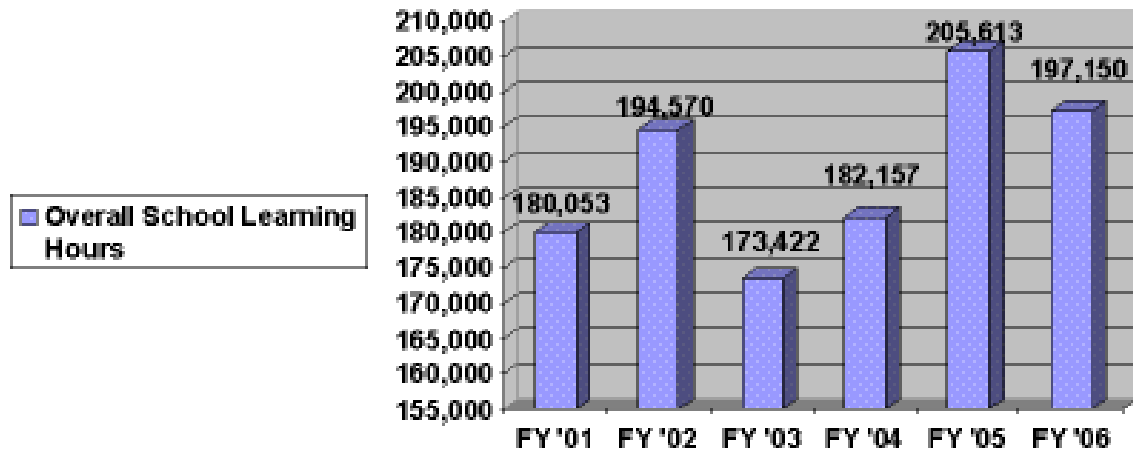
STUDENTS PLACED ON GRADUATION PLANS OVERALL SCHOOL



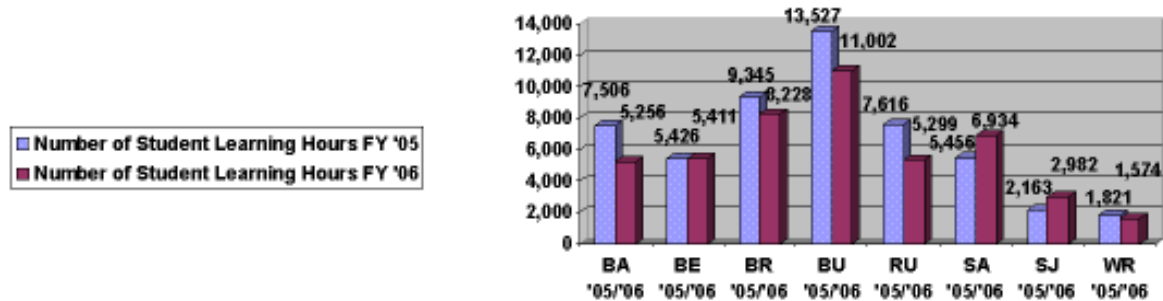
SITE NAME		
REGIONAL LEARNING CENTERS	FY '05	FY '06
Chittenden Regional Correctional Facility (CCCC)	19	26
Caledonia County Work Camp (CCWC)	8	8
Marble Valley Regional Correctional Facility (MVRCF)	43	42
Northeast Regional Correctional Facility (NERCF)	49	71
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	16	11
Northern State Correctional Facility (NSCF)	38	39
Northwest State Correctional Facility (NWSCF)	8	15
Southern State Correctional Facility (SSCF)	14	23
Southeast State Correctional Facility (SESCF)	14	25
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	10	3
Bennington Probation and Parole Office (BEPP)	14	1
Brattleboro Probation and Parole Office (BRPP)	22	19
Burlington Probation and Parole Office (BUPP)	40	75
Rutland Probation and Parole Office (RUPP)	30	26
St. Albans Probation and Parole Office (SAPP)	59	33
St. Johnsbury Probation and Parole Office (SJPP)	13	19
White River Probation and Parole Office (WRPP)	5	8

ATTENDANCE

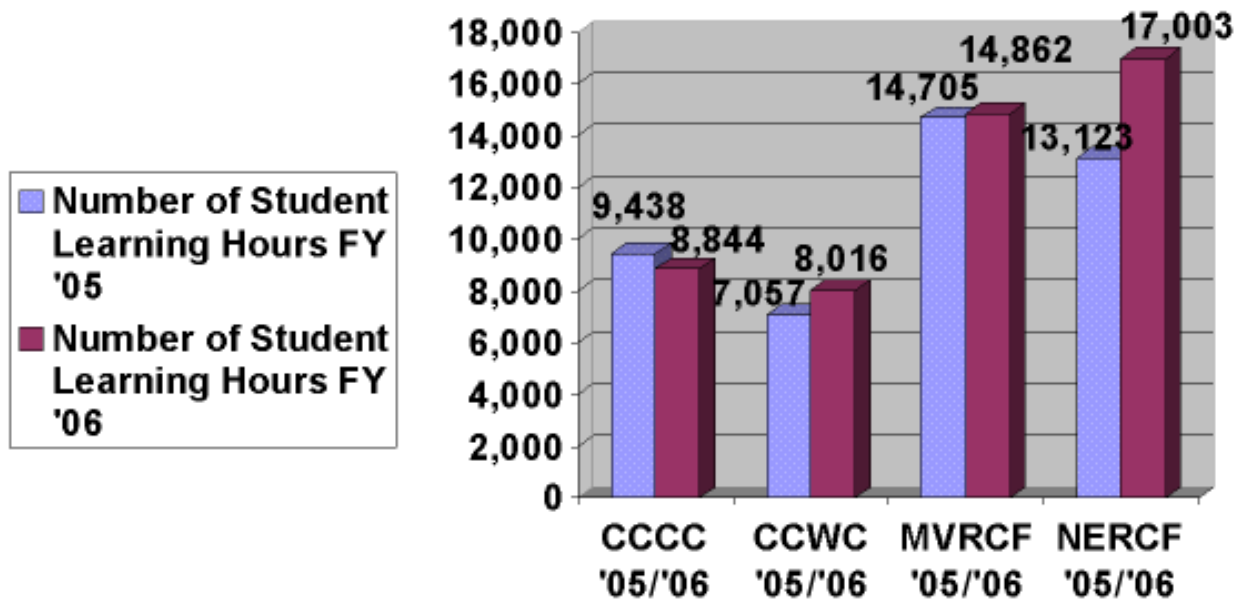
OVERALL SCHOOL LEARNING HOURS



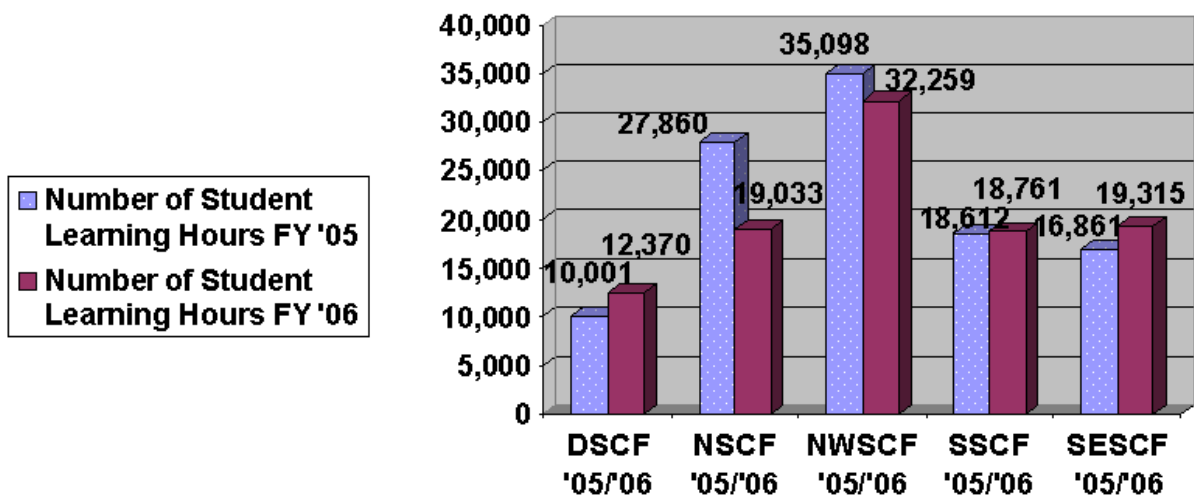
COMMUNITY-BASED LEARNING CENTERS



REGIONAL LEARNING CENTERS



CENTRAL LEARNING CENTERS



ATTENDANCE IN THE CONTENT AREAS

CUMULATIVE STUDENT LEARNING HOURS AND OUTCOMES BY SITE AND SUBJECT AREA 07/01/2005 THROUGH 06/30/2006

Instructional Program Days = 242

STUDENT LEARNING HOURS		REGIONAL LEARNING CENTERS				CENTRAL LEARNING CENTERS				COMMUNITY-BASED LEARNING CENTERS								GRAND TOTALS	
Q	SUBJECT AREA	CCCC	CCVC	MYRCF	NERCF	DSCF	NSCF	NVSCF	SSCF	SESCF	BA	BE	BR	BU	RU	SA	SJ	VR	
A	English/Language Arts	1,124.10	391.00	1,535.00	1,152.60	3,287.30	2,310.50	2,204.60	3,360.20	1,681.30	884.60	1,852.20	2,552.20	1,814.90	1,322.20	1,828.80	478.30	216.30	27,996.10
B	Mathematics	848.50	256.00	1,140.50	2,534.10	334.00	1,313.80	985.70	2,093.00	926.00	615.10	1,061.00	1,000.00	1,570.40	702.70	1,189.70	624.30	173.50	17,968.30
C	Science	214.00	414.30	1,229.90	1,871.20	1,604.30	1,015.50	1,801.40	1,108.00	712.60	882.70	757.60	1,325.20	2,224.40	751.30	1,561.90	210.50	378.60	18,063.40
D	Social Studies	4,150.00	626.00	5,249.50	2,839.00	4,335.50	2,585.60	2,798.80	2,287.30	1,442.20	1,096.60	1,725.80	1,303.90	1,695.70	1,353.00	1,757.50	800.60	481.80	36,528.80
E	Fine Arts	1,037.00	497.00	652.50	1,868.60	1,305.00	1,821.80	681.50	1,152.20	0.00	256.90	2.00	650.20	722.60	272.00	134.80	550.00	41.30	11,645.40
F	Second Language	0.00	0.00	0.00	270.00	0.00	202.00	0.00	138.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	610.00
G	Health Education	34.50	213.00	785.00	1,716.10	1,044.50	486.00	70.00	163.00	1,107.40	98.10	0.00	893.80	308.50	244.00	0.00	0.00	0.00	7,175.90
H	Family & Career Education	0.00	3,562.00	1,463.50	1,340.50	0.00	688.20	685.50	759.10	1,437.80	1,143.70	0.00	0.00	1,655.80	375.80	0.00	1.00	103.60	13,116.50
I	Business Education	0.00	0.00	261.00	19.30	0.00	0.00	0.00	197.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	478.10
J	Vocational/Technical Education	0.00	0.00	91.00	0.00	0.00	3,964.00	19,255.20	138.00	11,335.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	34,784.00
K	Computer Studies	1,243.10	1,009.00	755.00	2,606.10	459.50	3,681.80	3,876.50	7,119.40	454.30	94.90	12.00	376.90	216.90	277.60	451.30	235.40	142.30	23,012.00
L	Traffic Safety/Driver Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
M	Library/Media	0.00	0.00	0.00	0.00	0.00	0.00	0.00	112.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	112.00
N	Guidance	141.80	3.00	310.50	46.30	0.00	220.70	0.00	31.80	58.30	12.50	0.00	0.00	778.90	0.00	6.10	25.90	20.30	1,656.10
O	Co-Curricular/Extra Curricular	0.00	0.00	1,153.00	216.40	0.00	0.00	0.00	20.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,383.50
P	Assessments	51.30	3.00	230.00	132.00	0.00	377.50	0.00	20.50	128.60	0.00	0.00	0.00	14.00	0.00	3.80	56.00	11.80	1,028.50
Q	Independent Study	0.00	1,041.50	0.00	384.60	0.00	212.50	0.00	0.00	30.70	170.90	0.00	120.00	0.00	0.00	0.00	0.00	0.00	5,000.00
R	Support Services 1	0.00	0.00	6.00	6.50	0.00	152.80	0.00	54.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	220.00
S	Support Services 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL STUDENT LEARNING HOURS (MONTHLY)		8,844.30	8,015.80	14,862.40	17,003.30	12,370.10	19,032.70	32,259.20	18,761.10	19,315.00	5,256.00	5,410.60	8,228.20	11,002.10	5,298.60	6,933.90	2,982.00	1,574.50	197,149.80
AVERAGE STUDENT LEARNING HOURS (PER DAY) *																			
TOTAL NUMBER OF INDIVIDUAL STUDENTS		37	33	61	70	51	79	133	77	80	22	22	34	45	22	29	12	7	814

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

STUDENT LEARNING OUTCOMES	CCCC	CCVC	MYRCF	NERCF	DSCF	NSCF	NVSCF	SSCF	SESCF	BA	BE	BR	BU	RU	SA	SJ	VR	TOTALS
Student Assessments Completed	441	28	287	376	40	103	23	193	61	60	8	17	44	20	34	88	81	1,904
Students Completing Proficiency Requirements [Amended January 2003]	20	2	14	18	0	24	9	14	14	9	11	22	20	24	13	8	10	232
Students Placed on Individual Graduation Plans	26	8	42	71	11	39	15	23	25	3	1	19	75	26	33	19	8	444
High School Credits Issued	66.63	155.66	228.50	373.05	11.65	251.00	218.05	384.66	136.25	78.90	31.50	99.25	151.24	53.25	142.50	74.25	49.00	2,505.00
IN-HOUSE Trades/Industry Certificates Awarded	0	0	0	15	0	29	15	0	0	0	0	0	0	0	0	0	0	59
INDUSTRY APPROVED Trades Certifications Awarded	0	0	2	0	0	10	33	0	0	3	0	0	0	0	0	0	0	48

AWARDING COURSEWORK CREDIT

Secondary credit may be awarded for:

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

CHSVT GRADUATION REQUIREMENTS

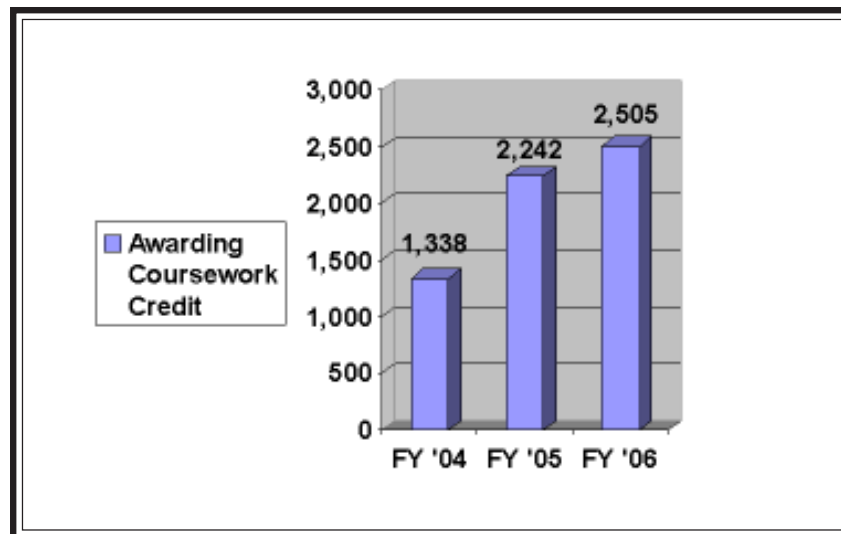
I. DEMONSTRATION OF PROFICIENCY

II. AREA	CREDITS NEEDED
English/Language Arts	4
Mathematics	3
Science	3
Social Studies	3 (1 U S History and 1 Vermont History)
Fine Arts	1
Health Education	1
Vocational/Career Education	2
Computer Studies	1
Electives	2
TOTAL	20

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

AWARDING COURSEWORK CREDIT

OVERALL SCHOOL



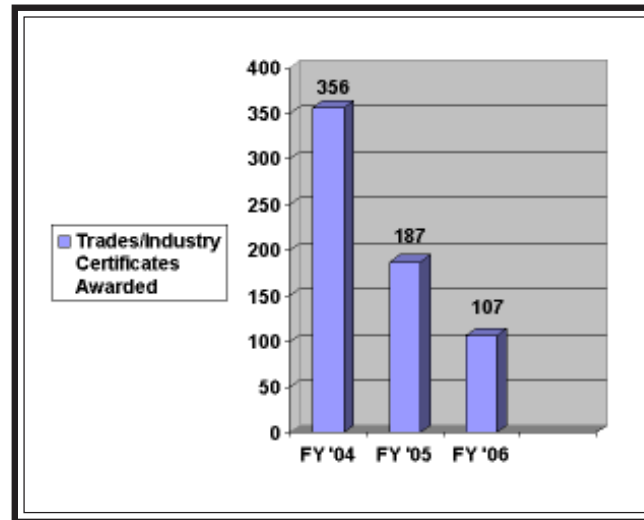
SITE NAME		
REGIONAL LEARNING CENTERS	FY '05	FY '06
Chittenden Regional Correctional Facility (CCCC)	51	67
Caledonia County Work Camp (CCWC)	161	156
Marble Valley Regional Correctional Facility (MVRCF)	105	229
Northeast Regional Correctional Facility (NERCF)	158	373
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	4	12
Northern State Correctional Facility (NSCF)	290	251
Northwest State Correctional Facility (NWSCF)	239	218
Southern State Correctional Facility (SSCF)	268	385
Southeast State Correctional Facility (SESCF)	135	136
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	106	79
Bennington Probation and Parole Office (BEPP)	74	31
Brattleboro Probation and Parole Office (BRPP)	79	99
Burlington Probation and Parole Office (BUPP)	203	151
Rutland Probation and Parole Office (RUPP)	95	53
St. Albans Probation and Parole Office (SAPP)	177	142
St. Johnsbury Probation and Parole Office (SJPP)	59	74
White River Probation and Parole Office (WRPP)	38	49

AWARDING TRADES/INDUSTRY CERTIFICATES

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

Trades education generally is the province of the Central Facilities. Workplace readiness is the responsibility of all teachers of CHSVT.

OVERALL SCHOOL



SITE NAME		
REGIONAL LEARNING CENTERS	FY '05	FY '06
Chittenden Regional Correctional Facility (CCCC)		
Caledonia County Work Camp (CCWC)		
Marble Valley Regional Correctional Facility (MVRCF)	16	2
Northeast Regional Correctional Facility (NERCF)		15
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)		
Northern State Correctional Facility (NSCF)	70	39
Northwest State Correctional Facility (NWSCF)	93	48
Southern State Correctional Facility (SSCF)		
Southeast State Correctional Facility (SESCF)	8	
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)		3
Bennington Probation and Parole Office (BEPP)		
Brattleboro Probation and Parole Office (BRPP)		
Burlington Probation and Parole Office (BUPP)		
Rutland Probation and Parole Office (RUPP)		
St. Albans Probation and Parole Office (SAPP)		
St. Johnsbury Probation and Parole Office (SJPP)		
White River Probation and Parole Office (WRPP)		

HIGH SCHOOL GRADUATES

Total Graduates: 135

High School Diplomas awarded through Local High Schools and CHSVT in FY '06

Graduate Name Awarding School

Abare	Mark	CHSVT
Allen	William	CHSVT
Bacon	Jeffrey	CHSVT
Ball	Demetrius	CHSVT
Barber	Joshua	CHSVT
Barter	Mark	CHSVT
Bedell	Duane	CHSVT
Benjamin	Raymond	CHSVT
Benoit	Melinda	CHSVT
Bijolle	Leah	CHSVT
Blair	Nichole	CHSVT
Bohannon	Brad	CHSVT
Bolduc	Joseph	CHSVT
Bostic	Jevon	CHSVT
Bourn	Chad	CHSVT
Boutwell	Mark	CHSVT
Boyer	Josh	CHSVT
Breault	Jeremy	CHSVT
Briggs	Gavin	CHSVT
Broe	Denise	CHSVT
Bronson	Jeffrey	CHSVT
Buker	Harold	CHSVT
Bullins	Zane	CHSVT
Campbell	Anthony	CHSVT
Campbell	Janna	CHSVT
Chamberlin	Michael	CHSVT
Convard	Charles	CHSVT
Corbin	Bryan	CHSVT
Corliss	Bradley	CHSVT
Cote	James	CHSVT
Cyphers	Tyson	CHSVT
Deso	Thomas	CHSVT
Dessler	Jeff	CHSVT
Dow	Christopher	CHSVT
Dowing	Geoffrey	CHSVT
Eames-Kumpf	Brigitte	CHSVT
Farnham	Justin	CHSVT
Farnsworth	Mack	CHSVT
Fink	Jeff	CHSVT
Fleurie, Jr.	Timothy	CHSVT
Gaboriault	Justin	CHSVT

Graduate Name Awarding School

Gagner	Kyle	CHSVT
Garrison	Norm	CHSVT
Gelineau	Bradley	CHSVT
Greene	Michael	CHSVT
Greenwood	Brittany	CHSVT
Guyette	Casey	CHSVT
Hale	Phillip	CHSVT
Hodgeman	Genevieve	CHSVT
Irons	David	CHSVT
Jeisy	Ryan	CHSVT
Johnson, III	Donald	CHSVT
Johnston	Justin	CHSVT
Johnston	Nathan	CHSVT
Jones	Jesse	CHSVT
Kenison	Brandon	CHSVT
Kennett	Brianna	CHSVT
Kidder	Gordon	CHSVT
Kipp	Daniel	CHSVT
Kirk	Allie	CHSVT
Klemchuk	Trista	CHSVT
Lafayette	Robert	CHSVT
LaFromboise	Joan	CHSVT
Lake	Katelynn	CHSVT
Lamos	Michael	CHSVT
Lampman, Jr.	Joseph	CHSVT
Lantz	Christopher	CHSVT
Legault	Matt	CHSVT
Lopez	Johnny	CHSVT
Lubinski	Alex	CHSVT
Manning	Lina	CHSVT
Martin	India	CHSVT
McCarthy	Erin	CHSVT
McGrail	Richard	CHSVT
McKay	Tyler	CHSVT
McKenna	Stuart	CHSVT
Merrow	Todd	CHSVT
Miles	David	CHSVT
Mingo	Jamaine	CHSVT
Mulliss	Ezat	CHSVT
Mumley	Shawn	CHSVT
Nelson	Charles	CHSVT

<u>Graduate Name</u>	<u>Awarding School</u>
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Parda	John	CHSVT
Partlow	Samantha	CHSVT
Pelican	Eric	CHSVT
Perez	Ivan	CHSVT
Perkins	Adam	CHSVT
Pike	Nathanel	CHSVT
Plourde	Jeffrey	CHSVT
Powell	Timothy	CHSVT
Quaderer	Ian	CHSVT
Ramirez	Ricardo	CHSVT
Rathburn	Stanley	CHSVT
Rayta, III	Richard	CHSVT
Reed	Cory	CHSVT
Regimbal	Valerie	CHSVT
Relation	Chris	CHSVT
Rheaume	Jacob	CHSVT
Rheaume	Nicki	CHSVT
Robarge	Robert	CHSVT
Roberts	Doris	CHSVT
Robinson	Noah	CHSVT
Roussin	Christopher	CHSVT
Russell	Anthony	CHSVT
Savard	Bernard	CHSVT
Savard	Thomas	CHSVT
Alvarez	Alejandro	Spaulding H.S.
Carter	Bernard	North Country H.S.
Elwood	Rebecca	Enosburg H.S.

<u>Graduate Name</u>	<u>Awarding School</u>
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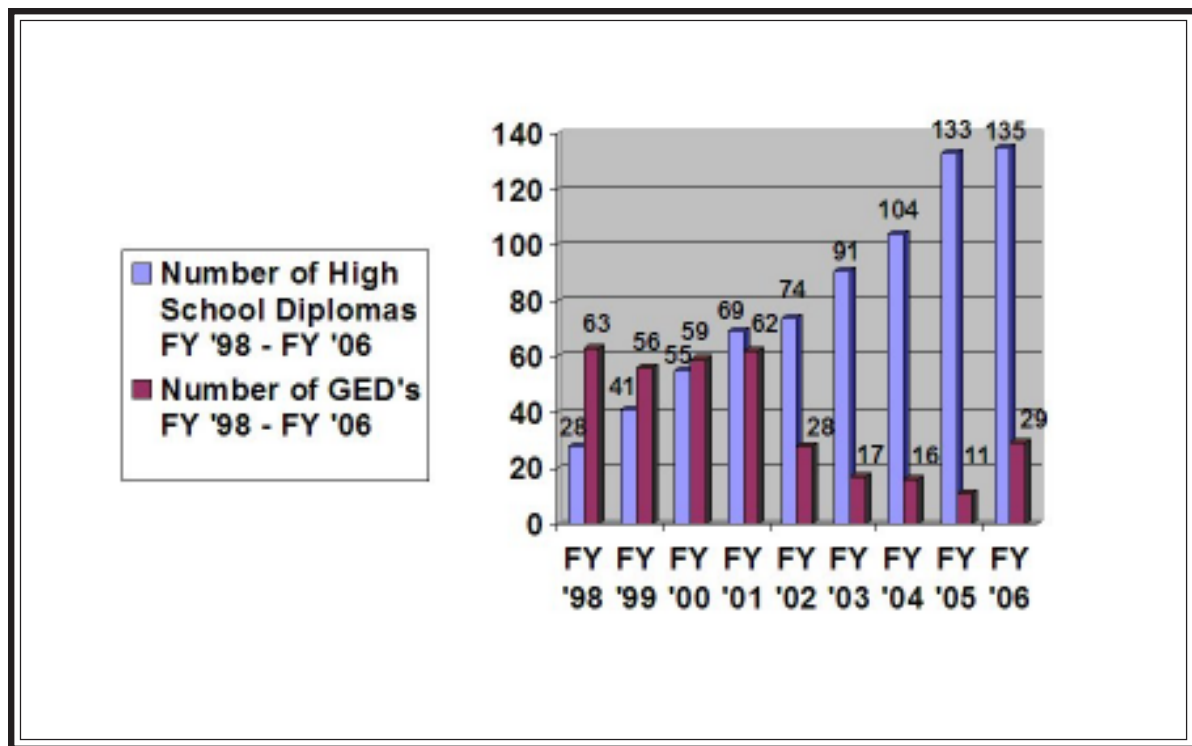
Severance	Joshua	CHSVT
Shaw	Brent	CHSVT
Smith	Chancy	CHSVT
Smith	Greg	CHSVT
St. Onge	Denis	CHSVT
Starkey, Jr.	Michael	CHSVT
Stilwell	Brenton	CHSVT
Sullivan	Kyle	CHSVT
Sylvester	Michael	CHSVT
Tardif	Dominic	CHSVT
Tatro	Angelina	CHSVT
Teeple	Quinten	CHSVT
Torres	Jose	CHSVT
Walters	Daniel	CHSVT
Watkins	Mark	CHSVT
Weller	Scott	CHSVT
Willette	David	CHSVT
Williams	Ann Marie	CHSVT
Williams	Patrick	CHSVT
Winter	Travis	CHSVT
Wohlleber	Steven	CHSVT
Wright, Jr.	Timothy	CHSVT
Zebic	Goran	CHSVT
Johnson	Christine	Rutland H.S.
Kidd	Tyler	MT. Mansfield H.S.
Richardson	Robert	Spaulding H.S.

GENERAL EDUCATION DEVELOPMENT CERTIFICATES

Twenty-nine GED certificates were awarded during FY '06 to:

Allen	William	Loomis	Joseph
Blanchard	Andrew	Mansfield	Tyler
Blanchard	Tyler	Martin	Nicholas
Burns	Durell	Merrow	Todd
Chates	Nicholas	Morin	Eric
Cottrell	James	Morrison	Graytz
Crosby	Alisha	Mullis	Ezat
DeCelle	Eric	Porta	Star
Dugan	David	Rabtoy	Kenneth
Dumas	Zachary	Renaudette	Joseph
Eubank	James	Senna	Loren
Hammond	Tony	Sexton	Jacob
Knoll	Arthur	Shaw	Luke
Lamphere	Sean	Tabor	Lance
LaRoche	Eli		

HIGH SCHOOL DIPLOMAS & GED'S – FY '98 – FY '06



The following is a poem written by CHSVT student, Leon McCarty for the book *Words, Stories, Lives: The World in Poetry*, a project done with the Vermont Humanities Council in three of Vermont's correctional facilities.

Ode To A Book, by Leon McCarty

*I take you in hand and you set well
 you guide me to places beyond where I am
 challenging the mind with thoughts
 I stumble over words not known
 Sometime you bring pictures of distant
 lands I never see without you.
 Big or small, young or old, thin or thick,
 you call, come I show the way of things you
 never knew.*

*I make rules and break rules
 I teach and destroy
 I give flights of fancies
 I'm cruel and caring
 I'm history and new
 I'm all to all and none to none
 I'm what you make me out to be.*

Beryle Gardner Student Award

Beryle Gardner was an avid supporter of the Community High School of Vermont for over 18 years. She was a very hard worker for us and focussed her creative passion on her belief that offenders were deserving of an education and had every right to improve their future. The Beryle Gardner Fund was designed by the CHSVT in 2005 to recognize and encourage individuals under the custody or supervision of the Department of Corrections to finish their high school diploma. The award is given each June to a CHSVT student to honor this achievement and her/his community service.

The faculty group at each correctional facility/site can nominate one of their students for the award by writing a letter describing the student's personal qualities, achievements and service. All applicants must have earned their high school diploma (or part of it) within the DOC. The Beryle Gardner Committee serves as the selection committee for the winner. The award is a \$200 cash prize that is to be used by the winner to help them get on their feet or to get a job after they leave the facility, or if they have a job already, to help them function better at that job.

The award was established at CHSVT in 2005 after a major gift for this purpose was generously provided by the Vermont Retired Teachers Association (VTRTA) to honor Beryle (donations from several other individuals over the previous two years had begun the establishment of a Beryle Gardner Fund at CHSVT). Beryle was a highly regarded and long-time member of VTRTA and was one of the founders of CHSVT. The first recipient (last summer) was a graduate of the Caledonia Community Work Camp. This year there were two recipients, one from the Caledonia Community Work Camp and one from the Northeast Regional Correctional Facility. They leave with best wishes for a bright future from their facility faculty and the selection committee.

The Beryle Gardner Student Award is supported entirely through donations from individuals or groups who share Beryle's belief in the value of an education to promote the future well-being of previous offenders. Donations are always welcome and help ensure the ability of CHSVT to continue to provide our students with this honor, which has already become highly valued by them.

Beryle Gardner Committee Members:

Cara Berryman, Chair
Susan Kuzma
Mark Lather
Robert Sattelberger

COMMUNITY-BASED LEARNING CENTERS

Narratives, Student Works, Student Learning Hours and Success Stories

~ CAMPUS LOCATIONS ~

Barre Probation and Parole Office (BAPP)
Bennington Probation and Parole Office (BEPP)
Brattleboro Probation and Parole Office (BRPP)
Burlington Probation and Parole Office (BUPP)
Rutland Probation and Probation Office (RUPP)
St. Albans Probation and Parole Office (SAPP)
St. Johnsbury Probation and Parole Office (SJPP)
White River Probation and Parole Office (WRPP)

St. Johnsbury Probation and Parole Campus Graduate



BARRE COMMUNITY CAMPUS

The Barre campus of the CHSVT made stronger and deeper connections with resources in the community this year, so that our students can have greater opportunities for success. Many community agencies and individuals that provide assistance to local youth are now represented on our local Advisory Board, which has helped make more resources available to our students. One of the board's notable achievements this past year was to help secure a Safe and Drug-Free Communities grant for a six-week "Health Realization" course that is scheduled to begin this summer. Jessica LaForest, one of the school's student representatives on the Advisory Board, worked with board member Monica Bettis to request funding for this course, which is based on a book and curriculum written by local author/scholar Jack Pransky and focuses on ways of increasing self-knowledge and self-control.

Individually, board members helped the school, as well. Andrea Gould, who does outreach for the Vermont Student Assistance Corporation, conducted a workshop with our students about post-high school education and financial resources. Danny Hendershot, a youth outreach coordinator with the "Community Connections" program who is also a fitness instructor, guided our students through a ten-week fitness program at a local gym. Several board members helped to organize and contribute to the graduation ceremonies we held in August, 2005 and April, 2006, including one member, Herb Hatch, who played the processional on his electronic keyboard. Board member Cindy Donlon, co-principal at Spaulding High School, gave a commencement speech at the April graduation.

In last year's report, we noted that one of our new community partnerships had resulted in one of our students being accepted in the highly-competitive Automotive Tech program at Spaulding High School/Barre Technical Center. We are very pleased to report that the student, Phil Belville, has successfully completed this nine-month program (see photo). He will be receiving his CHSVT diploma later this summer, as well as certification as an auto tech as a result of his achievement in that program.

This year our students benefited from the close working relationship we developed with the new Career Development Facilitator at our local Department of Labor (DOL) office; she was able to place three of our students in supported-employment positions this year with funds earmarked for the type of students we serve.

We also continued to build on a relationship we have developed over the past few years with the Barre Granite Museum. Working in conjunction with the DOL and the Museum, we were able to successfully place three CHSVT students into two different training and education programs in the stone arts. DOL funds provided money for tuition and the Museum provided the instructors and classroom space. Three of our students successfully completed the course and were awarded certificates in the Pneumatic Tools and Sandblasting courses (see photo). As a part of the Sandblasting course, the teacher and students designed and created the large granite sign that now stands in front of Barre's new public works building.

The Barre CHSVT is currently looking forward to the start of an innovative and exciting program that will be sited within shouting distance of our school. The Return House, which is the result of five years of effort by the Washington County Youth Services Bureau and the Department of Corrections, will be a fully-staffed, 24/7 residence for young males (22 and under), who are transitioning back into the community. During the past few years, we have worked closely with Return House staff who have provided “Living, Learning & Working” support for several of our students, and we are very excited that this new resource will be available to our students later this summer.

A total of eight students received their diplomas at the graduations held in August, 2005, and April, 2006. They were: Mark Barter, Melinda Benoit, Jeffrey Bronson, Anthony Campbell, Nathan Johnston, Samantha Partlow, Nathaniel Pike and Stanley Rathburn. At these graduations, we continued the practice of acknowledging the efforts of community organizations and/or individuals that have made significant contributions to the success of the school and its students:

Jackie Hatch from the Hedding Methodist Church of Barre received a certificate of appreciation at the August graduation; and Danny Hendershot was recognized for his special efforts on behalf of our students at the April graduation.

Finally, we recently hired a new teacher, Cate Cattier, to the Barre team, and look forward to an exciting new year of expanded programming here at the Barre campus.

Student at Barre Technical Center



BARRE P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	829.80	54.80	884.60
Mathematics	589.60	25.50	615.10
Science	811.10	71.60	882.70
Social Studies	1020.10	76.50	1096.60
The Arts	253.90	3.00	256.90
Health Education	83.00	15.10	98.10
Family & Career Education	786.80	356.90	1143.70
Computer Studies	71.10	23.80	94.90
Guidance	0.00	12.50	12.50
Independent Study	143.30	27.60	170.90

TOTAL CLASSROOM HOURS 4,589.00
TOTAL OFFICE HOURS 667.00
GRAND TOTAL ALL HOURS 5,256.00

TOTAL INDIVIDUAL STUDENTS 157
STUDENT ASSESSMENTS COMPLETED 60
COMPLETED PROFICIENCY REQUIREMENT 9
STUDENT ON INDIVIDUAL GRAD PLAN 3
HIGH SCHOOL CREDITS ISSUED 79
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 3

BENNINGTON COMMUNITY CAMPUS

I began my teaching experience at the Bennington Community site in November of 2005. The Bennington Campus had been without a teacher for approximately three months. It was quite an adjustment for students to adapt to the new classroom schedule. Classes now run from 8:30 a.m. – 12:30 p.m. five days a week with classes averaging ten students.

As of February 2006, the classroom area has moved to a larger, more open space. This has helped to alleviate the sense of being crowded. This space, as well as the efforts of the Bennington Campus staff, has worked to create an environment where students don't feel complete misery when they are here. The classroom has gone from a tutorial center feel to a more typical high school classroom, where students are all working on the same class content, involved in group discussion and group activities. The atmosphere seems to be a little more relaxed and often a bit lighthearted. As a result, overall student attendance and participation are up.

There have been three graduation ceremonies involving Katelyn Lake, D.J. Willette and Chris Lantz. There are a few students working hard to complete the last couple of requirements for their diploma, which will result in some graduations this fall. In addition, food from the garden was donated to area food shelves.

**BENNINGTON P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1687.30	165.20	1852.50
Mathematics	928.90	132.10	1061.00
Science	745.50	12.10	757.60
Social Studies	1267.00	458.80	1725.80
The Arts	0.00	2.00	2.00
Computer Studies	6.00	6.00	12.00

TOTAL CLASSROOM HOURS 4,634.70
TOTAL OFFICE HOURS 776.20
GRAND TOTAL ALL HOURS 5,410.90
TOTAL INDIVIDUAL STUDENTS 39
STUDENT ASSESSMENTS COMPLETED 8
COMPLETED PROFICIENCY REQUIREMENT 11
STUDENT ON INDIVIDUAL GRAD PLAN 1
HIGH SCHOOL CREDITS ISSUED 32
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0

BRATTLEBORO COMMUNITY CAMPUS

Another year has come and gone at the Brattleboro Community High School. We began the September semester with an enrollment of 22 students, graduated eight on June 22, and now are experiencing a reduced summer enrollment of 10 students. This year we awarded 99.25 credits and delivered over 8,000 instructional hours to 35 students. As usual, our student population consisted of community students and those in SRS custody, as well as youth under DOC supervision.

In March, the Brattleboro CHSVT was awarded a gift of \$1,000 from the Strolling of Heifers Foundation for a "Farm Study and Greenhouse Community Service Project." We used these funds to purchase an 8' x 9' cedar greenhouse which students constructed with the help of a local builder/adjunct. Vegetables and flowers were then planted, and flower seedlings were donated to the Brattleboro Nursery School. As part of Lisa Holderness' Science class, students visited local Deer Ridge Farm on a regular basis during their three-month intensive "Environmental Chemistry and Energy Physics" class. This same class won second prize in an essay contest for area high school students for their essay entitled "Our Oil Use: We Need to Change the Way We Live."

Two field trips were taken this year to New York City. The first consisted of visiting the Museum of Natural History, the Metropolitan Museum of Art, including a rare opportunity to view the Picasso exhibit and Chinatown. During the second trip, students visited the Lower East Side Tenement Museum, the Frick Collection, the Islamic Cultural Center and the Empire State Building.

The CHSVT basketball team participated, once again, in the Men's League of the Brattleboro Recreation Department.

June 22, on the Brattleboro Common, was an exciting day for the school, especially the eight graduates who, with the help of VSAC and our adjuncts, are better prepared to meet their future challenges and responsibilities. A number of the graduates have been accepted by colleges and trade schools.

**BRATTLEBORO P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	2405.7	146.5	2552.2
Mathematics	996.9	3.1	1000
Science	1321.2	4	1325.2
Social Studies	1232.1	71.8	1303.9
The Arts	640.8	9.4	650.2
Health Education	789.8	110	899.8
Computer Studies	376.9	0	376.9
Independent Study	120	0	120

TOTAL CLASSROOM HOURS 7,883.40

TOTAL OFFICE HOURS 344.80

GRAND TOTAL ALL HOURS 8,228.20

TOTAL INDIVIDUAL STUDENTS 96

STUDENT ASSESSMENTS COMPLETED 17

COMPLETED PROFICIENCY REQUIREMENT 22

STUDENT ON INDIVIDUAL GRAD PLAN 19

HIGH SCHOOL CREDITS ISSUED 99

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

BURLINGTON COMMUNITY CAMPUS

With student enrollment hovering at or above sixty for most of this year, despite the graduation of twenty-four students, and with the addition of new, high caliber faculty and new courses, our past year has been very busy. Last year we rearranged the layout of our classrooms to better centralize student activity; this year, with the insightful input of new instructors, Debbie Jaimes and Nicole Marabella, we improved our classroom layout even further to better focus on students' needs.

Mountain biking and ice skating continue to provide our students with healthy lifestyle choices. We have again expanded our textbook collection in all subject areas. Two very popular additions to our curriculum include our new film and origami classes. We have enlisted the help of our students in assembling all of their school work into individual portfolios. Our students' attention to their schoolwork, and their self-confidence has increased dramatically now that they can see just how much they have accomplished while at the Community High School of Vermont.

With the help of the Work Force Development program, our biggest and most recent development this year is the creation of a very effective Career Resource Center. While the CRC helps students earn the required vocational and computer technology credits and helps place them in jobs, the clear focus is to help students gain an understanding of themselves and their talents and use that information to develop a plan for what their lives will be like after graduating from CHSVT. With this in mind, we have developed several high interest courses. **Start & Operate a Small Business**, emphasizes business ethics and appropriate business behavior. Students learn hands-on how to start and operate a small business, practice positive attitudes and learn to recognize opportunities. **Choices Portfolio**, uses Choices software to build individual Career Interest Portfolios. Students identify possible careers by matching interests and skills and explore corresponding education and training requirements. In **Volunteering**, students work individually or in small groups in community organizations. This allows students to make new discoveries about themselves and others, develop relationships beyond their own social circles, strengthen their community, establish work ethics, practice new skills and become motivated to transfer learning into long term goals. **LifeSteps**, uses a powerful twelve-part video series that combines uplifting comedy, moving dramatization, and insightful problem-solving sessions to help students develop the character and skills to become responsible, caring and successful. In **FISH**, a course based on the highly successful *Fish Market Video*, students learn about a workplace in which employees choose to bring energy, passion and positive attitudes to their seemingly menial work each and every day.

Though still in its nascent stages, our new CRC has already been instrumental in focusing our students on their futures. As it turns out, one of our most important, revealing and effective events took place recently in our Career Resource Center. Donna Sharrow, a new advisory board member, along with Dr. Kirlin from LensCrafters, performed eye exams for fourteen CHSVT students. Tellingly, twelve of the fourteen were found to need glasses. LensCrafters provided all twelve students with free, high quality eye glasses. What a difference this has made in our students' ability to read and comprehend their schoolwork!

Last, but certainly not least, we had two wonderful graduation ceremonies this past year. Keynote addresses were delivered by our own Burlington Probation and Parole Superintendent, Debbie Thibault and Vermont Department of Corrections Commissioner, Robert Hofmann—both inspiring speakers and ardent CHSVT supporters. During these ceremonies our graduates' faces were beaming with smiles and moist from happy tears. Their pride in their accomplishments and the self-esteem they gained from overcoming significant obstacles was shared by their families, friends, probation officers and this education team. It is what compels us to continue with our mission, and we look forward to doing just that in the coming year.

**BURLINGTON P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	782	1032.9	1814.9
Mathematics	743.3	827.1	1570.4
Science	1178.7	1045.7	2224.4
Social Studies	736.9	958.8	1695.7
The Arts	354.6	368	722.6
Health Education	186	122.5	308.5
Family & Career Education	641.6	1014.2	1655.8
Computer Studies	78	138.9	216.9
Guidance	0	778.9	778.9
Assessments	0	14	14

TOTAL CLASSROOM HOURS 4,701.10

TOTAL OFFICE HOURS 6,301.00

GRAND TOTAL ALL HOURS 11,002.10

TOTAL INDIVIDUAL STUDENTS 228

STUDENT ASSESSMENTS COMPLETED 44

COMPLETED PROFICIENCY REQUIREMENT 20

STUDENT ON INDIVIDUAL GRAD PLAN 75

HIGH SCHOOL CREDITS ISSUED 151

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0



RUTLAND COMMUNITY CAMPUS

The Rutland Community Site of CHSVT is excited to announce the move to our newly renovated facility, the former Rutland District Court Building at 92 State Street in Rutland. We moved into our new facility in October, 2005. Within a couple of weeks, the students and staff were happily settled in a brighter, more spacious classroom. Conference rooms are also available in this new facility to handle secondary classes simultaneously.

The Rutland Community Site is now a sending school for Smokey House, a Danby learning facility featuring an outdoor classroom that integrates youth, land, and learning. At Smokey House, at-risk high school students learn specific work-related skills, throughout the school year. If student performance is above average, they may be asked to work for the summer months. Our participant has had an opportunity to earn academic credits learning and participating in a working agricultural community. The student has earned the position of crew leader on specific jobs, and has been invited to work at Smokey House for the summer. We are very proud to participate in a successful transitional program, and are proud of the accomplishments of our first CHSVT student representative.

Recently, the students have made field trips to view artwork of local artists at the Chaffee Art Gallery, where they also participate in a scavenger hunt for specific works of art, styles and mediums used. We also traveled to the Castleton State Library to review United States Records of Congress, including the *U.S. Statutes at Large Containing Laws and Concurrent Resolutions*, *Congressional Records: Proceedings and Debates of the Congress*, and volumes of the Vermont State Statutes. These have been the subjects of some lively classroom debates in the U.S. History classes. As a result of these debates, eighteen year olds in the class registered to vote at the Rutland City Clerk's Office in the presence of fellow classmates and instructors.

Last July, the Rutland Community Site held a graduation ceremony for five CHSVT students at the Knights of Columbus Hall, which they generously donated for the event. It was a memorable ceremony for the approximately fifty family, friends and supporters, but especially the graduates.

This year, the Rutland Community Site awarded a total of 53.25 high school credits and six high school diplomas. Enrollment included a total of 16 students aged 16-22, and five students over 22 years of age.

The Rutland Community Site of CHSVT would like to thank our many volunteers for their continued dedication and support in delivering valuable positive academic and social instruction to fellow members of our Vermont communities.

**RUTLAND P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	915.30	406.90	1,322.20
Mathematics	502.50	200.20	702.70
Science	531.90	219.40	751.30
Social Studies	783.30	569.70	1,353.00
The Arts	238.50	33.50	272.00
Health Education	190.50	53.50	244.00
Family & Career Education	300.80	75.00	375.80
Computer Studies	156.40	121.20	277.60

TOTAL CLASSROOM HOURS 3,619.20
TOTAL OFFICE HOURS 1,679.40
GRAND TOTAL ALL HOURS 5,298.60

TOTAL INDIVIDUAL STUDENTS 84
STUDENT ASSESSMENTS COMPLETED 20
COMPLETED PROFICIENCY REQUIREMENT 24
STUDENT ON INDIVIDUAL GRAD PLAN 26
HIGH SCHOOL CREDITS ISSUED 53.25
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0

ST. ALBANS COMMUNITY CAMPUS

The Community High School of Vermont saw much success during the 2005/2006 school year at the St. Albans Community Campus. Seven students from the site received a speech from District Court Judge Mark Keller at their graduation ceremony in January. Six months later, the site has twelve more students preparing for graduation. This year we also had two students who, after earning some credits with the Community High School of Vermont, were able to return to their sending school and attend classes with their fellow students without being retained. One student successfully earned a diploma from Enosburg High School while attending classes at SAPP. Perhaps one of the greatest achievements of the past year was when Stephan LaTulippe and Wade H. Cole were able to watch as a student received a CHSVT diploma from her youngest son at his graduation ceremony from the Richford High School. Among our graduating students, we are proud to note that at least two have made the decision to serve their countries and have enlisted in the armed forces.

Along with the great success, the school site underwent some changes as well. This was the first full year since the site made the decision to run on a trimester schedule instead of a quarter schedule. This new schedule seems to work best for both the students and the teaching team. The most significant change of the year occurred when the site acquired a teaching team. In March, Tom O'Toole joined the street site as a Special Education Instructor. Since his joining the team here at SAPP, students have been able to receive more individualized instruction. Many have taken advantage of this new asset and are making leaps and bounds toward their education. Moreover, they have begun to utilize Tom's services in creating transition plans to facilitate their move from school to society.

This school site continues to enjoy a great relationship with Probation and Parole. Probation Officers are always receptive to concerns with students' attendance. They are always eager to hear of the successes and progress that their clients are making in the educational system. Also, they do an outstanding job referring both mandated and non-mandated clients to the school. Over the past year the percentage of students coming from Probation and Parole has risen from about 35% to 72% for the coming trimester. The educational team has been accommodated well and continues to be an active part of the Parole and Probation staff. We are included in staff functions, meetings and training opportunities, allowing us to gain perspective, not only in our colleagues positions, but the issues that our students face.

ST. ALBANS P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1,746.30	82.50	1,828.80
Mathematics	1,151.70	38.00	1,189.70
Science	1,485.90	76.00	1,561.90
Social Studies	1,616.60	140.90	1,757.50
The Arts	96.00	38.80	134.80
Computer Studies	430.00	21.30	451.30
Guidance	-	6.10	6.10
Assessments	-	3.80	3.80

TOTAL CLASSROOM HOURS 6,526.50

TOTAL OFFICE HOURS 407.40

GRAND TOTAL ALL HOURS 6,933.90

TOTAL INDIVIDUAL STUDENTS 80

STUDENT ASSESSMENTS COMPLETED 34

COMPLETED PROFICIENCY REQUIREMENT 13

STUDENT ON INDIVIDUAL GRAD PLAN 33

HIGH SCHOOL CREDITS ISSUED 142.50

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

ST. JOHNSBURY COMMUNITY CAMPUS

During the 2005-2006 program year, the education program at the St. Johnsbury Probation and Parole site enrolled 23 new students as well as serving 15 previously enrolled students for a total of 37 students. By year's end, six students had completed all of the requirements for a diploma and had graduated from CHSVT and another student earned his GED.

As in previous years, local community-based organizations contributed much to enriching the learning experiences for our students. The Northeast Kingdom Community Action Parent Child Center (PCC) regularly assists with career education and job readiness classes as well as transporting students back and forth between the sites. Students may attend classes at one site in the morning and another in the afternoon. The PCC's wood-burning and quilt-making classes are hugely successful as well and we have a lovely quilt hanging in our site that was made by one of our graduates. The PCC also graciously shares their space in the former Lincoln Street School which enables us to hold our graduation ceremonies in an ideal space, as our space is not large enough.

Additionally, the UVM Extension Service's Americorp TechCorp program provided our students with several interesting classes that combined science instruction with computer education. Students were able to walk next door to the program site and utilize their beautiful space and do their work on new laptops using flash drives to store their work. They studied geology while acquiring valuable computer skills. Each student received a flash drive to keep, which was instrumental in keeping the momentum going back in our own computer lab.

Again this year, we were fortunate to have Zach Rhodes, a retired attorney, as an adjunct instructor. He has been with us for many years now and is well-loved by our students. Our new art teacher, Kathie Powers, joined us in October and offers two 2-hour art classes each week that have been hugely successful. Both Zack and Kathie truly enjoy working with the students and enhance the school's environment with their wit, wisdom and good cheer. They are sincerely dedicated to our mission.

Our students continue to amaze us with their resiliency, their humor, determination and kindness to one another and staff. This year, in particular, it was evident that our small community of learners are doing so much more here than learning subject matter and earning credits toward graduation. These young men and women are changing lives, including their own, with a little help from their friends. They are inspiring.

**ST. JOHNSBURY P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	393.30	85.00	478.30
Mathematics	504.60	119.70	624.30
Science	128.50	82.00	210.50
Social Studies	682.30	118.30	800.60
The Arts	472.00	78.00	550.00
Family & Career Education	1.00	-	1.00
Computer Studies	155.50	79.90	235.40
Guidance	0.50	25.40	25.90
Assessments	3.00	53.00	56.00

TOTAL CLASSROOM HOURS 2,340.70

TOTAL OFFICE HOURS 641.30

GRAND TOTAL ALL HOURS 2,982.00

TOTAL INDIVIDUAL STUDENTS 55

STUDENT ASSESSMENTS COMPLETED 88

COMPLETED PROFICIENCY REQUIREMENTS 8

STUDENTS ON INDIVIDUAL GRAD PLANS 19

HIGH SCHOOL CREDITS ISSUED 74.25

IN-HOUSE TRADES CERTIFIED 0

ININININDUSTRY APPROVED TRADES 0

St. Johnsbury Probation and Parole Campus Graduates



WHITE RIVER COMMUNITY CAMPUS

What an exciting year this was at the White River Junction Community High School of Vermont site! Ten students graduated in two ceremonies; in November four students earned their high school diploma and in April there were six graduates. Many of them had been studying here for a number of years and it was a great day to see them accomplish their goals.

Many are exploring the possibilities of college. One of the November graduates is getting ready to take the placement test for Vermont Technical College (VTC). All six April graduates are looking to furthering their education. One student is already enrolled and taking classes at CCV. Three others are looking at CCV for the fall. Another student is interested in Job Corps in Vergennes and the final graduate is planning to attend Lyndon State College starting in January, 2007.

As part of my continuing advocacy of the students, I took two of them to visit Lyndon State College in April. We met up with former CHSVT teacher, Mary Etter, a Learning Specialist in the Department of Academic Support. Mary talked with the students and gave us a tour around campus and treated us to lunch in the cafeteria. The young men came away with a new outlook of what their future could entail beyond high school.

Last summer, as part of a science class, we planted a garden that produced an abundant amount of produce. We have planted our garden again adding new plants such as potatoes and hot peppers. We have a great spot for a garden and are looking forward to another big yield from our small space.

As we embark on the new year, our numbers are small, but with the commitment of our students to their education, and the dedication of our adjuncts to the students, I know we will have another good year.



**WHITE RIVER P & P
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	157.80	58.50	216.30
Mathematics	125.50	48.00	173.50
Science	193.60	185.00	378.60
Social Studies	294.70	187.10	481.80
The Arts	14.00	27.30	41.30
Family & Career Education	56.50	47.10	103.60
Computer Studies	90.00	52.30	142.30
Guidance	-	20.30	20.30
Assessments	-	11.80	11.80
Independent Study	2.00	3.00	5.00

**TOTAL CLASSROOM HOURS 934.10
TOTAL OFFICE HOURS 640.40
GRAND TOTAL ALL HOURS 1,574.50**

**TOTAL INDIVIDUAL STUDENTS 94
STUDENT ASSESSMENTS COMPLETED 81
COMPLETED PROFICIENCY REQUIREMENT 10
STUDENT ON INDIVIDUAL GRAD PLAN 8
HIGH SCHOOL CREDITS ISSUED 49.00
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0**

REGIONAL LEARNING CENTERS

*Narratives, Student Works, Student Learning Hours and
Success Stories*

~ CAMPUS LOCATIONS ~

Chittenden Regional Correctional Center, South Burlington
Northeast Regional Correctional Facility & Caledonia Work Camp, St. Johnsbury
Marble Valley Regional Correctional Center, Rutland

CHITTENDEN REGIONAL CORRECTIONAL FACILITY

The “Can-Do” team has done it again! Amid the turmoil that brings our students to a regional correctional facility, we can often times be a steadying influence. Our students usually arrive at a point of great crisis in their lives. Although they might not know the outcome of their legal situation, they can find encouragement in furthering their education. We continue to adapt and diversify our curriculum according to our students’ needs. We have also enhanced our own learning to improve our students’ learning. In addition, we persist in our relationships with other sites and community members to provide a cohesive and seamless transition for our students.

Professional development was a focal point for all members of our team. Tod is just one course shy in completing his Master’s in Special Education. He also continues his membership on Title I, Special Education, and the Curriculum Policy committees for CHSVT. He has also been increasing his knowledge of computers. John completed the Intel Course which augments a teacher’s ability to incorporate technology into their classroom. Mary completed the class the previous year. Their students produced many power-point and published works. John and Mary are also members of the Local Standards Board for Community High School. They attended several state meetings and facilitated workshops for other CHSVT faculty. Each of the team serves on focus groups for various curriculum areas.

Community organizations and adjuncts brought some exciting new opportunities for our students. In the summer, Suzi Wizowaty, sponsored by the Vermont Humanities Council, finished her reading-discussion of poetry series. The culminating work was an anthology of poetry from our site and two other campuses, *Words, Stories, Lives~ The world in poetry*. The summer also included Alex Tripp who taught computer classes and advanced mathematics. He recently graduated from the University of Vermont with a bachelor degree in Computer Science; he also taught and mentored at UVM. Our students were able to learn all aspects of computers through his courses. In the spring, Karen Dawson, our Art adjunct, who also is a local professional artist provided access for our students to showcase their work in Palette-Palooza. This program was sponsored by the Vermont Arts Council for Vermonters to create original works of art to be displayed in the communities. Our students’ works hang proudly in the Chittenden Bank.

Our local educational advisory board saw a great transition this year. Mary-Ellen Grove, Chuck Templin, and Bill Adams tendered their resignations. Their presence and guidance will be sorely missed. We floundered for a while but late in winter, several new community members joined our board. They are enthusiastic and motivated to help support our faculty and students.

Team Chittenden has and will continue to provide a quality education experience for our students. The team includes all the staff at the facility. Thanks to all for another successful year!

**CHITTENDEN REGIONAL CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	863.00	261.10	1,124.10
Mathematics	637.00	211.50	848.50
Science	196.00	18.00	214.00
Social Studies	4,075.00	75.00	4,150.00
The Arts	603.00	434.00	1,037.00
Health Education	6.00	28.50	34.50
Computer Studies	1,060.50	182.60	1,243.10
Guidance	-	141.80	141.80
Assessments	-	51.30	51.30

TOTAL CLASSROOM HOURS 7,440.50

TOTAL OFFICE HOURS 1,403.80

GRAND TOTAL ALL HOURS 8,844.30

TOTAL INDIVIDUAL STUDENTS 403

STUDENT ASSESSMENTS COMPLETED 441

COMPLETED PROFICIENCY REQUIREMENT 20

STUDENT ON INDIVIDUAL GRAD PLAN 26

HIGH SCHOOL CREDITS ISSUED 66.63

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0



CALEDONIA COMMUNITY WORK CAMP

What's going on that's new at the Caledonia Community Work Camp?

This year, the Caledonia Community Work Camp was able to offer a new class in our fine arts curriculum. With the help of new adjunct, David Carpenter, our students were able to express themselves in many previously untapped creative ways. David's music class went caroling twice to local nursing homes, but the enthusiasm didn't stop there. After these two performances, the "class vocalists" offered two more singing concerts to the whole facility. One of CCWC's friendly officers even took part by singing and playing his guitar along with the rest of the vocalists. This same enthusiasm produced a little professional fiddle playing and contra dancing in Camp. I never knew there were so many different ways one could shuffle with a partner down the middle isle of dancers! We had a great time.

The Vermont Humanities Council offered a wonderful guest, nationally-known writer/poet, Geof Hewitt. Geof enhanced the writing class by conducting poetry slams and leading class discussions about our students' writings. Discussions revolved around a book by Natalie Kinsey-Warnock, As Long As There Are Mountains. Geof read his poetry and supported our students' own poetry writings. After the week-long workshop, Geof, on behalf of the council, gave each student a copy of the book plus a copy of poetry for their personal library. Perhaps our students will take a little of Vermont's culture with them when they leave.

New to our Citizenship and Community Participation class (a restorative justice skill building curriculum), we added a career interest inventory. We talk about what it means to be a good citizen, we learn new styles and skills of communications, we share new perspectives on maintaining good relationships, we review the many ways to make decisions and problem solve, and discuss conflict resolution. Central to all this, is matching up the right job with the right person. The inventory added a personal touch and practical application to the class, which seemed to perk up the students' interest.

We are proud of our graduates on their many levels of accomplishments as they continue to complete high school diplomas, GED's and college online classes. All these honors are preparing our students to manage their time, to think, and to write at higher levels and all of these new skills will serve them well after they leave us.

Our congratulations go out to: Mack Farnsworth, Jamaine Mingo and Mark Boutwell for receiving diplomas. Our congratulations to the following for working on their GEDs: Sterling Denby, Zachary Dumas, Michael Favreau, Anthony Woods and Todd Fordley. Our last congratulations go out to Uriah Banus for completing his first college class, full online.

**CALEDONIA COMMUNITY WORK CAMP
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	371.00	20.00	391.00
Mathematics	256.00	-	256.00
Science	(1,826.00)	2,240.30	414.30
Social Studies	622.00	4.00	626.00
The Arts	496.00	1.00	497.00
Health Education	182.00	31.00	213.00
Family & Career Education	3,554.80	7.20	3,562.00
Computer Studies	669.00	340.00	1,009.00
Guidance	-	3.00	3.00
Assessments	1.00	2.00	3.00
Independent Study	936.00	105.50	1,041.50

**TOTAL CLASSROOM HOURS 5,261.80
TOTAL OFFICE HOURS 2,754
GRAND TOTAL ALL HOURS 8,015.80**

**TOTAL INDIVIDUAL STUDENTS 156
STUDENT ASSESSMENTS COMPLETED 28
COMPLETED PROFICIENCY REQUIREMENT 2
STUDENT ON INDIVIDUAL GRAD PLAN 8
HIGH SCHOOL CREDITS ISSUED 155.66
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0**

MARBLE VALLEY REGIONAL CORRECTIONAL FACILITY

The Community High School at Marble Valley had 702 students attend classes between July 1, 2005 and June 30, 2006. This resulted in **228.50 credits** issued, **nine GEDs earned** and **six students graduating with a CHSVT diploma**. Additionally, the staff registered four students to vote and one young man for the Selective Service.

James Cote	CHSVT
Chad Bourn	CHSVT
Steven Wohlleber	CHSVT
Joseph Bolduc	CHSVT
Joshua E. Boyer	CHSVT
Michael B. Starkey	CHSVT

Students earning a GED:

Eric DeCelle	Kenneth Rabtoy
Durell Burns	Graytz Morrison
David Dugan	Joseph Loomis
James J. Cottrell	Luke D. Shaw
Robert B. Fisk	

Meeting Students Needs for Life Skills Students earning a CHSVT diploma:

In an attempt to increase exposure of the inmates to education, all facility jobs applications are accessed in the education building. Faculty members regularly attend the facility orientation and several times each month an educator attends the weekly Unit meetings.

Because of the overriding need of basic life skills for our students, this past year saw Marble Valley offer classes that focused on the entire needs of our students. Classes in Personal Finance, Citizenship (CCP), Basic Skills and ServSafe, to name a few, were offered to develop skills our students need to help them manage their lives outside of our walls. The Personal Finance class was very popular, as it touched one area of need for our population: money management. Students also participated in the Architectural Design class where they learn the basics of home construction, design floor plans on the computer, and finally build a scale model home. This past year a student even chose to design and build a lighthouse!

ServSafe Course

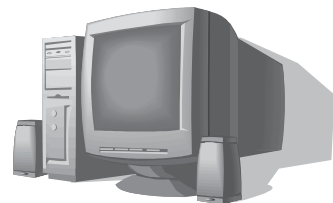
In January, the first class of the National Restaurant Association Educational Foundation was taught. The ServSafe Course leads to a five year certification for all who successfully pass. The course teaches the proper care of food, from the delivery area, through service, to discarding potentially dangerous food. Two students have earned the certificate at the time of this report.



While the facility garden project ended, plants grown in the greenhouse were donated to the Godnick Senior Center garden, once again this year.

Meeting the Standards

From the Special Educator, Bobbi Shutts, the CHSVT students continue to make progress in meeting their educational goals and earning credits toward their high school diploma. Increasing the use of computers has bolstered interest in education and new ways of learning! Students have created PowerPoint presentations in curriculum areas demonstrating knowledge and learning, meeting VT Standards and course requirements.



CCP Class at Marble Valley

Correctional Educator, Dennis Bonanza's, Community and Citizenship Participation Class (CCP) has been going strong for the past few years. The class teaches skills in communication, goal setting, problem solving, how to debate appropriately, how to agree to disagree, and budgeting. Dennis has designed a unit around class government – where the students design and install a form of leadership within the class.

The students learn about local, state, and federal government procedures then apply some of those procedures to their own constitution. Some examples are campaigning for office, holding elections, amending their constitution, tracking a budget, and holding class citizens responsible for their actions (attendance and participation). They have “town meetings”; write their own class constitution, elect leaders and design small projects they complete within the facility and education building allowing them a chance to “give back to the community”. Some examples are shampooing the rugs in education, planting seeds for a community garden, and cleaning up the outside recreation area. Another aspect of the CCP class is the students enjoy watching the movie “Pay It Forward” in which a young boy designs a social studies project around doing favors for people. After discussing this movie, the CCP students usually decide to incorporate this practice into their lives both in the facility and on the street.

One of the most noted activities is, “how to build a peanut butter and jelly sandwich”, which focuses on written communication skills, problem solving and perception. It is an enjoyable activity in which everyone, even the staff, attempts to make a PB&J sandwich by reading and interpreting someone’s written directions, – AND – the person who wrote the directions gets to eat the sandwich! Not surprising, we have made many strange looking sandwiches.

The CCP students who have completed the class say, “We are very glad we took CCP because we have a better understanding of community and how important OUR participation is to community!” The skills and knowledge gained in this class definitely help prepare students to be more productive and lead a fuller life when released from custody. As Dennis says in the beginning of each CCP class – “Sit back and enjoy the ride”!

True Outcomes

The staff noticed this year that many of our graduates continued to attend school even after completing the requirements and participating in the graduation ceremony. When explored, students reported, “There is more stuff I need to learn to get ahead,” and “I enjoy learning now!”

Wednesday, June 7, 2006, Marble Valley hosted the Community High School State Education Board. Two recent graduates and four other currently enrolled students spoke of their experiences and the value of education in the facility.



Valued Community Support

Retired teacher volunteers and adjuncts from the community have worked with individual students needing remedial math and reading skills. Students increased their skills after receiving the individualized instruction and support. Marble Valley values these volunteers and adjuncts recognizing their dedication to students and education.

The volunteers from the Union Church in Proctor, once again, came to the facility monthly to acknowledge inmates' birthdays and honor students with the highest number of school hours for the previous month. Recent graduates are also honored guests.

Marble Valley hosted published author, Robert Sedlack in "Finding Your Voice", a writing and book discussion group. Although a small group attended, Mr. Sedlack volunteered his time and effort focusing on the individuals' strengths. His encouragement and personal story of perseverance motivated his students to continue their journey in writing and reading.

The Department of Labor continues to be a great resource for students. They have come to our school to meet with groups or individuals informing them of services available. They are helpful in discussing procedures, answering questions, and referring to other appropriate agencies.

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

CHSVT Marble Valley strives for success and expansion of the students' belief in self!

**MARBLE VALLEY REGIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	774.00	761.00	1,535.00
Mathematics	498.00	642.50	1,140.50
Science	614.50	615.40	1,229.90
Social Studies	3,390.50	1,859.00	5,249.50
The Arts	206.00	446.50	652.50
Health Education	305.00	480.00	785.00
Family & Career Education	519.50	944.00	1,463.50
Business Education	117.00	144.00	261.00
Trades Education	34.00	57.00	91.00
Computer Studies	242.50	512.50	755.00
Guidance	-	310.50	310.50
Co/Ex Curricula	-	1,153.00	1,153.00
Assessments	-	230.00	230.00
Support Services	-	6.00	6.00

TOTAL CLASSROOM HOURS 6,701
TOTAL OFFICE HOURS 8,161.40
GRAND TOTAL ALL HOURS 14,862.40

TOTAL INDIVIDUAL STUDENTS 724
STUDENT ASSESSMENTS COMPLETED 287
COMPLETED PROFICIENCY REQUIREMENT 14
STUDENT ON INDIVIDUAL GRAD PLAN 42
HIGH SCHOOL CREDITS ISSUED 228.50
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 2



NORTHEAST REGIONAL CORRECTIONAL FACILITY

With a stable teaching staff this year, we concentrated on building relationships with other CHSVT faculty, our adjuncts, facility staff, state and local community resources, especially the Vermont Humanities Council, to provide a more diverse and relevant educational program. We are fortunate at NERCF to work with facility staff that value education and provides the teachers strong support and cooperation in encouraging our students to succeed in school.

We continue to have a dedicated group of adjuncts who teach a variety of courses: John Sanderson, US History; Susan Greenstein, Poetry; Joe Hughes, Advanced Writing and English Literature; Michael Mooney, Blueprint Reading and Architectural Design; Colleen Lariviere, Computer Studies I and II; and Delsie Gandia-Fabian, Spanish, Computer Studies I and II, and the Stock Market Game. In addition, Kathleen Greenmun teaches Aids Awareness here and at the Caledonia Work Camp. We are also fortunate to have caseworkers, Steve Russell, Mark Laliberty and Jeff Pogigny teaching community living skills and leisure skills in the facility. We had the opportunity to thank each at our second adjunct appreciation gathering in January. Principal, Stephan LaTulippe, gave a PowerPoint presentation about the school and everyone shared classroom experiences.

Working with Neil Morrisette, Disabilities Navigator with the Vermont Department of Labor, Robert Sattelberger coordinated a series of Job Fairs to bring together community resources from employment, housing, mental health and our students. Students developed resumes, completed applications and practiced interview skills as well as networking with the resources they will need upon release. Lyndon Furniture has interviewed four participants and hired one.

Several students had poetry and art published in the Caledonian Record, our local newspaper, as part of their Advanced Writing class. Students were also interviewed and featured on the front page when they completed baby quilts for the ABC Quilt Project in their art class. Some students said this was the first positive recognition they had ever received.

The Vermont Humanities Council was an invaluable addition for us this year. In July, Prof. Ron Green, from Dartmouth College, presented "The Cloning Debate: An Assessment" which generated many thought-provoking questions from our students. Equally well-received was Lars Nielson who spoke on the historical King Arthur. Judith Witters, a storyteller, kicked off a five-week art series on writing and illustrating children's books.

The Vermont Reads program featuring, As Long As There Are Mountains, was a tremendous success with the entire NERCF community. One hundred books were distributed to staff and interested offenders. Pauline Dwyer gave a PowerPoint presentation on the plants in the book; Anne Cote, Robert Sattelberger and Diana Chapman led a book discussion; and adjunct, John Sanderson, had a historical discussion. The art contest, to best illustrate the book, was won by a correctional officer. We were pleased with the conversations this book generated between school and facility personnel and offenders. As a follow-up, the Council loaned us books for a five-week series on relationships between the generations.

In the spirit of community, Pauline Dwyer provided CPR recertification training for the nurses at NERCF. Diana Chapman developed a workshop entitled “Disabilities Are Not Excuses for Bad Behavior” which she and Robert Sattelberger presented for facility staff stipend training. As part of our development of relationships between sites, Claire Swaha and Diana Chapman are co-teaching Construction Math at the St. Johnsbury P & P site.

This year we had an opportunity to see first hand how successful CHSVT is at meeting the needs of its students. Two students graduated here but completed their requirements at St. Johnsbury P & P; two others finished here and graduated at Barre P & P. All of the graduates at NERCF have earned credits at multiple CHSVT sites, so congratulations to them and to all of us at CHSVT.

**NORTHEAST REGIONAL CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1,059.50	93.10	1,152.60
Mathematics	2,120.50	413.60	2,534.10
Science	1,307.50	563.70	1,871.20
Social Studies	2,699.10	139.90	2,839.00
The Arts	1,780.20	88.40	1,868.60
Second Language	265.00	5.00	270.00
Health Education	1,344.00	372.10	1,716.10
Family & Career Education	1,096.90	243.60	1,340.50
Business Education	0.50	18.80	19.30
Computer Studies	1,559.00	1,047.10	2,606.10
Guidance	-	46.30	46.30
Co/Ex Curricula	205.50	10.90	216.40
Assessments	40.80	91.20	132.00
Support Services I	0.30	6.20	6.50
Independent Study	189.10	195.50	384.60

**TOTAL CLASSROOM HOURS 13,667.90
TOTAL OFFICE HOURS 3,335.40
GRAND TOTAL ALL HOURS 17,003.30**

**TOTAL INDIVIDUAL STUDENTS 396
STUDENT ASSESSMENTS COMPLETED 376
COMPLETED PROFICIENCY REQUIREMENT 18
STUDENT ON INDIVIDUAL GRAD PLAN 71
HIGH SCHOOL CREDITS ISSUED 373.05
IN-HOUSE TRADES CERTIFIED 15
INDUSTRY APPROVED TRADES 0**

CENTRAL LEARNING CENTERS

Narratives, Student Works, Student Learning Hours and Success Stories

~ LOCATIONS ~

Dale State Correctional Facility, Waterbury
Northern State Correctional Facility, Newport
Northwest State Correctional Facility, St. Albans
Southern State Correctional Facility, Springfield
Southeast State Correctional Facility, Windsor

DALE STATE CORRECTIONAL FACILITY

This has been a year of growth and change for the Dale facility. Change is a constant, in that we are primarily a detainee facility with the average inmate stay at something around one month. In addition, we have added a floor, Dale 2, which serves as a mental health unit for incarcerated women in Vermont and adds 16 beds to the facility. Fortunately, nearly all of the women on Dale 2 are able to come to classes.

The education program at Dale has kept pace with the changes, keeping its standard curriculum and broadening in other key areas. The Community High School of Vermont classes this year have included Math (all necessary levels), U.S. History, Vermont History, World Cultures, American Diversity, Earth Science, Life Science, English, Poetry, Visual Arts, Storytelling, Computer Studies, Physical Education and Current Events. The vast majority of education hours at Dale are CHSVT classes, both core faculty and adjunct, but we also offer GED practice and testing and the Adult Diploma Program. Our newest class, called Habits of Mind, is in the area of vocational education and helps the women develop positive personal behaviors which will help them move toward success in the worlds of education and work.

As usual, this year we have also been fortunate enough to have Vermont Council on the Humanities presence for two three-week series. In the poetry sessions hosted/instructed by poet Sherry Olson, the women created poems which were included in an anthology which the Council on the Humanities had published.

The largest and most exciting change in the educational program at Dale is in the area of vocational education. We lost the StepUp (female non-traditional vocations training) and StepItUp (Information Technology) programs, run by the Northern New England Tradeswomen Association, when we became a detainee facility; and we struggled somewhat for a while to replace their offerings. That situation has been remedied now, thanks to the hard work of many individuals, with the beginning of the Habits of Mind course mentioned earlier and the creation of a Career Resource Center at Dale.

The Career Resource Center has been set up as the hub to coordinate the several providers of vocational education at Dale. Individuals from Human Resources, the Department of Labor, and Northern New England Tradeswomen have combined to help prepare the women here for education and work upon release. Job interviews, resume writing, job searches, vocational skills and interest inventories, counseling and mentoring are several of the areas covered by the "team" here. In the Center, we have three new computer workstations with software containing large databases to aid in the process of job readiness and job searches.

In the educational and vocational classes at Dale, we are striving to help the women here, whether we see them for a very short or a longer time, to prepare themselves as well as possible for successful reentries into society.

**DALE STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	2,904.90	382.40	3,287.30
Mathematics	277.00	57.00	334.00
Science	1,084.00	520.30	1,604.30
Social Studies	3,617.30	718.20	4,335.50
The Arts	1,205.00	100.00	1,305.00
Health Education	988.70	55.80	1,044.50
Computer Studies	284.00	175.50	459.50

TOTAL CLASSROOM HOURS 10,360.90

TOTAL OFFICE HOURS 2,009.20

GRAND TOTAL ALL HOURS 12,370.10

TOTAL INDIVIDUAL STUDENTS 229

STUDENT ASSESSMENTS COMPLETED 40

COMPLETED PROFICIENCY REQUIREMENT 0

STUDENT ON INDIVIDUAL GRAD PLAN 11

HIGH SCHOOL CREDITS ISSUED 11.65

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

NORTHERN STATE CORRECTIONAL FACILITY

The Community High School of Vermont at Northern State Correctional Facility in Newport has had numerous exciting events over the past year. First and foremost is the graduation of ten students. In July 2005, Alejandro Alvarez graduated and in May 2006, nine more students graduated: William Allen, Bernard Carter, Norman Garrison, Philip Hale, Michael Lamos, Stuart McKenna, Robert Richardson, Thomas Savard, Jr. and Patrick Williams. Other notable accomplishments of the students include the following five students completing their Level 2 Electrical Apprenticeship for the State of Vermont (144 hours of classroom instruction by a certified electrician): John Bertolini, Joey Dunbar, Alphonso Garcia, Michael Lamos and Monte Provencher. Michael Lamos also qualified for Vermont Tech Corps and assumed this position in April 2006. He has been a mentor to numerous students in the computer lab and a huge help to the faculty.

Many changes took place with the full-time education staff at NSCF this year, beginning with the hiring of a new Special Educator, Christine Colwell, whose thorough knowledge of the special education process and Masters in Drug and Alcohol Counseling has been a huge asset for the team. She was followed by Broni Plucas, the new Vocational Coordinator, who has been charged with opening the Career Resource Center (among other things) at NSCF to enable offenders to transition from the facility to the community with many resources in place. Current networking is being done with the Department of Labor, VSAC, the VA and Economic Services. And, last but not least, Sharon Strange, the new Title I Instructor who truly helps the team remain focused and organized as we go about our “crazy” schedules. Sharon enabled us to participate as a pilot site for the pre/post Test of Adult Basic Education (TABE) for federal Title I purposes. The faculty celebrated (with sadness) the retirement of long time Vocational Instructor (and “welder extraordinaire”), Tony Washburn. He will be missed by students and staff alike. We were also fortunate enough to “nab” Elaine Paquette, who joined us recently as an Administrative Assistant through the National Able Network. She will spend about 20 hours per week helping with the many tasks that free the staff up to spend more time with the students.

During this past fiscal year, the education staff surveyed the ~130 students we serve weekly to find out how we can improve our site’s offerings. We then held a two-day organizational retreat focused on curriculum development and how to use the strengths of each team member to improve delivery of services at NSCF. In response to that survey and new teacher expertise, the following courses were offered for the first time: Dynamics of Addiction, Adobe Photoshop, Anatomy and Physiology, Adobe Illustrator, Creative Writing, Workplace Math, Keyboarding, History of Rock and Roll, Survival Reading (VT Council on the Humanities), ProDeskTop, Yoga, Consumer Math and Nurturing Fathers.

Our site works hard to continually keep current with educational and technological best practices. To that end, we had another teacher, Paul Major, complete the Intel Teach to the Future course. Al Clark and Chris Colwell helped pilot the relicensing electronic portfolio for the Department of Education and our Local Standards Board. Northern State was also a pilot as well as host to the training for RM Software, an exciting new piece of technology that can be integrated into any classroom.

Our local Education Advisory Board was reactivated and Rever Kennedy, an active community member, stepped up to assume the chair position. Our monthly meetings have been focused on both educational needs and developments on site and gathering information to “pitch” the need for a CHSVT street site in Orleans County.

It has been a busy, productive year at Northern State and we are proud of our students, our graduates and the facility staff who work together to make a difference in the lives of many behind the razor wire and beyond.

2005-2006 Northern State Correctional Facility Graduates.



**NORTHERN STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1,982.20	328.30	2,310.50
Mathematics	1,286.70	27.10	1,313.80
Science	1,008.50	7.00	1,015.50
Social Studies	2,528.10	57.50	2,585.60
The Arts	1,207.00	614.80	1,821.80
Second Language	202.00	-	202.00
Health Education	473.00	13.00	486.00
Family & Career Education	531.00	157.20	688.20
Trades Education	3,568.00	396.00	3,964.00
Computer Studies	3,075.70	606.10	3,681.80
Guidance	-	220.70	220.70
Assessments	258.50	119.00	377.50
Support Services I	1.00	151.80	152.80
Independent Study	185.50	27.00	212.50

**TOTAL CLASSROOM HOURS 16,307.20
TOTAL OFFICE HOURS 2,725.50
GRAND TOTAL ALL HOURS 19,032.70**

**TOTAL INDIVIDUAL STUDENTS 435
STUDENT ASSESSMENTS COMPLETED 103
COMPLETED PROFICIENCY REQUIREMENT 24
STUDENT ON INDIVIDUAL GRAD PLAN 39
HIGH SCHOOL CREDITS ISSUED 251
IN-HOUSE TRADES CERTIFIED 29
INDUSTRY APPROVED TRADES 10**

NORTHWEST STATE CORRECTIONAL FACILITY

The NWSCF campus of CHSVT has had a busy and productive year with seventeen (17) students receiving their high school diploma and seven (7) students earning their G.E.D. These students were honored during three (3) graduation programs attended by friends and family.

Our Career Resource Center is fully operational. We have developed many mutually beneficial relationships with various agencies and organizations to assist in offender transition. These collaborations include the Vermont Department of Labor, the Division of Vocational Rehabilitation, the Vermont Association of Business, Industry & Rehabilitation, local Community Justice Centers, the Vermont Student Assistance Corporation and many other community based organizations. We have had the support of the facility administration, casework staff, security staff, Vermont Offender Work Programs, CHSVT administration and the Workforce Development Program in successfully assisting offenders transitioning to the community. We especially want to thank Bob Lucenti, Steve LaTulippe and John Gorczyk for all their support, which has ensured our success.

Our Graphic Arts class has been busy all year printing the school's academic calendar, the Budgeting and Purchasing Manual, last years Annual Report and the Special Education Manual. They also printed course catalogs for the Northwest Technical Center and the Cold Hollow Career Center. The Graphic Arts program is in the process of implementing a new graphic curriculum which will lead to industry certification through the Graphic Arts Technology Foundation.

Our Culinary Arts program has continued teaching the Serv-Safe course, which is an industry standard course, which assists in employment in the food service industry. We have also continued our baking program and it has been very successful.

Our Automotive Technology students continue to successfully participate in the ASE certification program and the majority of our students have obtained at least one ASE certification during the year. Our Hunter DSP 600 wheel alignment machine was installed during the last quarter of the year and we have implemented a curriculum to certify Alignment Technicians to fill a local industry shortage. One of our recent students received a full scholarship to Vermont Technical College to study Automotive Technology from the Heritage Educational Trust.

Our horticulture class, with the assistance of a new adjunct faculty, was able to grow and provide flowers to the Town of St. Albans, three Northwestern Welcome Centers and the Northwest Region Vermont State Parks and regional office.

We conducted several courses taught by adjunct instructors including the Vermont Humanities Council Poetry series, Connections reading program and Nurturing Fathers. These classes continue to generate interest with our students. Adjunct instructors also taught Advanced Mathematics. The St. Albans Community Justice Center has become involved in teaching a Community Involvement and Leadership for Men class to our students. We want to thank all of our adjunct instructors for all their efforts and the great job they do.

Our garden is back in operation for the sixteenth consecutive year and has been planted. We again are working with Community Action to donate a part of our crops to the Food Shelf to assist those in need within the local communities. We continue the Master Gardener program through the University of Vermont (UVM) and several students are using the garden to obtain needed science credits for graduation. Our garden produced 28,000 pounds of produce last year and won several awards at the Champlain Valley Exposition. Approximately half of the produce was donated to Franklin/Grand Isle Community Action and the remainder to the facility kitchen, saving the facility approximately \$22,568. This has also been a valuable learning experience for our students. One student was able to use his volunteering in the garden to fulfill his required community service hours and has been a great influence on providing students with an opportunity for learning the value of restorative activities.

Our staff has been actively involved in the Workforce Development Program and provided Habits of Mind instruction to over 20 participants. We continue to play an active role in the program and support its mission of teaching offenders positive work ethics and life skills to assist in their successful re-entry to the community.

We want to thank our Advisory Committee for all of their help and insight in making our campus a rich learning environment for our students. We also want to thank all of the staff at Northwest State for making education an important resource and for encouraging and reinforcing educational values to our students.

**NORTHWEST STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1,457.60	747.00	2,204.60
Mathematics	812.90	172.80	985.70
Science	1,386.10	415.30	1,801.40
Social Studies	1,292.70	1,506.10	2,798.80
The Arts	573.50	108.00	681.50
Health Education	68.00	2.00	70.00
Family & Career Education	518.40	67.10	585.50
Trades Education	19,049.80	205.40	19,255.20
Computer Studies	1,238.00	2,638.50	3,876.50

**TOTAL CLASSROOM HOURS 26,397
TOTAL OFFICE HOURS 5,862.20
GRAND TOTAL ALL HOURS 32,259.20**

**TOTAL INDIVIDUAL STUDENTS 237
STUDENT ASSESSMENTS COMPLETED 23
COMPLETED PROFICIENCY REQUIREMENT 9
STUDENT ON INDIVIDUAL GRAD PLAN 15
HIGH SCHOOL CREDITS ISSUED 218.05
IN-HOUSE TRADES CERTIFIED 15
INDUSTRY APPROVED TRADES 33**

SOUTHERN STATE CORRECTIONAL FACILITY

Southern State Correctional Facility has completed its third year of operation. It was a good year. Lisa Harrington joined the faculty in August, as the new special educator. She has added basic skills courses, a psychology course and an employment skills development course to the curriculum. Students engaging in the employment skills course, complete professional portfolios that include items such as resumes, cover letters, letters of reference and earned certificates. These portfolios highlight their accomplishments and truly give them something of which they can be very proud.

Lisa also began a literacy project, with the help of Katherine Miller and Eleanor Arno, an adjunct faculty and advisory board member. The project was started to help residents of all ages who were struggling with basic reading and writing skills. As a part of the program, volunteer inmates are trained by Eleanor to become literacy tutors at the facility. Lisa and Katherine team teach a basic literacy course as part of the project. The program has been very successful in encouraging literacy within the facility.

The library at SSCF has moved down the hall to a brighter space. With the added attraction of a window, library users now enjoy fresh air, more natural light, and improved temperatures. This is all the more important in that the library now also serves as a classroom for several classes taught by the librarian, Mary McCallum. One of the most popular new classes has been "Man's Best Friend", a literature course that examines the relationship between animals and humans through readings about dogs. Highlights of the class were guest speakers and visiting dogs from the humane society, Guiding Eyes for the Blind, a dog day care facility, an animal rescue organization, an Iditarod vet, the county animal abuse officer and the local vet's office. After reading a novel about the Iditarod, an enthusiastic musher brought in her sled and two sled dogs for a special presentation.

The library continues to serve the leisure and educational reading needs of the entire inmate population. The collection has grown steadily and circulation statistics continue to climb.

The computer studies program, run by Bob Salzman, continues to attract many new and repeat students. The program emphasizes mastering computer skills that will be useful in future employment and work situations. Particular emphasis has been placed on learning the Windows XP operating system and the Microsoft Office Suite of application programs. Students have created business letters, resumes, practice spreadsheets, custom letterheads, business cards, slide shows, web pages, greeting cards, brochures, flyers and other useful items.

One of our students was chosen to be the recipient of an AMERICORPS/VT TECH CORPS "Bridging the Digital Divide" grant. This program provides basic and complimentary computer instruction to existing students and to residents who may not be enrolled in traditional classes. The grant recipient provides instruction to his peers within a supervised environment. The program has proven to be very successful and we were able to introduce basic computing skills to many new individuals.

This year, our computer students volunteered to work with two of our local non-profit agencies. A PowerPoint presentation was created for the folks at the Springfield Restorative Justice Center and a web-site was created for "RightFoot", the local boys' and girls' club. Both agencies were very impressed by the quality of the students' work and their willingness to perform these tasks.

The Social Studies program has focused on US History this past year. Units of study have included the Bill of Rights, US Constitution, Post-World War II America, immigration trends and population demographics. In addition, some students have elected to pursue independent studies in African American, and /or Hispanic American history.

Mary McCallum is teaching an innovative social studies course through film. The course, "Film for Thought", uses documentary films to introduce controversial topics which the students respond to in both discussion and writing. It has been well received.

Bob Walsh continues to offer individualized mathematics and science courses which enable students, under the age of 22, to earn their required math and science credits regardless of the level of math or the type of science they require. He also provides individualized work in health and everyday life skills.

Katherine Miller has reintroduced the poetry course she had taught in previous years and continues to teach her writing and grammar courses. She also administers the Wide Range Achievement Test (WRAT) to all new students, obtains transcripts for these students from the last schools they attended and sets up their files.

We have established the practice of holding graduation ceremonies in September and March. This past year, we had five graduates at each ceremony. Eight others earned their diplomas, but did not take part in the ceremonies for various reasons.

A community Advisory Board was established this past year. The board meets on the second Thursday of each month. It is currently invested in attempting to upgrade the Trades program at SSCF through the addition of a vocational coordinator.

**SOUTHERN STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	3,208.10	152.10	3,360.20
Mathematics	2,023.00	70.00	2,093.00
Science	1,073.00	35.00	1,108.00
Social Studies	2,148.80	138.50	2,287.30
The Arts	836.20	316.00	1,152.20
Second Language	138.00	-	138.00
Health Education	160.80	8.20	169.00
Family & Career Education	696.40	62.70	759.10
Business Education	187.00	10.80	197.80
Trades Education	138.00	-	138.00
Computer Studies	4,034.00	3,085.40	7,119.40
Library/Media	60.00	52.00	112.00
Guidance	-	31.80	31.80
Co/Ex Curricula	-	20.10	20.10
Assessments	-	20.50	20.50
Support Services I	-	54.70	54.70

**TOTAL CLASSROOM HOURS 14,703.30
TOTAL OFFICE HOURS 4,057.80
GRAND TOTAL ALL HOURS 18761.10**

**TOTAL INDIVIDUAL STUDENTS 386
STUDENT ASSESSMENTS COMPLETED 193
COMPLETED PROFICIENCY REQUIREMENT 14
STUDENT ON INDIVIDUAL GRAD PLAN 23
HIGH SCHOOL CREDITS ISSUED 384.66
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0**

SOUTHEAST STATE CORRECTIONAL FACILITY

This year has been a very busy year for Mark and Maryanne.

The Trades Education program focused on fine woodworking and ceramics/pottery. Our students produced many very creative and technically high quality items. Many of our woodworking items have been and will continue to be donated to camp Ta-Kum-Ta in Colchester Vt., a wonderful, all volunteer and very appreciative organization. We also have done some substantial projects for our local schools and our own facility.

Our ceramics classes continue to be very successful. I never cease to be amazed at what exquisitely beautiful and creative products come from our students. It certainly is therapeutic and is great for the self esteem of so many who have only limited experience with the feeling of accomplishment and creativity afforded by such a great endeavor as producing a beautiful and useful product.

We had a great media event when we donated many of these ceramic items to The Haven Homeless Shelter and food bank in White River Junction, VT. The folks there informed us that they made almost \$ 1,000.00 in forty-five minutes with our products. This kind of success is only possible with the enthusiasm and dedication of some wonderful adjunct teachers, Barbara Davis and April McCarthy.

The science class is volunteering their lab time for the VT Loosestrife Biocontrol Program by raising beetles! Yes! The class is raising leaf-eating beetles until maturity when they will be released to eat and eradicate this invasive wetland plant. The class is helping to extend the program's outreach and efficiency while getting the most out of volunteer experience.

We couldn't do our job without the support from the community. Norwich Bookstore, a local independent bookstore, donates cartons of books on occasion. The Windsor Rotary Club will be donating 100 dictionaries so everyone can have their personal reference. The school has hosted several programs made possible by the VT Council on the Humanities such as the "Read With Me" series for mothers of young children. The council supported "The Poetry Project" which allowed a scholar to conduct a six-week workshop. The Vermont Women's Fund has been supportive as well. VABIR, VSAC, and the ADP have also been involved in our school. Two special community people make up our adjunct faculty- Pat Apicella and Tony Mastaler have taught math, the sciences, and social studies for four years.

We continue to provide HOM instruction for the Workforce Development Program and support its mission of presenting positive thinking skills and promoting a shift in behavior.

This past year has brought two new graduates, and we are confident in celebrating two more this summer and others in the winter season.

The SESCF staff has assisted in making our school a positive learning environment. We want to thank all staff for reinforcing educational values, as well as the students who tell us how much impact the school has had on their lives.

**SOUTHEAST STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '06
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1,071.30	610.00	1,681.30
Mathematics	801.50	124.50	926.00
Science	545.30	167.30	712.60
Social Studies	1,246.30	195.90	1,442.20
Health Education	940.30	167.10	1,107.40
Family & Career Education	1,095.00	342.80	1,437.80
Trades Education	10,500.20	835.60	11,335.80
Computer Studies	368.30	86.00	454.30
Guidance	-	58.30	58.30
Assessments	-	128.60	128.60
Independent Study	-	30.70	30.70

TOTAL CLASSROOM HOURS 16,568.20

TOTAL OFFICE HOURS 2,746.80

GRAND TOTAL ALL HOURS 19,315.00

TOTAL INDIVIDUAL STUDENTS 298

STUDENT ASSESSMENTS COMPLETED 61

COMPLETED PROFICIENCY REQUIREMENT 14

STUDENT ON INDIVIDUAL GRAD PLAN 25

HIGH SCHOOL CREDITS ISSUED 136.25

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

