

COMMUNITY HIGH SCHOOL OF VERMONT

Living, Learning, Working



CHSVT 2000

ANNUAL REPORT

Measuring Students & School Progress

Accredited Member of



Founded in 1885

New England Association
of
Schools & Colleges

Fiscal Year 2007
July 2006 - June 2007

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.

FORWARD

This has been an exciting, challenging, and rewarding year for the Community High School of Vermont (CHSVT). The crowning achievement for the Community High School was the award of full accreditation by the New England Association of Schools and Colleges (NEASC).

To explain the significance of this accreditation, we have included the following comments made to the Independent School Commission by Superintendent of CHSVT, Robert Lucenti, at the NEASC board meeting on February 12, 2007.

Good Morning, I am the Superintendent of CHSVT. Our school mission is to provide an accredited, coordinated, and personalized education to Vermonters who are without a basic education. The faculty and friends of CHSVT have made every effort, despite many an obstacle, to honor and fulfill that mission.

When I read the mission statement of this commission the words that read, in part, that the commission is to “honor the diversity of schools within New England” I realize and acknowledge, as evidenced by my presence here today, that this commission is as true and faithful to its mission as we are to ours.

CHSVT can be perceived as serving a unique student population in the diversity of school populations. CHSVT serves a student population that is incarcerated in our correctional facilities all across Vermont and with classrooms in many of our local community probation and parole offices. Our students have, in most cases, broken the social contact. They had also previously broken any school commitments. They are often easy to prejudice and to dismiss. It is also easy to prejudice and dismiss the faculty, individuals, and institutions that serve them.

This commission, true to its mission, we believe, honored the diversity of schools without prejudgment and accepted our candidacy for accreditation. The significance and validation of that acceptance for candidacy from NEASC, by the faculty and friends of CHSVT, cannot be overstated. Let me briefly explain.

Many of us remember when Vermont did not have a quality educational institution for the education of this population of students. There were no teachers, no classrooms, no curriculums, no graduations. As a Vermont Senator remarked to me many years ago upon being informed of our vision and mission for educating this population; he stated, “You will need the smartest, brightest and most committed educators in Vermont to pull that off.” Well, for the last twenty years, teachers, education administrators, business leaders, legislative leaders and retired teachers have joined together to create the educational institution that is Community High School. They believed in the continuous improvement of the school, they lobbied for the first classrooms in our prisons, even campus style architecture for our new prisons. They lobbied for funding and to assure quality and rigor to the curriculum. They visited the classrooms and encouraged the teachers on best practices. Many of the school’s faculty joined the effort by giving more to folks, many of them retired, elderly school teachers and business leaders, came out of retirement or away from their office desks to join our mission and lend their expertise. They never missed a chance to remind those that fund the school and those that set public policy that this school was good for students, good for the State and good for family and communities.

I wish some of them had lived to see this day. I would be remiss if I did not honor their contribution and persistence in my comments today. These current and past educators, business leaders, faculty, and others not only believed in the fundamental value of education to improve a person for the better, but they also taught me that the road to high student achievement must be paved with a strenuous, continuous improvement – quality assurance process within the school. In a school such as CHSVT,

there is no natural advocacy group for our population of students. The pressure to improve, to be the best, to have our graduates stand proud and to be proud of their school and their accomplishments rests solely on the faculty and friends of CHSVT. As a school, we set up our own improvement and quality assurance process. We have met Independent School Approval Standards in Vermont, but we felt we needed higher expectations for our students and school. We needed to certify to our students and those that fund us that we are committed to providing credible school and student outcomes. We selected the standards of the NEASC accreditation process. We selected NEASC for it provides an improvement process that starts with reflection, identifies areas for improvement, then brings in outside educators for a true reality check on where we are and where we need to be. Most importantly, it helps put in place an action plan to move the school forward. Having now gone through the process, we know that we have chosen well.

Under the NEASC process, our school reflection or Self-Study in relation to NEASC standards engaged all the stakeholders of our school. We were one team, one mission. It was an educative process for all. It helped build consensus within diverse groups on our present level of school performance so we could then agree on where we need to be. It was an arduous internal process led by the school's faculty that produced the final Self-Study report. Anxiously, every stakeholder of CHSVT awaited the arrival of the visiting team from NEASC who would review their work, visit their classrooms and file their report on where we are in relation to the standards. Most importantly, via the self review process, the CHSVT stakeholders now realized and agreed amongst themselves that they knew what needed to be done to improve the school and student outcomes. When the visiting team from NEASC arrived, their educational expertise, their attitudes and their commitment to the quality education for all students was clear. We at CHSVT knew this was a different environment for them. They were going into prisons and parole offices. The visiting team clearly knew what schooling was and displayed a confidence that said if quality schooling was there, they would see it regardless of the environment in which it may be found.

In hearing their exit report before they headed home, I was not surprised that they found CHSVT as meeting, if not exceeding, a number of NEASC standards and that their commendations and recommendations seemed aligned with our Self-Study. The fact that they did it in days and it took us months won't be mentioned. However, as I and some of the faculty listened and as the faculty read and studied the final report from the NEASC visiting team, I was reminded of the Senator's comments from over twenty years ago when CHSVT was a vision. That is; that we would need the smartest, brightest, most committed educators to pull this thing off. Here we were, hearing from them – true professional educators, providing their advice to us on where we are and where we need to be. It was validating, informative and most welcome.

In summary, the NEASC process has met our intent to put in place a quality assurance, continuous improvement process. We are now moving forward with our Action Plan for school improvement based on the recommendations of the Self-Study and the visiting team. Everyone is engaged and focused on this improvement effort. We are committed to this effort, for within our mission we state our desire to provide an accredited, coordinated and personalized education that assists our students. Our action plan will assist us in providing a more coordinated and personalized education that will assist our students. If our school is also accredited by this commission, we have not only met a high standard of accreditation but we have assured that our mission will be ongoing. It also means that in the future, the smartest, brightest, most committed educators from around New England will again return to CHSVT and see the greatly enhanced coordination and personalization of our educational system that our local educators have developed.

On behalf of the CHSVT, thank you for this opportunity for inclusion, for providing us with an effective process for school improvement and for sending such a knowledgeable and professional visiting team. It has been good for our students, good for our school and good for the families and communities within our State. Thank you.

State of Vermont

House of Representatives



Montpelier, Vermont

Concurrent House Resolution

H.C.R. 135

House concurrent resolution congratulating the Community High School of Vermont on earning accreditation from the New England Association of Schools and Colleges

Offered by: Committee on Institutions

Offered by: Senate Committee on Education

Whereas, most persons who become incarcerated are high school dropouts and lack fundamental skills to obtain and retain employment, and

Whereas, in order to improve the personal and family prospects of those under state correctional supervision, the general assembly established in sections 120 and 121 of Title 28, an independent high school, known as the Community High School of Vermont (CHSVT), within the state correctional system, and

Whereas, “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 success,” and this mission is distinctly summarized with the phrase “living, learning, and working” and

Whereas, unlike in many other jurisdictions, CHSVT is not centered in one correctional facility, but is present in every state-sponsored correctional facility and probation and parole campus, enabling the student to continue a course of study wherever assigned within the system, and

Whereas, approximately 1,500 students have passed through the school since its inception, typically 380 individuals are enrolled at any given moment, and, annually, there are roughly 150 proud high school graduates, and,

Whereas, in March 2006, in order to enhance the school’s academic standing and the respect that the students’ diplomas are accorded outside the correctional system, CHSVT began the challenging application process of earning accreditation from the New England Association of Schools and Colleges (NEASC), and

Whereas, CHSVT completed an exhaustive self-study report that it submitted to the NEASC in September 2006, and, in October, an NEASC team conducted a five-day site visit at the school and submitted a report to the Independent School Commission in January 2007, and

Whereas, on February 12, 2007, the Independent School Commission voted unanimously to recommend that CHSVT be awarded NEASC accreditation, and, on March 16, 2007, the NEASC board of trustees voted to approve full accreditation for CHSVT, and

Whereas, CHSVT, under the innovative and enthusiastic leadership of its superintendent, Bob Lucenti, and principal, Stephan LaTulippe, is the first statewide school for offenders to receive NEASC accreditation, which is a remarkable accomplishment, now therefore be it

Resolved by the Senate and House of Representatives:

That the General Assembly congratulates the Community High School of Vermont on earning accreditation from the New England Association of Schools and Colleges, and be it further

Resolved: That the secretary of state be directed to send a copy of this resolution to commissioner of corrections Rob Hofmann, to the director of corrections education and superintendent of the Community High School of Vermont, Bob Lucenti, and to the chief of corrections education and principal of the Community High School of Vermont, Stephan LaTulippe.

DEDICATION



Wilma Paronto

It is difficult to explain the importance of certain community members to the development, health, credibility and sustainability of what is now the Community High School. If you bear with me for a short informative narrative, I will try to explain about one such person, Wilma Paronto from Windsor, who died March 7, 2007.

Windsor prison formally closed in 1975. Some inmates were moved to the prison farm now known as the Southeast State Correctional Facility. Twenty nine were moved out of state. The prison population had risen by 40 percent between 1970 and 1978. Overcrowding and prison security were major issues of the day.

Wilma Paronto was born in Windsor, in 1934. She knew Windsor as the “prison town.” She grew up and became a teacher, for over forty years, at the State Street School in Windsor. Many of Windsor’s guards and their children were her students. She was always highly respected for her teaching and her work for the town and various civic organizations. With over 40 years of teaching, everyone in town knew Wilma.

In the late 1980’s, myself, and the first teacher hired to work at the Prison Farm went to the community looking for retired teachers that could assist us in building a credible education program in corrections. Wilma volunteered to be one of the first members of the local education advisory board at the farm. The prison’s cows were the only things fenced in at that time. The warden was very clear with Wilma that education would have to take a back seat to work and security. Wilma was just as clear, with her scolding finger sticking straight out, that Vermont needed educated citizens and family members if it was to be safe and to thrive. For over 15 years, Wilma never missed a board meeting. She firmly believed in the fundamental value of a basic education for all persons. Her calls to legislative members to support the creation of an approved independent school in corrections became legendary. Her advocacy for the learning center at Windsor and for the work of the teachers in the growing correctional system was tireless.

Just a couple of years ago, Wilma suffered a very serious stroke. She was confined to a wheelchair and could only speak with great difficulty. With her personal care attendant, she continued to attend and actively serve on the State Advisory Board for CHSVT.

It is difficult to explain what motivates a true Vermonter like Wilma to come forward and voluntarily give so much to assure the betterment of others and the institutions that serve them. I do know that Wilma would thank you, as a faculty, for giving her the opportunity to serve our school. And surely, if she was to pass on some departing words, it would be, with her scolding finger sticking straight out and in your face, “Keep up the good work.”

Wilma will be missed and I hope we always keep the school house door open so that folks like Wilma can join us.

Bob Lucenti,
Superintendent of CHSVT



Graduation at the Southeast State Correctional Facility in Windsor

TABLE OF CONTENTS

MISSION STATEMENT_____	1
FORWARD_____	2
CONCURRENT HOUSE RESOLUTION_____	4
DEDICATION_____	5
TABLE OF CONTENTS_____	7
AN INTRODUCTION_____	9
PRINCIPAL'S MESSAGE _____	11
STATUTORY AUTHORITY_____	12
COMMUNITY HIGH SCHOOL OF VERMONT BOARD_____	13
STATEWIDE & LOCAL ADVISORY BOARD MEMBERS_____	14
FACULTY AND STAFF ROSTER_____	15
LOCAL STANDARDS BOARD REPORT_____	16
VERMONT INSTRUCTOR'S PROGRAM ADJUNCT FACULTY MEMBERS____	17
GOALS OF THE CURRICULUM _____	21
CURRICULUM CONTENT REPORT_____	22
CURRICULUM POLICY & PRACTICES REPORT_____	23
TECHNOLOGY REPORT_____	24
LIBRARY REPORT_____	25
SPECIAL EDUCATION REPORT_____	27
TITLE I REPORT_____	28
ENROLLMENT _____	29
NEW ENROLLMENTS & TOTAL NUMBER OF INDIVIDUALS SERVED_____	30
ACADEMIC ASSESSMENT _____	31
INDIVIDUALIZED STUDENT GRADUATION PLANS _____	33
ATTENDANCE _____	35
AWARDING COURSEWORK CREDIT _____	38

AWARDING TRADES/INDUSTRY CERTIFICATES	40
HIGH SCHOOL GRADUATES	41
GENERAL EDUCATION DEVELOPMENT CERTIFICATES (GED)	43
HIGH SCHOOL DIPLOMAS & GEDs AWARDED	44
BERYLE GARDNER STUDENT AWARD	45
NARRATIVES, SUCCESS STORIES, STUDENT WORKS & INDIVIDUAL STUDENT LEARNING HOURS	46
Community-Based Learning Centers	46
Barre Probation and Parole Office (BAPP)	47
Bennington Probation and Parole Office (BEPP)	50
Brattleboro Probation and Parole Office (BRPP)	52
Burlington Probation and Parole Office (BUPP)	54
Rutland Probation and Parole Office (RUPP)	57
St. Albans Probation and Parole Office (SAPP)	59
St. Johnsbury Probation and Parole Office (SJPP)	61
White River Probation and Parole (WRPP)	63
Regional Learning Centers	65
Chittenden Regional Correctional Center (CCCC)	66
South Burlington	
Caledonia Community Work Camp (CCWC)	68
St. Johnsbury	
Marble Valley Regional Correctional Facility (MVRFCF)	70
Rutland	
Northeast Regional Correctional Facility (NERCF)	72
St. Johnsbury	
Central Learning Centers	74
Dale State Correctional Facility (DSCF)	75
Waterbury	
Northern State Correctional Facility (NSCF)	77
Newport	
Northwest State Correctional Facility (NWSCF)	79
St. Albans	
Southern State Correctional Facility (SSCF)	82
Springfield	
Southeast State Correctional Facility (SESCF)	85
Windsor	

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AN INTRODUCTION TO THE 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 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 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 P&P Offices for students that are unable, and/or unwilling to attend other community-based educational services.

CHSVT includes certified professional educators, volunteers, community members, and business leaders working together inside and outside the prisons 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.



Northern State Correctional Facility Graduation, 2007

Principal's Message

Like the fabled rolling stone, the Community High School of Vermont is gathering “no moss.” Ever conscious of the mission statement, which states the goal is to “provide an accredited, coordinated and personalized education that assists students in their academic, social and vocational success,” the school has earned accreditation through the New England Association of Schools and Colleges (NEASC). This accomplishment was realized as NEASC voted unanimously to accept the school to its membership at its March 2007, Board of Directors meeting.

This recognition ensued as a result of the hard work of faculty members, faculty committees, administrators, central office staff personnel, students, state and local advisory boards and community stakeholders who put forth an enormous amount of energy and information for a collective and exhaustive eight-month self-study. As a result the school has earned an accreditation for the next 10 years.

As in all school accreditation reports there are commendations and recommendations. The school was given “exemplary” ratings for its mission, students benefitting from the educational/ school experience, and the administration. We “satisfactorily” met standards with many commendations in governance, program, resources to support the program, school resources, faculty, health and safety, and communication. After visiting and reading the Self-Study, the NEASC visiting team moved one standard evaluation from “satisfactory” to “exemplary” and raised two from “needs attention” to “satisfactory.” This indicated the school had done an honest and credible job in the Self-Study, in the spirit of defining what it does in relation to its mission statement.

Even as the school has basked in the glow of that approval, there is the recognition that work needs to be done. The school and all stakeholders will focus attention on presenting an Action Plan to address the recommendations of the final report. CHSVT must continually refine its assessment of the learning and defining Student Learning Outcomes. The school’s continuity of program from campus to campus and rigor and quality of the educational offerings must remain a priority if we are to meet students’ needs academically, socially, and vocationally.

As an “approved independent school,” the first of its kind accredited by NEASC, the school finds itself in the position of not just continuing to seek best practice for the students we serve, but also in setting best practices for others.

Again, to all who have had an influence on any of our success, the school and its students thank 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 23 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.

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
Celine Champine

Richard Fraser
Blanche Kelley
David Luce
Dwight Davis

BRPP

Weyman S. Crocker
John Moran
Maureen Tadlock
Peter Schor
Esteban Olivares
Emily North
Bill Huestis
Bertie Sprague
Patty Gilbert

MVRCE/RUPP/BEPP

June Atwood
Laurie Casey
John P. McShane
Rita Rhinehart
Blanche Kelley
Lori Birk
Clark Postemski
Vincent Merluzzi
Valerie Page
Steve Page
Lynn Walsh

SESCF

Amy Stewart
Wilma Paronto
Carla Kamel

NSCF

Rever Kennedy
Lew Shattuck
Lou Buckles
Alydia Payette
Carl Davis
Chris Hardy
Celine Champine

SSCF

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

NERCF/CCWC/SJPP

Richard Fraser
Jane Kitchell
Neil Morrisette
Siguard Andersen
Carroll Collins
George Coppenrath

DSCF

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

BAPP

Louise Coates
Cindy Donolon
Kristen Ironside
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 McMahan
Donna Sharow
Donna Waldron
Pat DiLego

NWSCF

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

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
- Susan Lewis, Correctional Instructor

Northeast Regional Correctional Center (NERCF)

- Pauline Dwyer, Correctional Instructor
- Anne Cote, Correctional Instructor
- Julie Kuk, Special Education Instructor
- Robert Sattelberger, Correctional Instructor

Northwest State Correctional Facility (NWSCF)

- Jenny Estey, Correctional Instructor
- Barb Hagen, Correctional Instructor
- John Cross, Vocational Instructor
- Scott Tomlinson, Vocational Instructor

Northern State Correctional Facility (NSCF)

- Allen Clark, Correctional Instructor
- Richard Anderson, Correctional Instructor
- Gerald Fortin, Vocational Instructor
- Paul Major, Correctional Instructor
- Mary Nelson, Special Education Instructor
- Bill Storz, 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
- Tod Lessard, Correctional Instructor

~ COMMUNITY-BASED CAMPUSES ~

Burlington P & P (BUPP)

- Nicole Marabella, Vocational Coordinator
- Deborah Jaimes, Correctional Instructor
- Daniel King, Correctional Instructor
- Wilhelmina Picard, Special Education 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

Purpose: “A local standards board shall be established and maintained for the primary purpose of recommending teachers/administrators for re-licensure. Such recommendations shall be based on an L/RSB-approved Individual Professional Development Plan (IP DP) and corresponding L/RSB-approved professional development activities; an L/RSB-approved professional portfolio...”

This has probably been the busiest year on record for the Community High School of Vermont Local Standards Board. Almost half of the educators for CHSVT were up for professional re-licensure. Since new regulations went into effect within the last two years, teachers were required to submit plans and portfolios differently than in the past. In order to inform the teachers, we provided several workshops in the fall. In addition, each LSB member mentored several faculty members through the process. This mentoring process was quite a success. Since the re-licensing process can be quite a daunting process, the mentors were able to provide one on one guidance and support. As a result of a diligent faculty and committed LSB members, the professional plans and portfolios were both excellent in quality and meaningful for both the educator and their students.

We continued our partnership with the Teacher’s Workplace, the electronic portfolio process, through the Department of Education. In the next few years, the department is aspiring to move to all electronic re-licensure. We are on the cutting edge since our LSB has been on the ground-breaking level of this process. We look forward to continuing this collaborative effort.

The Local Standards Board also was charged with one of NEASC tasks: Standard 4 Recommendation 4.4: “More time at faculty meetings to be allotted to professional discussions among teachers on best practices, teaching methods, and teaching resources.” We surveyed the faculty to gauge what would be meaningful professional development for them. In addition, we submitted a plan to the superintendent that requested the Local Standards Board would provide professional development for the faculty at five of the faculty meetings throughout the year. The plan was approved and we look forward to creating these opportunities for our colleagues.

In the spring, Mary Nelson, John Long, and Jenny Estey’s terms expired. At the May faculty meeting, elections were held and they all were re-elected to serve on the board. At the June meeting, officers were elected and Mary Poulos, Susan Kuzma, and Kathi Cassidy were respectively elected to chair, secretary, and treasurer.

Members

Mary Poulos, Chair

Susan Kuzma, Secretary

Kathi Cassidy, Treasurer

John Long

James Candon

Jenny Estey

Mary Nelson

PROGRAM

ADJUNCT FACULTY MEMBERS

These individuals joined CHSVT's efforts as Adjunct Faculty Members during FY '07. 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*

Araujo, Patricia

- *Computer Studies*

Armento, Judith

- *Language Arts, Mathematics*

Arno, Eleanor

- *Language Arts*

Ashworth, Peter

- *Mathematics*

Avakian, Margo

- *Language Arts*

Bailey, Daniel

- *Career Science*

Bellusci, Laura

- *Language Arts*

Bettis, Monica

- *Health Education*

Bolognani, Andrew

- *Mathematics*

Boucher, Lynn

- *Language Arts*

Boynton, Aaron

- *Language Arts*

Brin, Judy

- *Fine Arts*

Brouillette, Abbey

- *Language Arts*

Burr, Arthur

- *Trades Education*

Burritt, Tina

- *Computer Studies*

Callan-Holm, Monica

- *Language Arts*

Carpenter, David

- *Fine Arts*

Cavacas, Hurley

- *Career Science*

Chirelstein, Alex

- *Social Studies*

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*

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*

Drummond, Naomi

- *Language Arts*

- Eddy, Gregory**
• *Computer Studies*
- Etter, Mary**
• *Social Studies, Language Arts*
- Evans, Constance**
• *Language Arts*
- Findlay, Catherine**
• *Social Studies*
- Fish, Amber**
• *Science*
- Fitzgerald, Catherine**
• *Social Studies*
- Forrett, Debra**
• *Trades Education*
- Fowler, Mary**
• *Science*
- Fox, Gerald**
• *Science*
- Frank, Susan**
• *Mathematics*
- Gandia-Fabian, Delsie**
• *Computer Studies, Math, Trades Education, Foreign Language*
- Garrity, Lori**
• *Language Arts, Social Studies*
- Germain, Wendi**
• *Career Science*
- 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, Fine Arts*
- Holderness, Lisa**
• *Science*
- Hoyt, Stewart**
• *Fine Arts*
- Hughes, Joseph**
• *Language Arts*
- Humphrey, Harriet**
• *Language Arts*
- Jarvis, Kay**
• *Career Science*
- Kadunc, Edward**
• *Fine Arts*
- Kanakis, Ariann**
• *Computer Studies*
- Kehnemuyi, Darah**
• *Mathematics*
- Landrigan, Nick**
• *Language Arts, Math, Health Education*
- Lanz-Filot, Erlin Miguel**
• *Mathematics, Computer Studies*
- LaPlante, Dianne**
• *Computer Studies*
- Lariviere, Colleen**
• *Computer Studies*
- Lathrop, Jean**
• *Social Studies*
- Lavin, Jeff**
• *Social Studies*
- Lazetera, Gary**
• *Career Science, Trades Education*
- Lebel, Melanie**
• *Fine Arts*

Levenson, Sol	Powers, Kathleen
• <i>Career Science</i>	• <i>Fine Arts</i>
Liddy, Maurice	Price, Rick
• <i>Mathematics</i>	• <i>Science</i>
Lipinski, Kimberly	Pualwan, Ramsey
• <i>Fine Arts</i>	• <i>Health Education</i>
Lyon-Pratt, Kim	Rhodes, Zachary
• <i>Social Studies, Fine Arts</i>	• <i>Social Studies, Language Arts</i>
Mastaler, Anton	Richter, Luke
• <i>Social Studies</i>	• <i>Mathematics, Language Arts</i>
McCarthy, April	Rioux, Norman
• <i>Trades Education</i>	• <i>Fine Arts, Foreign Language</i>
McDonald, Kathleen	Rowe, John
• <i>Fine Arts</i>	• <i>Social Studies, Language Arts</i>
McHenry, Stewart	Rupe, Lynn
• <i>Social Studies</i>	• <i>Social Studies</i>
McKee, Steven	Sanderson, John
• <i>Mathematics</i>	• <i>Social Studies</i>
Merrick, Diana	Savarian, Nancy
• <i>Social Studies</i>	• <i>Language Arts</i>
Mooney, Michael	Schor, Peter
• <i>Trades Education</i>	• <i>Health Education</i>
Morissette, Neil	Schwartz, Kathleen
• <i>Health Education</i>	• <i>Mathematics</i>
Mosedale, Andrew	Smith, Elizabeth
• <i>Mathematics, Computer Studies</i>	• <i>Language Arts, Social Studies, Math</i>
Ngoima, Virginia M	Smith, Maura
• <i>Fine Arts</i>	• <i>Language Arts</i>
Olson, Cheryl	Stamp, Tom
• <i>Language Arts</i>	• <i>Language Arts</i>
Pappas, Susan	Stephenson, Bruce
• <i>Language Arts, Mathematics</i>	• <i>Social Studies</i>
Pion, Glen	Stoodley, Barbara
• <i>Science</i>	• <i>Health Education</i>
Powers, Gloria	Stuart, Robert
• <i>Language Arts, Social Studies, Trades Education</i>	• <i>Computer Studies</i>
	Supernovich, Gregory
	• <i>Language Arts</i>

Tadlock, Maureen

- *Fine Arts*

Tarleton, Laura

- *Language Arts*

Taylor, Kate

- *Language Arts, Mathematics*

Thibodeau, Katherine

- *Computer Studies, Language Arts*

Tomlinson, Darcy

- *Computer Studies, Language Arts, Math*

Torres, Julie

- *Foreign Language*

Towns, Marsha

- *Fine Arts*

Tripp, Alexander

- *Computer Studies, Math*

Trottier, Brian

- *Trades Education*

Waggoner, Sarah

- *Science*

Watson, John

- *Mathematics, Social Studies, Language Arts*

Waxman, Harold

- *Social Studies*

Wilbur, Edward

- *Mathematics*

Zhuykova, Olga

- *Social Studies*

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.



School is fun at the St. Johnsbury Probation & Parole Campus

CHSVT Curriculum Content Committee

The Curriculum Content Committee spent most of the year collecting course descriptions developed by the subject area focus groups, establishing the set of core concepts taught, and VT Standards and Frameworks addressed for the courses offered by the faculty of the Community High School of Vermont.

Early in the year the committee focused on writing the responses to the curricular standards (4-6) of the self-study in preparation for the October NEAS&C visit.

During the year the group made several attempts to create examples of course descriptions and class syllabi.

There was an attempt to reduce the number of offerings and the duplication of courses offer with only the instructors name being different.

The content committee looked at school literacy and recommended a small committee be formed to study the issue. Over the summer all campuses are previewing different literacy programs and the literacy committee will study the data collected and report back to the committee and faculty.

It was recommended by the group that when credit is requested for course work in two or more disciplines that a separate form for each is submitted with the fractional credit recorded on each form.

The committee reviewed their by-laws bringing them into line with those of other standing committees.

2006-2007 Committee members:

Bob Walsh	Cara Berryman
Jeff Cassarino	Bob Sattelberger
Katherine Miller	Mark Lather
Susan Kuzma	Jim Candon, Chair
Steve LaTulippe, Administration	

Curriculum Policy and Practices Committee

The Curriculum Policy and Practices Committee is composed of seven members. Six faculty members are elected from the central, regional and community campuses. A member from administration is assigned. 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 meets monthly to review practices and make recommendations on changes and new practices to the administration. Training in these practices will be done at meetings to improve consistency. Major issues that have been discussed are prior learning assessment, making the curriculum manual user-friendly, graduation plan revision, reviewing the purpose and membership of the committee, quality control, transition needs to the community and checking that practices follow the mission and philosophy of CHSVT.

Barb Hagen – Chairperson

Tom Woods – Secretary

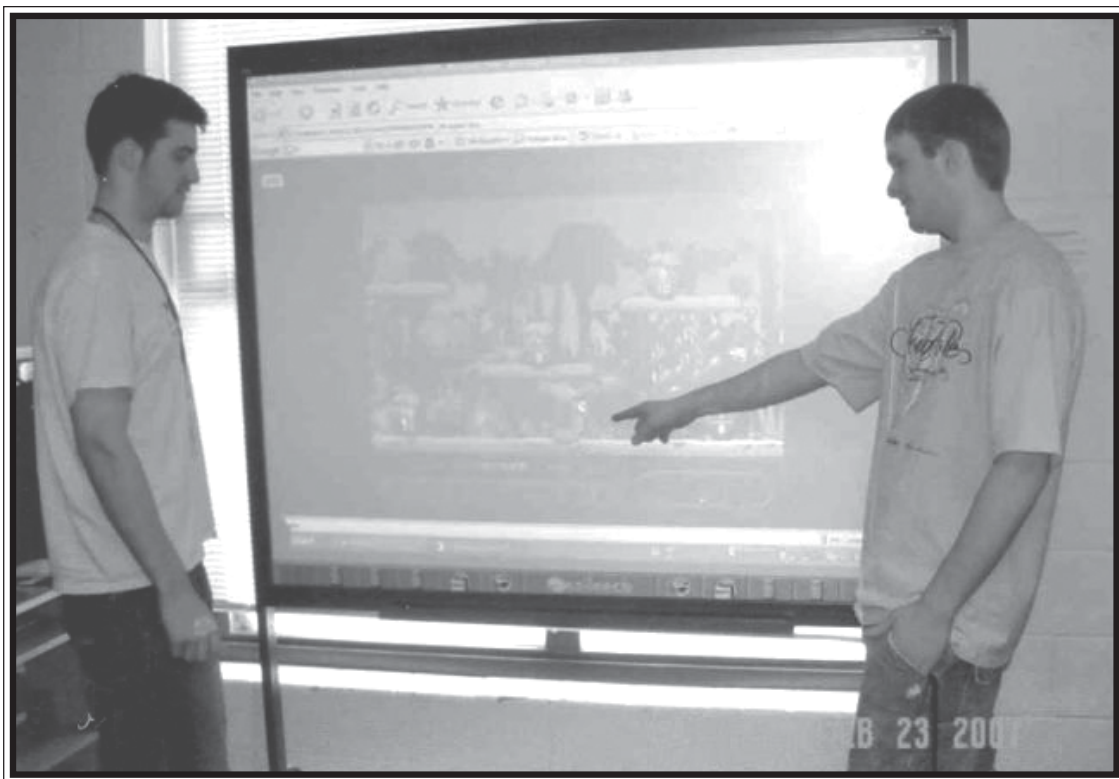
John Cross

Steve LaTulippe

Tod Lessard

Dan King

Bobbi Shutts



Students using new RM Math Framework Edition Software at the Northern State Correctional Facility

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.

Completion of the RM Math Framework Edition Software, a whole-class teaching system which utilizes interactive whiteboard technology to deliver a dynamic, highly visual and standards-aligned curriculum, at Northern State Correctional Facility and Northeast Regional Correctional Facility was a highlight for the Committee this year. The results of this pilot project showed that students benefit from the use of the software and the digital interactive whiteboards in the classroom. The Technology Committee therefore recommended that campuses be permitted to budget for and purchase digital interactive whiteboards from their campus budgets beginning in FY2008, subject to the budget review process through Technology Request Form.

Acquisitions included thirty-seven new student computers, replacing outdated equipment, and every campus received a copy of Internet Researcher Software, an application that will capture websites from the internet thus allowing classroom simulation of web searches. Faculty members were trained on the application of this software. Additionally, Office 2007, the latest MicroSoft® Office Suite, has been purchased and is currently being installed on faculty computers to allow them to become familiar with the new interface prior to installation on all student computers statewide.

The Committee developed an Acceptable Use Policy for all CHSVT information technology resources consistent with the school's mission. The Committee is currently working on evaluating and updating the school's Technology Plan for the next two 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 (MVRCF) – term expires November, 2008
Allen Clark (NSCF) – term expires November, 2007
Claire Swaha (St. Johnsbury P&P) – term expires November, 2009
Scott Tomlinson (NWSCF) – term expires November, 2009
Alan Frost, School Information Technology Specialist
Stephan LaTulippe, School Principal (non-voting)

LIBRARY COMMITTEE ANNUAL REPORT FY 2007

In FY2006, the Library Committee initiated its mission to ensure that students and staff have access to and become effective users of ideas and information.

In terms of materials, the Library Committee continued its programs of providing periodicals, reference and library books, and videos. As in previous years, procedures and formats for soliciting materials were tweaked and fine tuned.

The committee came up with a “Recommended List” of periodicals for the annual magazine order and forwarded it to the Business Manager for dissemination to all the campuses.

Reference categories were set and Peter and Mary brought suggested titles to the committee, and the reference forms were sent to the campuses. There were seven categories this year: Art, Geography/Maps, Almanacs/Yearbooks/Directories, Leisure/Recreation/Games, Film, Chronologies and Religion. Reference forms were transmitted electronically, making the process easier and faster.

Library Book/Video expenditure limits were determined by the committee, and these were sent to the campuses, along with procedures. Final orders were approved by the committee.

Other accomplishments:

Mission Statement: The Library Committee wrote its Mission Statement, as outlined above. This statement is drawn from the American Association of School Librarians’ mission statement and was adapted to reflect the CHSVT Mission and philosophy.

Comprehensive Library Plan: On the recommendation of the NEASC, we wrote a Comprehensive Library Plan. Significantly, this included statements about the importance of teaching information skills across the curriculum and addressed three areas of library partnerships for learning:

- Learning and teaching principles
- Information access and delivery principles
- Program administration principles

Library Committee By-Laws: This document addressed committee structure, organization, purpose, and procedures.

Budget: For the first time, the Library Committee submitted a budget for FY2008. Budgetary goals encompassed the following:

Support on-going committee work: yearly purchases across school sites for periodicals, reference materials, and site library materials purchases.

Develop library-based initiatives to bring professional library services to all sites:

Teaching information skills across the curriculum

Providing access and delivery of information systems

Developing a library program and administration infrastructure

The Library Committee is undergoing change of membership, and, while we anticipate change, the committee direction we have established will bring us into a proactive and contributory position in the CHSVT school community.

COMMITTEE MEMBERS

Peter van Wageningen, Chair (BRPP)

Mary McCallum (SSCF)

Paul Major (NSCF)

Eugene Rembisz (BAPP)

Robert Sattelberger (NERCF) (until 8/07)

Special Education Report

CHSVT continues to develop and expand the continuum of services for students with disabilities and to ensure a Free and Appropriate Education at all seventeen campuses.

The Educational Support System (ESS) includes multi level and small group instruction, assigned classes tailored to student interest and strengths, individual graduation plans, basic skills instruction, behavioral supports, and accommodations within the regular class. The vast majority of students, including many with disabilities whose needs could only be met previously through special education, are able to earn high school credits, often on an adjusted time schedule, and successfully work toward a high school diploma. Section 504 plans may be developed for some students whose needs can not be met through the school's ESS. The purpose of a 504 Plan is to insure reasonable accommodations for students with disabilities to insure access to their education in all educational settings.

Fifty percent of our students under the age of 22 were previously special education eligible, but only about ten percent of our students continue to be eligible for special education due to the strength of our ESS. Students who demonstrate a need for specialized services through the comprehensive evaluation process have an Individualized Education Program (IEP) that is implemented throughout the CHSVT system. As students transfer between campuses there is communication and an electronic data system in place to insure that a student's special education needs are met at every campus. Through the regional model for the provision of special education services all 17 campuses have a special educator who is part of the campus team.

A Memorandum of Understanding between the Department of Education and the Department of Corrections (Addendum to Vermont's Part B of the Individuals with Disabilities Education Act Interagency Agreement) was signed by the Commissioners in May 2007. This represents a significant step forward in our efforts to secure the resources necessary to meet our child find and special education service responsibilities. In July 2007, CHSVT received confirmation that all corrective actions from the 2005 Federal Compliance Monitoring Report are now completed.

Measurable Outcomes from FY 07 are as follows:

- Percent of previous high school dropouts earning credits and/or receiving diploma increases.
Percentage FY 07: 45% (up from 35%) 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 07: 49% (up from 46%) of the students under the age of 22 who earned high school credits toward graduation requirements were students with current or previous IEP's
- Percent of students with IEPs receiving high school diplomas increases.
Percentage FY 07: 48% (up from 38%) of the students under the age of 25 receiving high school diplomas during the fiscal year had current or previous IEPs.

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 the Federal 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 with a standard score below 85 on the WRAT in reading and/or math are assessed further and provided remedial English and math instruction. To earn a high school diploma, students will meet proficiency requirements at or above eighth grade level in reading, writing and math.
- 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.

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

ENROLLMENT CRITERIA SPECIFIC TO COMMUNITY CAMPUSES

Priority for School Enrollment at the Probation and Parole Offices

- Individuals under the custody of the Commissioner of Corrections, under the age of 23 years, and without a high school diploma from an approved high school.
- Individuals under the supervision of the Department of Corrections, under the age of 23 years, and without a high school diploma from an approved high school.
- Youth who have withdrawn from public education, are under the age 22 years, and without a high school diploma from an approved high school.
- Youth in school, under the age of 22 years and without a high school diploma from an approved high school.
- Individuals under the custody and/or supervision of the Department of Corrections who are over the age of 23, 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 2006– June 2007(FY '07)

NEW ENROLLMENTS

Total New Enrollments -----	594
New Enrollment Under 22 Years of Age, with Identified Special Education Eligibility -----	116
Enrollment On or Before 22 nd Birthday -----	308
Enrollment After 22 nd Birthday -----	286
Number of Students Submitted to Dept. of Ed. for Special Education Eligibility Determination -----	239

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) -----	379
Caledonia Work Camp (CCWC) -----	181
Marble Valley Regional Correctional Facility (MVRFC) -----	654
Northeast Regional Correctional Facility (NERCF) -----	359

CENTRAL LEARNING CENTERS

Dale State Correctional Facility (DSCF) -----	171
Northern State Correctional Facility (NSCF) -----	462
Northwest State Correctional Facility (NWSCF) -----	275
Southern State Correctional Facility (SSCF) -----	337
Southeast State Correctional Facility (SESCF) -----	244

COMMUNITY -BASED LEARNING CENTERS

Barre Probation and Parole Office (BAPP) -----	163
Bennington Probation and Parole Office (BEPP) -----	27
Brattleboro Probation and Parole Office (BRPP) -----	110
Burlington Probation and Parole Office (BUPP) -----	124
Rutland Probation and Parole Office (RUPP) -----	78
St. Albans Probation and Parole Office (SAPP) -----	43
St. Johnsbury Probation and Parole Office (SJPP) -----	52
White River Probation and Parole Office (WRPP) -----	97

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 SCREENING & STUDENT SELF-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. ADDITIONAL ASSESSMENT

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

4. COURSEWORK SELECTION

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

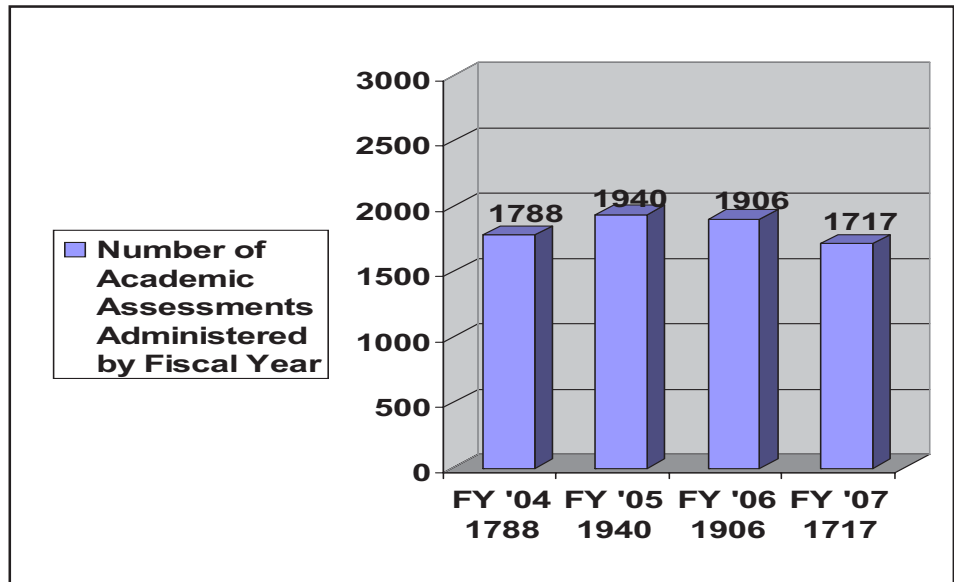
5. PROGRESSIVE ASSESSMENT OF STUDENT PROGRESS

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

6. MONITORING COURSE COMPLETION

Attendance and educational performance records are maintained on all students attending CHSVT. Course 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).

ACADEMIC ASSESSMENT



SITE NAME	NUMBER OF ASSESSMENTS	
REGIONAL LEARNING CENTERS	FY '06	FY '07
Chittenden Regional Correctional Facility (CCCC)	441	431
Caledonia County Work Camp (CCWC)	28	23
Marble Valley Regional Correctional Facility (MVRCF)	287	139
Northeast Regional Correctional Facility (NERCF)	376	311
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	40	34
Northern State Correctional Facility (NSCF)	103	307
Northwest State Correctional Facility (NWSCF)	23	25
Southern State Correctional Facility (SSCF)	193	175
Southeast State Correctional Facility (SESCF)	61	65
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	60	17
Bennington Probation and Parole Office (BEPP)	8	3
Brattleboro Probation and Parole Office (BRPP)	17	50
Burlington Probation and Parole Office (BUPP)	44	12
Rutland Probation and Parole Office (RUPP)	20	10
St. Albans Probation and Parole Office (SAPP)	34	11
St. Johnsbury Probation and Parole Office (SJPP)	88	52
White River Probation and Parole Office (WRPP)	81	52

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.

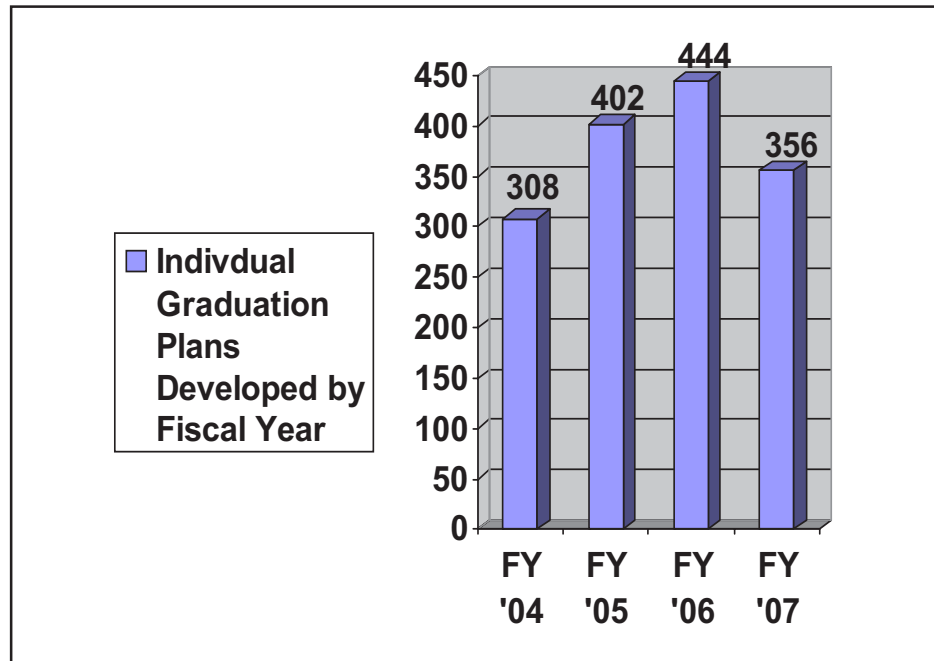
PROMISES EFFECTIVENESS

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.

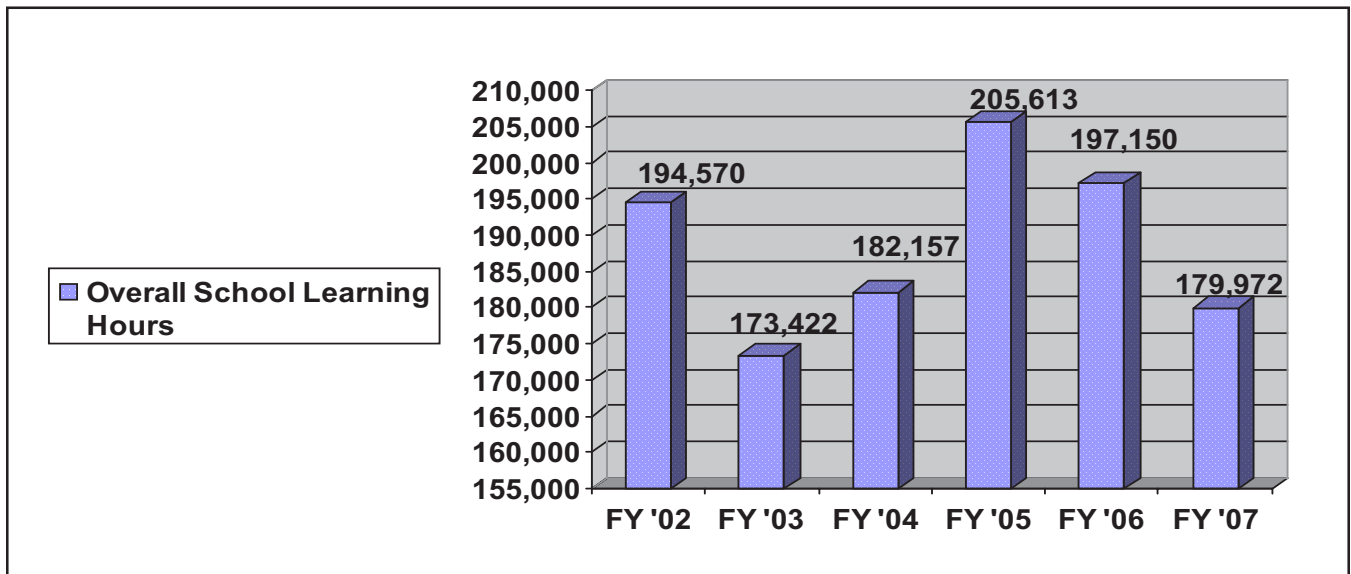
STUDENTS PLACED ON GRADUATION PLANS



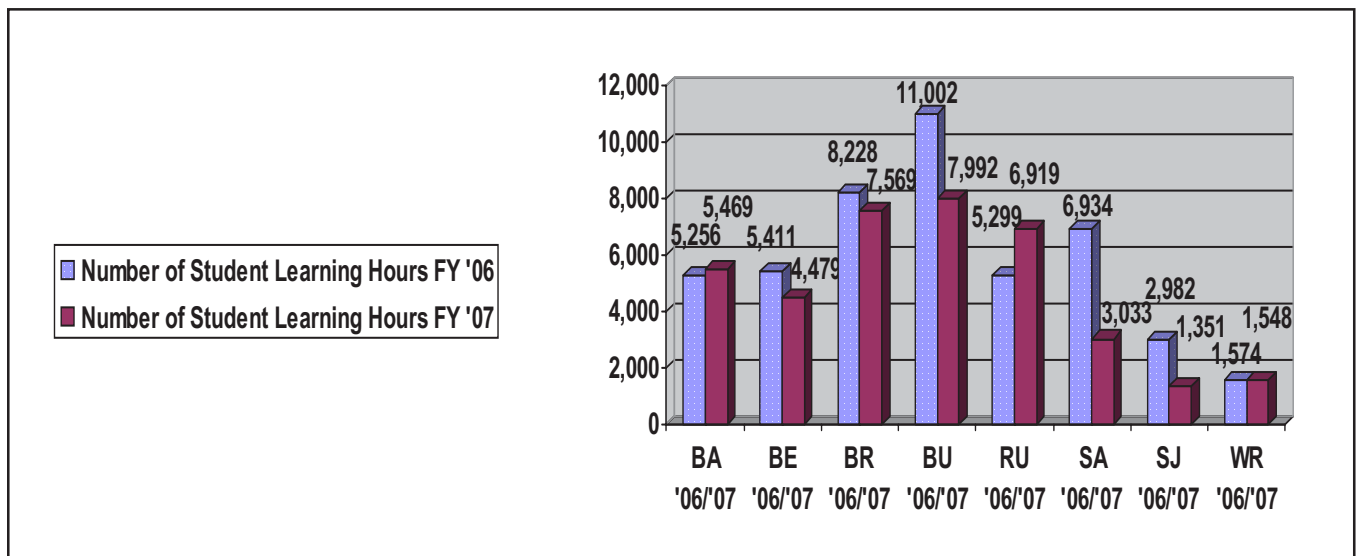
SITE NAME		
REGIONAL LEARNING CENTERS	FY '06	FY '07
Chittenden Regional Correctional Facility (CCCC)	26	46
Caledonia County Work Camp (CCWC)	8	8
Marble Valley Regional Correctional Facility (MVRCF)	42	28
Northeast Regional Correctional Facility (NERCF)	71	56
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	11	13
Northern State Correctional Facility (NSCF)	39	33
Northwest State Correctional Facility (NWSCF)	15	7
Southern State Correctional Facility (SSCF)	23	37
Southeast State Correctional Facility (SESCF)	25	28
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	3	12
Bennington Probation and Parole Office (BEPP)	1	0
Brattleboro Probation and Parole Office (BRPP)	19	34
Burlington Probation and Parole Office (BUPP)	75	8
Rutland Probation and Parole Office (RUPP)	26	12
St. Albans Probation and Parole Office (SAPP)	33	22
St. Johnsbury Probation and Parole Office (SJPP)	19	8
White River Probation and Parole Office (WRPP)	8	4

ATTENDANCE

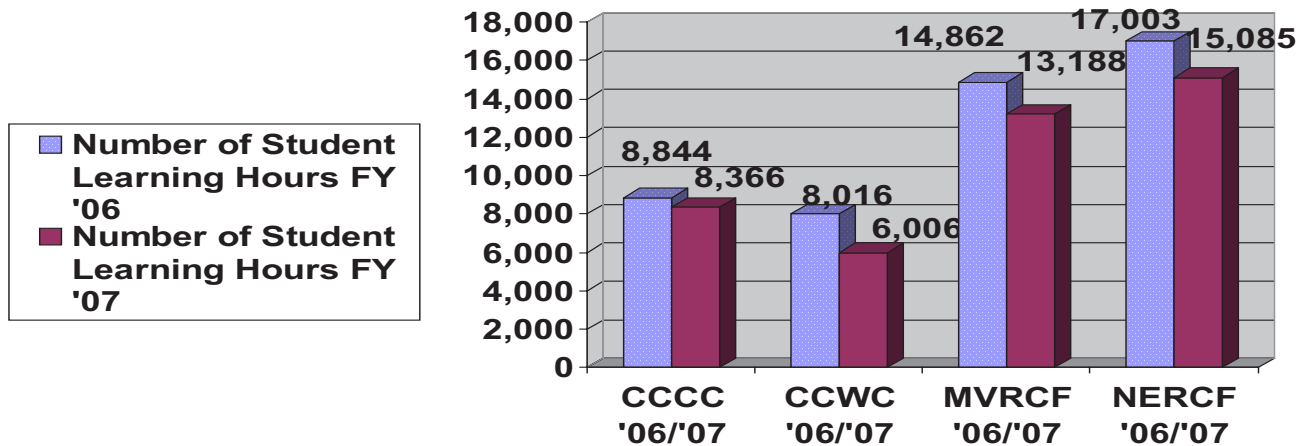
OVERALL SCHOOL LEARNING HOURS



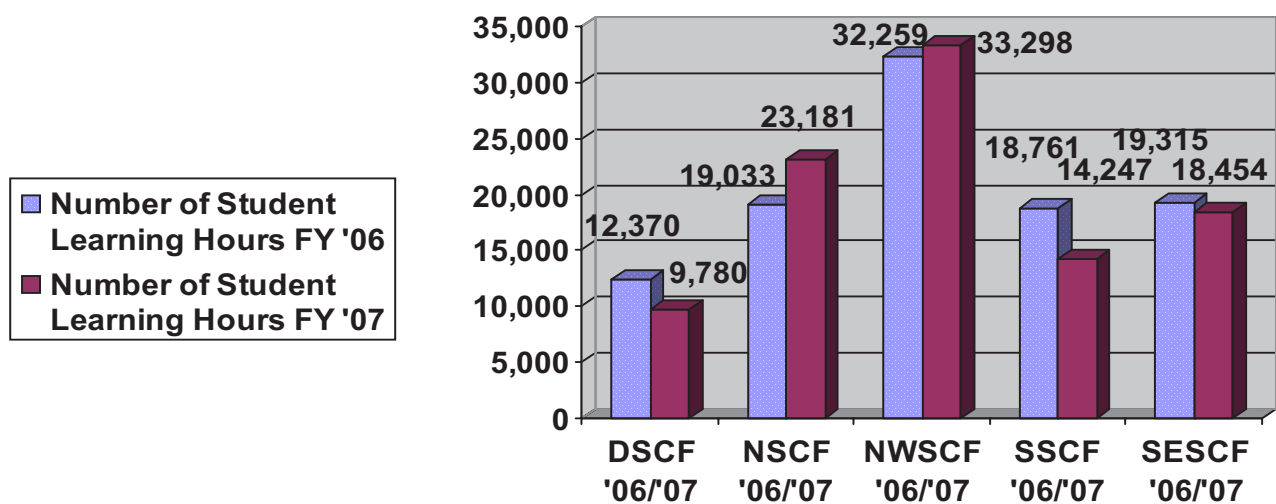
COMMUNITY_BASED LEARNING CENTERS



REGIONAL LEARNING CENTERS



CENTRAL LEARNING CENTERS



ATTENDANCE IN THE CONTENT AREAS

CUMULATIVE STUDENT LEARNING HOURS AND OUTCOMES BY SITE AND SUBJECT AREA

07/01/2006 THROUGH 06/30/2007

Instructional Program Days = 228

STUDENT LEARNING HOURS		REGIONAL LEARNING CENTERS					CENTRAL LEARNING CENTERS					COMMUNITY-BASED LEARNING CENTERS								GRAND TOTALS
Q	SUBJECT AREA	CCCC	CCWC	MVRCF	NERCF	DSCF	NSCF	NWSCF	SSCF	SESCF	BA	BE	BR	BU	RU	SA	SJ	WR		
A	English/Language Arts	1052.5	356.5	1141.5	1116.3	2573.0	3735.3	2620.3	3680.1	2808.9	1169.0	885.0	1908.4	1871.8	1511.8	751.6	298.0	294.3	27774.3	
B	Mathematics	1017.5	174.0	607.5	1523.6	354.5	1509.3	1809.8	1940.0	483.4	317.9	589.5	827.7	1270.5	1143.2	320.0	264.3	0.0	14152.7	
C	Science	106.3	276.0	392.5	1284.8	887.0	2506.8	2054.7	816.0	497.8	888.4	711.0	896.2	1023.5	495.6	496.8	192.0	461.8	13987.2	
D	Social Studies	4274.0	429.0	4566.5	3714.8	5189.8	2928.1	2010.4	1788.6	1088.2	916.4	790.0	1347.4	978.5	1390.8	780.7	323.5	514.8	33031.5	
E	Fine Arts	894.5	561.0	2414.0	1766.5	64.0	1140.8	1607.3	1605.3	1411.3	349.3	494.0	483.7	536.3	428.8	336.3	42.3	0.0	14135.4	
F	Second Language	0.0	0.0	0.0	350.3	0.0	814.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1165.1	
G	Health Education	56.0	129.0	391.5	1211.5	0.0	1187.7	224.0	78.0	200.5	268.5	847.0	1037.6	226.0	1160.7	26.0	23.5	53.6	7121.1	
H	Family & Career Education	420.0	2228.5	1925.5	1493.1	561.8	1548.0	754.0	346.0	694.7	1060.7	28.0	52.6	1482.2	435.3	13.0	55.0	19.8	13118.2	
I	Business Education	0.0	0.0	16.0	0.0	0.0	0.0	0.0	0.0	296.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	312.0	
J	Vocational/Technical Education	0.0	5.0	0.0	0.0	0.0	3781.0	19590.9	0.0	10496.8	0.0	0.0	345.6	0.0	0.0	0.0	0.0	0.0	34219.3	
K	Computer Studies	403.0	1093.0	412.0	2289.0	150.0	2355.5	2552.0	3765.0	329.3	211.6	135.0	636.4	375.1	333.9	307.5	91.0	195.7	15635.0	
L	Library/Media	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	89.0	
M	Guidance	36.0	10.0	328.9	43.6	0.0	565.1	58.0	101.6	38.7	44.0	0.0	16.0	200.9	19.3	1.5	28.5	1.7	1493.8	
N	Co-Curricular/Extra Curricular	100.0	0.0	843.1	0.0	0.0	548.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1491.6	
O	Assessments	6.5	24.0	149.0	180.6	0.0	414.6	14.0	23.3	108.5	0.0	0.0	0.0	20.8	0.0	0.0	33.5	6.6	981.4	
P	Independent Study	0.0	508.0	0.0	111.6	0.0	21.0	0.0	2.0	0.0	243.9	0.0	18.0	7.0	0.0	0.0	0.0	0.0	911.5	
Q	Support Services 1	0.0	175.6	0.0	0.0	0.0	124.7	3.0	12.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	315.9	
R	Support Services 2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL STUDENT LEARNING HOURS (MONTHLY)		8,366	6,007	13,188	15,086	9,780	23,181	33,298	14,248	18,454	5,470	4,480	7,570	7,993	6,919	3,033	1,352	1,548	179,972	
AVERAGE STUDENT LEARNING HOURS (PER DAY) *		37	26	58	66	43	102	146	63	81	24	20	33	35	30	13	6	7	790	
TOTAL NUMBER OF INDIVIDUAL STUDENTS																				

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

STUDENT LEARNING OUTCOMES		CCCC	CCWC	MVRCF	NERCF	DSCF	NSCF	NWSCF	SSCF	SESCF	BA	BE	BR	BU	RU	SA	SJ	WR	TOTALS
Student Assessments Completed		431	23	139	311	34	307	25	175	65	17	3	50	12	10	11	52	52	1,717
Students Completing Proficiency Requirements		14	12	6	16	1	32	13	1	15	7	24	10	7	12	11	10	2	193
[Amended January 2003] Students Placed on Individual Graduation Plans		46	8	28	56	13	33	7	37	28	12	0	34	8	12	22	8	4	356
High School Credits Issued		134.50	147.60	145.25	334.92	43.75	275.25	265.55	341.53	165.00	85.30	30.00	89.00	82.11	64.60	110.75	34.25	16.00	2,365.4
IN-HOUSE Trades/Industry Certificates Awarded		43	0	1	0	0	65	37	0	22	0	1	0	10	0	0	0	0	179
INDUSTRY APPROVED Trades Certifications Awarded		10	0	1	0	0	8	47	0	0	0	1	0	2	0	0	0	0	69

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

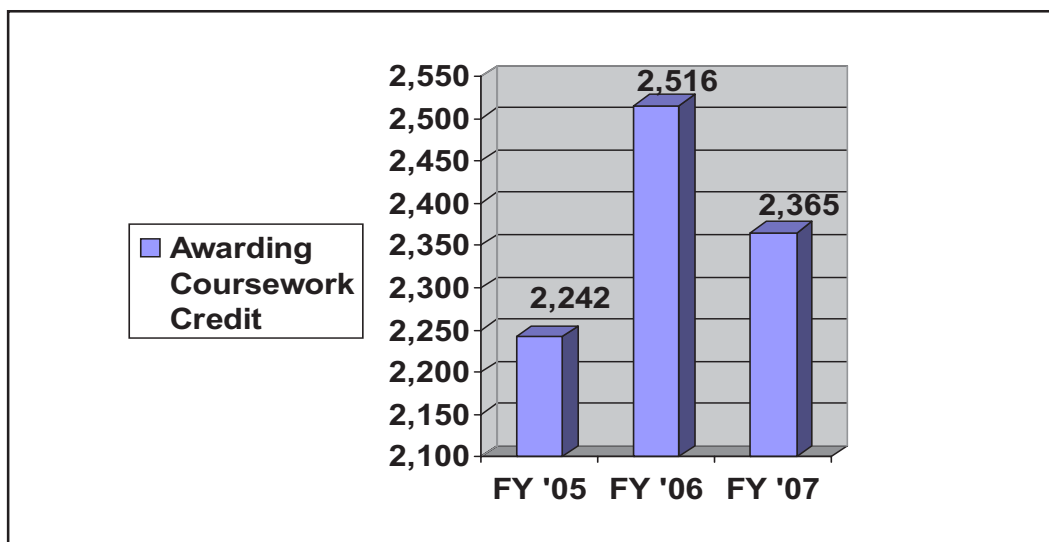
I. DEMONSTRATION OF PROFICIENCY

II. AREA	CREDITS NEEDED
English/Language Arts	4
Mathematics	3
Science	3
Social Studies	3 (1 U S History)
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



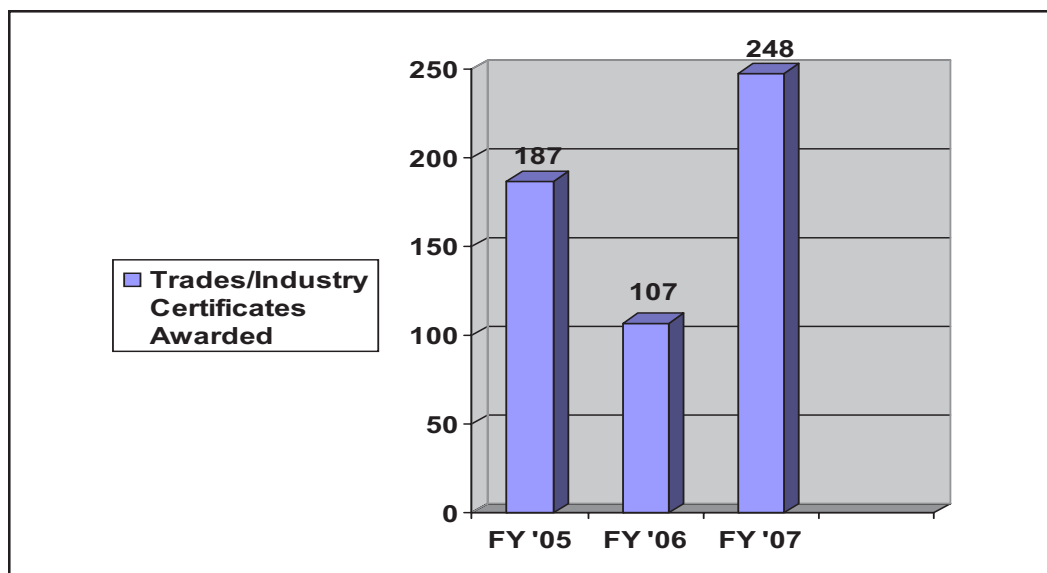
SITE NAME		
REGIONAL LEARNING CENTERS	FY '06	FY '07
Chittenden Regional Correctional Facility (CCCC)	67	135
Caledonia County Work Camp (CCWC)	156	148
Marble Valley Regional Correctional Facility (MVRCF)	229	145
Northeast Regional Correctional Facility (NERCF)	373	335
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)	12	44
Northern State Correctional Facility (NSCF)	251	275
Northwest State Correctional Facility (NWSCF)	218	266
Southern State Correctional Facility (SSCF)	385	342
Southeast State Correctional Facility (SESCF)	136	165
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	79	85
Bennington Probation and Parole Office (BEPP)	31	30
Brattleboro Probation and Parole Office (BRPP)	99	89
Burlington Probation and Parole Office (BUPP)	151	82
Rutland Probation and Parole Office (RUPP)	53	65
St. Albans Probation and Parole Office (SAPP)	142	111
St. Johnsbury Probation and Parole Office (SJPP)	74	34
White River Probation and Parole Office (WRPP)	49	16

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 '06	FY '07
Chittenden Regional Correctional Facility (CCCC)		53
Caledonia County Work Camp (CCWC)		
Marble Valley Regional Correctional Facility (MVRCF)	2	2
Northeast Regional Correctional Facility (NERCF)	15	
CENTRAL LEARNING CENTERS		
Dale State Correctional Facility (DSCF)		
Northern State Correctional Facility (NSCF)	39	73
Northwest State Correctional Facility (NWSCF)	48	84
Southern State Correctional Facility (SSCF)		
Southeast State Correctional Facility (SESCF)		22
COMMUNITY-BASED LEARNING CENTERS		
Barre Probation and Parole Office (BAPP)	3	
Bennington Probation and Parole Office (BEPP)		2
Brattleboro Probation and Parole Office (BRPP)		
Burlington Probation and Parole Office (BUPP)		12
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: 148

High School Diplomas awarded through Local High Schools and CHSVT in FY '07

<u>Graduate Name</u>			<u>Awarding School</u>	<u>Graduate Name</u>			<u>Awarding School</u>
Ainsworth	Matthew	CHSVT		Davis	Levi	CHSVT	
Allard	Ashley	CHSVT		DeCelle	Eric	CHSVT	
Arie	Derek	CHSVT		Domina	Brandy	CHSVT	
Asplund	Patrick	CHSVT		Douglass	Travis	CHSVT	
Bahner	Jeffrey	CHSVT		Dudley	Shawn	CHSVT	
Bailey	Sean	CHSVT		Dugan	David	CHSVT	
Baldacchino	Brian	CHSVT		Dumas	Zachary	CHSVT	
Barber	Ken	Fair Haven H.S.		Dupell	Jason	CHSVT	
Barnes	Troy	CHSVT		Dusablon	Christopher	CHSVT	
Bartholomew	Richard	CHSVT		Eastman	Danielle	CHSVT	
Beardsley	David	CHSVT		Ennenga	Kenneth	CHSVT	
Belville	Phillip	CHSVT		Esposito	Michael	CHSVT	
Benoit	Bernard	CHSVT		Farr	Molly	CHSVT	
Bergeron	Andre	CHSVT		Favreau	Michael	CHSVT	
Berry	Jonathan	CHSVT		Fisk	Robert	CHSVT	
Billings	Sarah	CHSVT		Garneau	Mindy	CHSVT	
Bilodeau	Adam	CHSVT		German	Amanda	CHSVT	
Blaise	Robert	CHSVT		Gero	Aaron	West Rutland School	
Blake	Keith	CHSVT		Gonyea	Andrew	CHSVT	
Blanchette	Jeremy	CHSVT		Griffith	Laura	CHSVT	
Bortell	Dana	CHSVT		Harper	Benjamin	CHSVT	
Bromley	Robert	CHSVT		Harrington	Timothy	CHSVT	
Brown	Justin	CHSVT		Henry	Jonathan	CHSVT	
Bruce	Michael	CHSVT		Holland	Joellen	CHSVT	
Brunell	David	CHSVT		Hollis	Scott	CHSVT	
Buckalew	Nicholas	CHSVT		Holmes	Edward	CHSVT	
Bull	Joseph	CHSVT		Hughes	Scott	CHSVT	
Burke	Brittany	CHSVT		Johnson	Patiance	CHSVT	
Burke	Brody	CHSVT		Keagy	Jordan	CHSVT	
Bush	Aaron	CHSVT		Kinney	Neil	CHSVT	
Canales	Justin	CHSVT		Knoll	Authur	CHSVT	
Charbonneau	John	CHSVT		Kramer	Douglas	CHSVT	
Cheney	Nathan	CHSVT		LaRochelle	Serena	CHSVT	
Conn	Donald	CHSVT		Latchum	Michael	CHSVT	
Cooper	John	CHSVT		Lawrence	David	CHSVT	
Corliss	Norman	CHSVT		Legacy	Christopher	CHSVT	
Cota	Shirley	CHSVT		Leonard	Nicholas	CHSVT	
Cottrell	James	CHSVT		Leonard	Thomas	CHSVT	
Crosby	Alishia	CHSVT		Lescord	Gary	CHSVT	
Cruz	Adma Ryu	CHSVT		Lewis	Kenneth	CHSVT	
Damon	Robert	CHSVT		Lewis	Michael	CHSVT	
				Litchfield	Elroy	CHSVT	

<u>Graduate Name</u>	<u>Awarding School</u>	
Lizotte	Jay	CHSVT
Loiselle	Russell	CHSVT
Longchamp	Michael	Harwood Union
Luna	Glidden	CHSVT
Machia	Matthew	CHSVT
Marra	Sean	CHSVT
Martin	Monique	CHSVT
Martino	Allison	CHSVT
Matarazzo	Jonathan	CHSVT
Mitchell	Victoria	CHSVT
Mooney	Christopher	CHSVT
Morrisette	Adam	CHSVT
Mott	Joseph	CHSVT
Muir	Philip	CHSVT
Myers	Kristopher	CHSVT
Nicholas	Shandi	CHSVT
O'Neill	James	CHSVT
Osterberg	Heather	CHSVT
Owen	Joseph	CHSVT
Paradis	Megan	CHSVT
Patry	David	CHSVT
Peirce	Matthew	CHSVT
Phillips	Anthony	CHSVT
Pratt	Logan	Missisquoi Valley
Prentice	David	CHSVT
Radcliffe	Steven	CHSVT
Richardson	John	CHSVT
Ripley	Troy	CHSVT
Rolon	Jose	CHSVT
Roman	Christopher	CHSVT
Romines	Jeffrey	CHSVT
Saldana	Gerald	CHSVT
Salvaty	Michael	CHSVT

<u>Graduate Name</u>	<u>Awarding School</u>	
Sanville	Jason	CHSVT
Sears	Aaron	CHSVT
Sexton	Jacob	CHSVT
Shappy	Trista	CHSVT
Shaw	Luke	CHSVT
Silva	Holly	CHSVT
Smith	Brian	CHSVT
Sumner	Michael	CHSVT
Sutton	Candace	CHSVT
Theriac	Brandon	CHSVT
Thompson	Cassandra	CHSVT
Thompson	Tiffany	CHSVT
Toms	Jacob	Rutland H.S.
Turner	Clayton	CHSVT
Turner	Mark	CHSVT
Vandriel	Robert	CHSVT
Wallace	Brett	CHSVT
Waters	Michael	CHSVT
Webster	Daniel	CHSVT
Weeks	Matthew	CHSVT
Weeks	Ryan	CHSVT
Wideawake	Christopher	CHSVT
Wilder	Christopher	CHSVT
Wilkinson	Brittany	CHSVT
Williams	Craig	CHSVT
Williams	Matthew	CHSVT
Wilson	Patrick	CHSVT
Wood	Andrew	CHSVT
Woods	Jasmine	CHSVT
Yobst	Christian	CHSVT
Young	Zacari	CHSVT
Zivitski	Patrick	CHSVT

GENERAL EDUCATION DEVELOPMENT CERTIFICATES

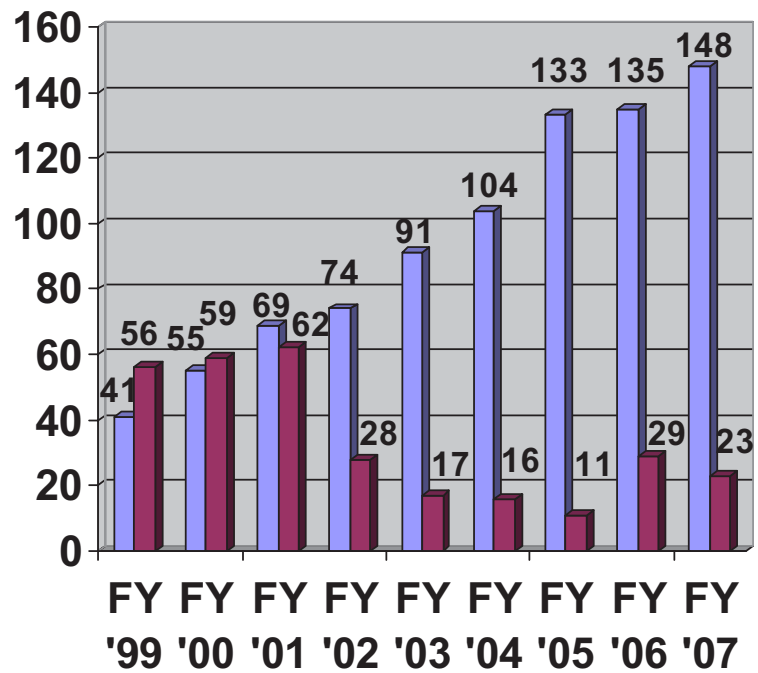
Twenty-three GED certificates were awarded during FY '07 to:

Ainsworth	Matthew	Harper	Ben
Belliveau	Walter	Lizotte	Nicholas
Benneig	Michael	Lussier	Michaila
Benware	Tasha	Machia	Matthew
Buckalew	Nicholas	Mattarazzo	Anthony
Burke	Brody	Mears	David
Chartier	Adam	Payne	Benjamin
Cooper	John	Ricketts	Mark
Davis	Jason	Robtoy	Kevin
Dumas	Zachary	VanDriel	Robert
Eklund	Jesse	Woods	Anthony
Franks	Charlene		

HIGH SCHOOL DIPLOMAS & GED'S - FY '98 - FY '07

■ Number of High School Diplomas
FY '99 - FY '07

■ Number of GED's
FY '99 - FY '07



Beryle Gardner Student Award

Last year's winners of the Beryle Gardner Award went to Jeffrey Bronson, Northeast Regional Correctional Facility and Gary Lescord, Caledonia Community Work Camp. Jeff has been a CHSVT student since March 2002. He had no high school credits when he enrolled, but through hard work and dedication, he completed all of the requirements he needed to receive his high school diploma.

Jeffrey served as a library aide and as a student representative on the CHSVT Advisory Board. When Gary Lescord came to the Work Camp he said he had to complete five classes in nine months in order to complete his diploma, and with his determination and focus he was able to do this. Gary volunteered to participate in Serve New England, an organization which helps to distribute goods to food shelves around Vermont.

The Beryle Gardner Student Award was established with a major gift provided by the Vermont Retired Teachers Association to honor and share Ms. Gardner's belief in the value of an education to promote the future well-being of previous offenders.



Jeffrey Bronson



Gary Lescord

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)



Rock Climbing with teacher, Eric Marchese at the Bennington Probation & Parole Campus

BARRE COMMUNITY CAMPUS

The Barre Community Campus had a lot of interesting and exciting things happen this year. In the fall, we hosted with the assistance of a grant from Central Vermont Community Partnership, a six week class called Health Realization. The class was taught by Jack Pransky and co-facilitated by our own Barre Advisory Board member, Monica Bettis. The course covered a variety of self-help strategies to help students change their thinking and perspective about their lives, communication and relationships. It helped the students to see that the choices they make and their behaviors do have consequences not only on others, but on themselves and their quality of life.

In October, the students had the opportunity to participate in an all day Art Workshop in collaboration with Studio Place Arts. Sue Higby, the director of SPA, contacted CHSVT about painting a mural on the front window of the gallery for “Scary Barre”. “Scary Barre” was an event that many local businesses participated in, by letting local students paint Halloween themed murals on their windows. The students and a local artist, Rachael Rice, designed a theme and then painted a beautiful mural across the entire front window of the gallery. The workshop and mural were a great success, and were featured in the Times Argus.

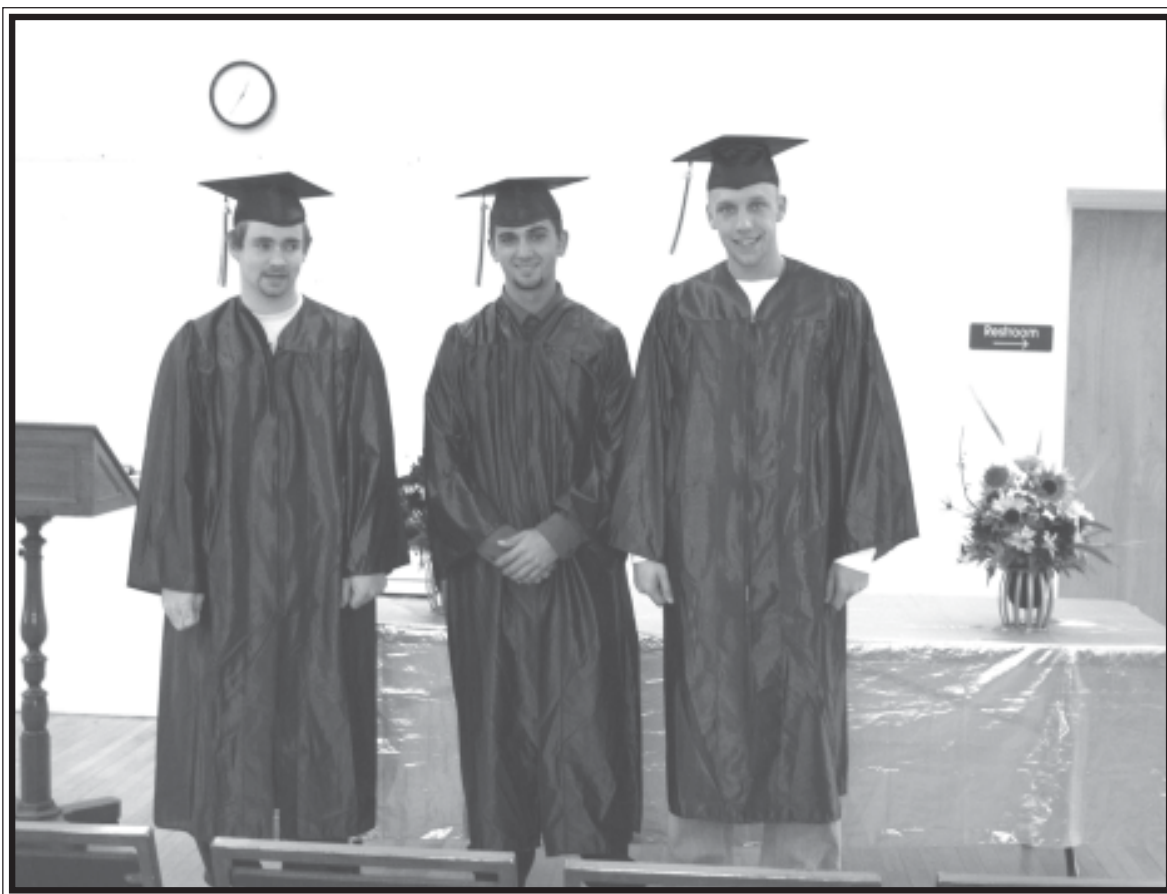
This spring, we offered a three class seminar on Healthy Relationships that was hosted by Meg Kuhner and Steve McArthur. It touched on several important and sensitive subjects such as verbal and physical abuse, rape and appropriate communication. It provided the students with some real life examples and statistics that showed the students that this behavior is all too common and some strategies to prevent and escape these negative actions and cycles of abuse.

In last year’s report, we noted that we were eagerly awaiting the opening of a new residential program, The Return House. The Return House opened in late fall and has successfully accepted several of our students into their program. It has been in operation for almost a year now, and has been a valuable resource to the community and school. Return House’s director, Kristen Ironside, joined our Advisory Board in the winter and has been a welcome and thoughtful addition. We look forward to continuing our work with The Return House, and Kristen.

Our Advisory Board had some additional changes this year. In addition to welcoming Kristen Ironside to our board we also had to say goodbye to longtime member Monica Bettis. Although not a permanent goodbye, she will be missed. With her departure we welcomed several new members, Rob Farrell, a Youth Service Coordinator for transition age in-custody youth for Washington County Mental Health and Claudine LaRoche and Laurie Greenwood both transition counselors for in-school youth at Voc Rehab. We look forward to their presence and input in the coming year. Along with our new board members we welcomed a new student representative, Melinda Pike, who volunteered to join the Board. Several of our Board members helped organize and contributed to the success of our two graduation ceremonies this year. Herb Hatch played the processional at our October 2006 graduation, and Cindy Donlon, co-principal at Spaulding High School, took over as Master of Ceremonies in our April 2007 ceremony.

We had a total of eight graduates participate in our October and April graduations. They were: Patrick Asplund, Phillip Belleville, Michael Bruce, David Brunell, Molly Farr, Mindy Garneau, Michael Longchamp and Heather Osterberg. We continued our practice of recognizing a community member or organization for their outstanding service to the school and students. Merry Kay Shernock, a Probation Officer here in Barre, was recognized at our fall graduation, and Andrea Gould, VSAC counselor and board member, was recognized for her outstanding contribution in our spring ceremony. A new addition to our graduation was the Spaulding Jazz band, who attended and played not only the processional and recessional at our April Graduation, but entertained us with some jazz selections before the ceremony. We hope that they will continue to be a part of our future graduation ceremonies. As a special treat this year, both of our graduation ceremonies were featured on the evening WCAX news.

On a final note, Gene Rembisz has begun the planning and preparations for a Career Resource and Transition Center here at the Barre Community Campus. Along with offering Work Search and Work Readiness, the CRTC will offer courses such as Habits of Mind and Money Smart. The Barre Team is looking forward to the upcoming year and all the new and exciting possibilities it brings.



Graduation at the Barre Probation & Parole Campus

BARRE P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1066.40	102.60	1169.00
Mathematics	292.90	25.00	317.90
Science	875.90	12.50	888.40
Social Studies	829.30	87.10	916.40
The Arts	308.00	41.30	349.30
Health Education	229.50	39.00	268.50
Family & Career Education	805.00	255.70	1060.70
Computer Studies	182.00	29.60	211.60
Guidance	0.00	44.00	44.00
Independent Study	213.80	30.10	243.90

TOTAL CLASSROOM HOURS 4,802.80
TOTAL OFFICE HOURS 666.90
GRAND TOTAL ALL HOURS 5,469.70

TOTAL INDIVIDUAL STUDENTS 163
STUDENT ASSESSMENTS COMPLETED 17
COMPLETED PROFICIENCY REQUIREMENT 7
STUDENTS ON INDIVIDUAL GRAD PLANS 12
HIGH SCHOOL CREDITS ISSUED 85
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0



Barre Probation & Parole Campus Art Class - "Scary Barre" Mural

BENNINGTON COMMUNITY CAMPUS

A major event this year was having to move from the old state office building to new temporary office buildings. Though the current space isn't as nice as the old one, it functions well. The students adapted fine making the transition a smooth one.

There were six students who graduated from Bennington over the past year. We experienced a fluctuation in our attendance over the year, but now seem to be on the up swing averaging seven students attending on a daily basis.

In an effort to help students increase their self-respect and respect for other, I periodically run an adventure program. Through project adventure activities and outdoor adventure activities, participants will improve their levels of trust, communication and teamwork. This program also improves student work in the classroom, as it helps to create a safe environment for learning.



Bennington Probation & Parole Campus Graduation

**BENNINGTON P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	579.00	306.00	885.00
Mathematics	467.00	122.50	589.50
Science	544.00	167.00	711.00
Social Studies	693.00	97.00	790.00
The Arts	476.00	18.00	494.00
Health Education	731.00	116.00	847.00
Family & Career Education	22.00	6.00	28.00
Computer Studies	6.00	6.00	12.00

TOTAL CLASSROOM HOURS 3,585.00
TOTAL OFFICE HOURS 894.50
GRAND TOTAL ALL HOURS 4,479.50

TOTAL INDIVIDUAL STUDENTS 27
STUDENT ASSESSMENTS COMPLETED 3
COMPLETED PROFICIENCY REQUIREMENT 24
STUDENT ON INDIVIDUAL GRAD PLAN 0
HIGH SCHOOL CREDITS ISSUED 30
IN-HOUSE TRADES CERTIFIED 1
INDUSTRY APPROVED TRADES 1



Bennington Probation & Parole Campus Graduation

BRATTLEBORO COMMUNITY CAMPUS

With graduation ceremonies in June, ten students participated in graduation, completing their high school careers and walking confidently into the future. Before the ceremony, they were told to be proud, to have dignity and to walk tall to their graduation.

In September, 2006, 18 students began the semester at the Brattleboro campus. Of these original students, four graduated in June, with the remaining six enrolling after October, 2006. During the fiscal year we delivered over 8,000 hours of instruction to 31 students, and issued 89 credits. Our student population consisted of youth under DOC supervision, community students and those in SRS custody.

Visitations during the school year included the NEASC accreditation team and the CHSVT State Advisory Board.

In July, there was a school-wide field trip to Boston, including a musket demonstration at the National Heritage Museum in Lexington, the Freedom Trail, USS Constitution and Faneuil Hall. Dinner was enjoyed in the North End. No British soldiers were spotted.

The annual Brattleboro CHSVT Holiday Banquet was held in November. The extended family of the school (alumni, family, friends, current students, adjuncts, Advisory Board, and staff) attended. Turkey, ham and all the trimmings were served. This annual event serves to remind us that the Brattleboro CHSVT site is a part of the larger Brattleboro community.

Other annual events included summer trips to the Townshend Dam and a day on the Connecticut River, where the pontoon boat died, and its occupants were stranded on the river for 2 ½ hours.

The CHSVT men's basketball team won the Division II Championship in the Brattleboro Recreation League, this March, in an exciting come-from-behind victory over their closest rival. A month later, the Brattleboro Police Department and a team made up of CHSVT students played a friendly game of basketball to improve relations and communications between the police and local youth.

In March, Tod Lessard began teaching and special education duties at the Brattleboro site. Tod splits his time between Brattleboro and the Springfield facility and will manage special education at the site, as well as sharing the teaching load. His presence will add to the curriculum offerings and organizational and philosophic directions of the Brattleboro site.

The year has provided our students with diverse learning and individual growth experiences. As we move into the future, students will be encouraged to develop their pride, dignity and bearing. Personal responsibility and academic achievement go hand-in-hand at the Brattleboro site of CHSVT.

BRATTLEBORO P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1829.8	78.6	1908.4
Mathematics	826.7	1	827.7
Science	777.9	118.3	896.2
Social Studies	1324.4	23	1347.4
The Arts	452.9	30.8	483.7
Health Education	701	336.6	1037.6
Family & Career Education	45.5	7.1	52.6
Trades Education	321.1	24.5	345.6
Computer Studies	629.6	6.8	636.4
Guidance	0	16	16
Independent Study	18	0	18

TOTAL CLASSROOM HOURS 6,926.9
TOTAL OFFICE HOURS 642.7
GRAND TOTAL ALL HOURS 7,569.6

TOTAL INDIVIDUAL STUDENTS 110
STUDENT ASSESSMENTS COMPLETED 50
COMPLETED PROFICIENCY REQUIREMENT 10
STUDENTS ON INDIVIDUAL GRAD PLANS 34
HIGH SCHOOL CREDITS ISSUED 89
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0

BURLINGTON COMMUNITY CAMPUS

As you read the following paragraphs we think it will become quite clear that it has been yet another busy school year here at the Burlington Probation and Parole community campus of the Community High School of Vermont. While our existing programs continue to expand, we also continue to develop new programs and offer increasing variety in our curriculum.

For example, students participating in workforce development had the opportunity to work with different partners and community members this year. Educational Counselors from VSAC visited the classroom to discuss career, education and financial aid concerns. During a field trip to the new VSAC Resource Center, students met additional staff, asked questions and learned about the books, videos, audio tapes and professional and personal development materials that are free and available.

Four UVM students from the graduate program in counseling lead a two day workshop focusing on pre-employment skills. Students were introduced to the staff at Vocational Rehabilitation and VABIR and learned about the program and services that they provide to individuals looking for jobs and careers. Micro Business Development Program personnel met with students to explain their program and how they could help any student interested in learning how to start their own Micro Business.

Students visited the local Department of Labor office to learn about the apprentice program, on the job training and the youth development program. And in the classroom students worked on resume writing, job searching skills, writing cover letters and thank-you notes. The class learned about and discussed issues such as work ethics, customer service skills and workplace harassment. Students learned to prepare for interviews, present themselves and practiced with videotaped mock interviews.

During our third quarter, CHSVT partnered with UVM and Vermont Campaign to End Childhood Hunger for another Cooking for Life class. During this six week interactive program, students learned about food safety, types of healthy foods, exercise benefits, personal shopping and finances, meal planning and safe food storage. Under the tutelage of a Vermont Culinary Institute chef, students prepared a delicious meal each week.

Weekly mountain biking provides our students with an outlet for their abundant energy and as well as a healthy lifestyle choice. And this past winter we added weekly forays to Catamount Outdoor Center for traditional and freestyle cross-country skiing and sledding. We have gone on several local hikes, including Mt. Philo, and even spent an afternoon snowboarding at Smugglers' Notch.

A very popular addition to our curriculum is our involvement with Burlington's Firehouse Gallery. Community High School of Vermont serves students for whom school has been a less than positive experience. Participating in the Firehouse Art Gallery's "See, Think, Do" programs and our many visits to the clay studio have helped reverse that trend. From helping students learn to interpret contemporary works of art to instructing students in various art forms, such as collage, abstract acrylic painting and pottery, the Firehouse Art Gallery's passionate, knowledgeable and understanding staff

worked with us to provide our students with some of the most meaningful, positive experiences of their academic careers. Our students have gained artistic insight and produced wonderful works of art. They have taken a great deal of pride in their creations and they have enjoyed teaching others their new-found skills.

To see our students' smiles as they master a new skill or bring a collage or painting or piece of pottery to completion is to see the power of success and transformation at work. That success has been placed on display in two separate showings: One in our very own Burlington Probation and Parole office; the other right inside Burlington City Hall's Metropolitan Art Gallery. Promotions for both exhibits were included in the Kasini House Art Gallery's monthly First Friday Art Walk publication, while the Metropolitan exhibit was part of July's First Friday Art Walk Tour.

Finally, we enjoyed a very nice graduation ceremony in February, during which 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. Students who finished their graduation requirements in June will share a similar experience July 19th. We look forward to another year of success!

Faithfully submitted by Debbie Jaimes, Nicole Marabella and Daniel King.

BURLINGTON P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	1434.3	437.5	1871.8
Mathematics	1134.8	135.7	1270.5
Science	739.7	283.8	1023.5
Social Studies	151.5	1130	978.5
The Arts	425.7	110.6	536.3
Health Education	151.9	74.1	226
Family & Career Education	1001.9	480.3	1482.2
Computer Studies	280	95.1	375.1
Guidance	0	200.9	200.9
Assessments	0	20.8	20.8
Independent Study	0	7	7

TOTAL CLASSROOM HOURS 5,016.80
TOTAL OFFICE HOURS 2,975.80
GRAND TOTAL ALL HOURS 7992.60

TOTAL INDIVIDUAL STUDENTS 124
STUDENT ASSESSMENTS COMPLETED 12
COMPLETED PROFICIENCY REQUIREMENT 7
STUDENTS ON INDIVIDUAL GRAD PLANS 8
HIGH SCHOOL CREDITS ISSUED 82
IN-HOUSE TRADES CERTIFIED 10
INDUSTRY APPROVED TRADES 2

RUTLAND COMMUNITY CAMPUS

Kathi Cassidy

In July 2006, the Rutland Community Campus hosted a graduation ceremony for six proud graduates, and in a few short weeks the graduating class of 2007 will march to “Pomp and Circumstance” to receive their high school diplomas. CHSVT students at the Rutland campus have benefited from some exciting new opportunities throughout the year.

A most exciting collaboration with the Department of Labor has taken place this spring at the Rutland community campus. Students have had the privilege of participating in mock job interviews, where they were video-taped, and later critiqued as they viewed the video. Students were interviewed by Jim Dorsey, Rutland Lead Disability Program Navigator and Kathy Henry, Disability Program Navigator. Lisa McCarthy, Disability Program Navigator recorded the interviews. Each student also registered in the DOL database to aid in their job searches. Most students commented that this was the most intensive interview they have had, and they all reported that it was a beneficial exercise.

This summer the Rutland Campus is hosting a Nurturing Fathers Program, led by Deborah Hall of Prevent Child Abuse Vermont. Many of the young men involved are taking the course even though they don’t need the credit. One father-to-be, who will be graduating this July, is extending his high school experience just to take part in this educational program that will continue through the summer months.

Five of our students have registered to vote at the Rutland Town Clerk’s Office, while classmates looked on. This “field trip” has now become a tradition, as each student celebrates his or her eighteenth birthday; the class accompanies that student to register as a voter. The classroom has hosted many lively political debates, and students have been looking forward to making their voice count in the local, state and national political arena.

Last fall, students brought their science class on the road, as they hiked through local forests and visited local natural learning centers. These visits included the Vermont Institute of Natural Science at

UVM in the fall. These professionals bring years of experience and varied perspectives that have enriched the students’ academic experiences.

The Rutland Campus of the Community High School of Vermont looks forward to another inspiring year of helping our students achieve academic success and social reintegration.

**RUTLAND P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	682.6	829.2	1,511.8
Mathematics	574.0	569.2	1,143.2
Science	220.4	275.2	495.6
Social Studies	800.5	590.3	1,390.8
The Arts	300.9	127.9	428.8
Health Education	754.9	405.8	1,160.7
Family & Career Education	235.2	200.1	435.3
Computer Studies	99.0	234.9	333.9
Guidance	0	19.3	19.3

TOTAL CLASSROOM HOURS 5,016.8

TOTAL OFFICE HOURS 2,975.8

GRAND TOTAL ALL HOURS 7,992.6

TOTAL INDIVIDUAL STUDENTS 78

STUDENT ASSESSMENTS COMPLETED 10

COMPLETED PROFICIENCY REQUIREMENT 12

STUDENTS ON INDIVIDUAL GRAD PLANS 12

HIGH SCHOOL CREDITS ISSUED 65

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0



Rutland Probation & Parole Campus Teacher, Kathi Cassidy and Student

ST. ALBANS COMMUNITY CAMPUS

Things have been going very well at the St. Albans Probation and Parole campus. We successfully completed our first full year running a trimester schedule. We utilized more community resources and we were able to give back to the community as well. We had numerous graduates, and a few of those went on to pursue further education at a post secondary institution, in trades or certification program, or the armed services. We have also had a few students transfer back to their sending school to graduate after earning credits at CHSVT. We have also continued our strong relationship between the Community High School of Vermont and the Probation and Parole office.

Running a trimester schedule has been quite beneficial to both the student body and the Community High School of Vermont. Students enroll in classes on a sixteen-week cycle instead of a twelve-week cycle with a quarterly schedule. The sixteen-week cycle allows students more time to earn partial credit when entering a class after the trimester has begun.

The final trimester of the year the site was able to offer a full day of classes, running from 9:00am until 2:00 or 3:00 in the afternoon. This was accomplished with the use of two adjunct faculty members, a computer instructor through Vermont Associates and Americorps, and a health instructor from Planned Parenthood of Northern New England. We were also able to obtain the services of the Community Justice Center to run a women's leadership class.

In addition to utilizing more community resources, the site has also given back to the community. During the first two trimesters of the year we conducted a quilting class. The students created quilts from start to finish. When each quilt was finished, it was donated to a charity of the classes' choice. We donated two quilts to The Ronald McDonald House in Burlington, one quilt to the Family Center in St. Albans and one quilt to the Children's Miracle Network. A long-term goal would be to run this course at least once per year.

The site worked with the staff in the Probation and Parole office to maintain a diligent focus on mandated students. We are currently working on getting all high-risk offenders under the age of twenty-two without a diploma enrolled in the school. This is a fairly new initiative that we have started here, and it has been met with what appears to be initial success. All but two high risk offenders under twenty-two without a diploma were either currently enrolled in a diploma program, or scheduled to graduate. One has enrolled in the school as a result of this initiative, and another is in the process of sentencing where the case worker will request it become a condition of probation. The school is not seen as a tool for the Probation and Parole office. Instead it is seen a division of the office.

The site ended the year by filling the vacancy created when Tom O'Toole stepped down from his post. I look forward to having a special educator on staff again. Looking ahead to next fiscal year, I see more good news. We are able to continue with a full day of classes. Student enrollment is steadily increasing. The site is participating in a pilot program for a MOUS trade certificate in computers and technology. Life is good at SAPP.

ST. ALBANS P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	702.0	49.6	751.6
Mathematics	302.0	18.0	320.0
Science	485.3	11.5	496.8
Social Studies	749.6	31.1	780.7
The Arts	316.5	19.8	336.3
Health Education	26.0	0.0	26.0
Family & Career Education	2.0	11.0	13.0
Computer Studies	292.5	15.0	307.5
Guidance	0	1.5	1.5

TOTAL CLASSROOM HOURS 2,875.90

TOTAL OFFICE HOURS 157.50

GRAND TOTAL ALL HOURS 3,033.40

TOTAL INDIVIDUAL STUDENTS 43

STUDENT ASSESSMENTS COMPLETED 11

COMPLETED PROFICIENCY REQUIREMENT 11

STUDENTS ON INDIVIDUAL GRAD PLANS 22

HIGH SCHOOL CREDITS ISSUED 111

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

ST. JOHNSBURY COMMUNITY CAMPUS

The Community High School of Vermont's community campus at the St. Johnsbury Probation & Parole office in downtown St. Johnsbury continued to build relationships with area organizations to provide a wide range of learning opportunities for students. Students participated in activities provided by the Vermont Department of Labor, The Vermont Department of Vocational Rehabilitation, Northeast Kingdom Community Action's Parent Child Center, The Athenaeum and The Fairbanks Museum. We are grateful for the support and assistance, as this is what makes our campus truly a "community" high school.

Throughout the year, we provided educational activities for 27 individuals, 17 of whom were under the age of 22. Five students completed all of the requirements for graduation and two others earned their GEDs. Currently, one graduate is attending Community College of Vermont and another is set to begin at Vermont Technical College in the fall.

In addition to providing educational opportunities, we work closely with our students, both prior to graduation and after they graduate, to assist them in securing and retaining employment. Currently, of the 27 individuals who attended school here this year, we know that 12 of them are employed full-time. Offering a flexible school schedule to accommodate the needs of working students has been important in supporting them in their efforts to finish high school.

Our school was very fortunate this year to have both State Senators M. Jane Kitchell and George Coppenrath agree to serve on our Local Advisory Board (LAB). The LAB in St. Johnsbury is unique in that it supports the efforts of our school at three distinct locations here in St. Johnsbury: The Caledonia County Work Camp, The Northeast Regional Correctional Facility and the Probation & Parole Office "street" school. We all benefit from the efforts of our LAB, which is chaired by retired educator Dick Fraser, and we appreciate the time and energy that all of our board members give to our school. Additionally, we are fortunate to have Zachary Rhodes, a retired attorney, continue to volunteer as an adjunct instructor at our campus. His many years of dedication and commitment to our students is inspiring.

One graduate, Matt Peirce, wrote the following lines as part of an essay and he agreed to let us share it with the public. In many ways, his words reflect back to us what it means to be a part of this organization and this statewide effort. Matt wrote:

Since being released from prison on March 5, 2007, I have graduated from Community High School of Vermont (CHSVT), enrolled in college at CCV in St. Johnsbury, Vermont, held my job, and put my life back on the right track. Graduating from high school is something that I never thought would happen. It just seemed that it would never end. Since I have changed my lifestyle to an optimistic nature, I have accomplished this, plus gone the extra step to college. I am so proud of my accomplishments and believe I can set goals for my future and conquer them.

**ST. JOHNSBURY P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	189.5	108.5	298.0
Mathematics	178.3	86.0	264.3
Science	91.0	101.0	192.0
Social Studies	268.0	55.5	323.5
The Arts	24.0	18.3	42.3
Health Education	10.0	13.5	23.5
Family & Career Education	4.0	51.0	55.0
Computer Studies	46.6	44.4	91.0
Guidance	0	28.5	28.5
Assessments	0	33.5	33.5

TOTAL CLASSROOM HOURS 811.40
TOTAL OFFICE HOURS 540.20
GRAND TOTAL ALL HOURS 1,351.60

TOTAL INDIVIDUAL STUDENTS 52
STUDENT ASSESSMENTS COMPLETED 52
COMPLETED PROFICIENCY REQUIREMENTS 10
STUDENTS ON INDIVIDUAL GRAD PLANS 8
HIGH SCHOOL CREDITS ISSUED 34
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0



St. Johnsbury Probation & Parole Campus Graduation

WHITE RIVER COMMUNITY CAMPUS

This has been a year of growth and change at the White River Community Campus.

In October, our site acquired a new teaching team member when Julie Locke joined the site as a Special Education Instructor. Since she joined the team, consultation and collaboration around special education has increased and students are able to access more individualized instruction.

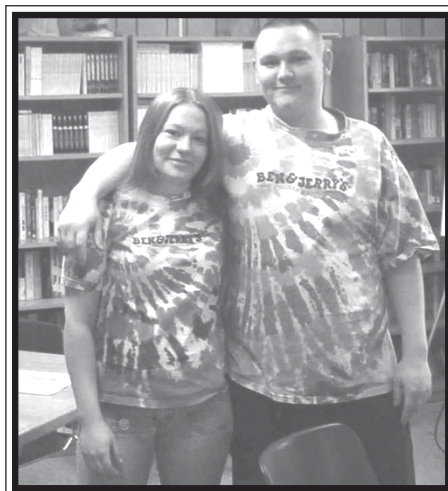
We were fortunate to have Barb Drufovka, certified Science and Social Studies teacher from Woodstock High School, as an adjunct instructor. Barb taught US History and Physical Science focusing on matter & energy.

The students planted a garden, as part of a science class, which produced enough produce so we could share. Some of the vegetables they grew were cucumbers, tomatoes, Mesculun, and peppers. We have planted the garden again this spring adding new plants such as acorn squash, herbs and pumpkins.

Nature Journals became an addition to our classes. After making our own journals, you could often find us outdoors drawing the changes in our own special spots of nature. It was very interesting to document the changes as the seasons came and went. We also documented sounds.

Community relationships were broadened when the campus hosted a CHSVT informational open house. The teaching team, CHSVT administrators, and White River P & P Supervisors shared slide shows, work samples, school facts and information with local school administrators, the district court judge, the state's attorney, case workers from the Department of Path and Department of Labor and other community members.

As a result, student enrollment has increased from one student last summer to the nine students attending classes each week. Several of the current students are almost ready for graduation. We are looking forward to a good year.



April and Brian Sanville

**WHITE RIVER P & P
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	140.5	153.8	294.3
Science	165.3	296.5	461.8
Social Studies	231.7	283.1	514.8
Health Education	13.5	40.1	53.6
Family & Career Education	3.0	16.8	19.8
Computer Studies	42.5	153.2	195.7
Guidance	0	1.7	1.7
Assessments	0	6.6	6.6

TOTAL CLASSROOM HOURS 596.50

TOTAL OFFICE HOURS 951.80

GRAND TOTAL ALL HOURS 1,548.30

TOTAL INDIVIDUAL STUDENTS 97

STUDENT ASSESSMENTS COMPLETED 52

COMPLETED PROFICIENCY REQUIREMENT 2

STUDENTS ON INDIVIDUAL GRAD PLANS 4

HIGH SCHOOL CREDITS ISSUED 16

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0



Josh Labrecque studying hard

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

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

Albert Einstein

In the summer of 2006, our team of three became of team of two members for most of the year. Tod Lessard moved to the Bennington and Springfield campuses. Our team and our students have sorely missed Tod. The other campuses gain has certainly been our loss. This spring, Wilhelmina Picard joined us part-time as the Regional Special Educator. We look forward to having her expertise enhance the student outcomes at CRCF.

We developed some new opportunities for the students. For the first time, we offered Serv-Safe, the restaurant industry certification for food safety. This was well received and many students have earned their certifications and work both in and out of the facility in the food industry. Suzi Wizowaty joined us again for a poetry series sponsored by the Vermont Humanities Council. As always, this was well attended. We look forward to our continuing partnership with the Council. Karen Dawson continued her role as an adjunct art teacher. She continues to advocate and showcase our students' art work in the community. We also entered into a partnership with Department of Labor. Kathy Henry, Disability Program Navigator, came in once a week and provided a transition to work class for our students. She provided invaluable expertise in the world of workplace readiness that covered bonding, resumes, and other practical tools. When those students enter the community, they will have a seamless transition in order to gain employment.

Mary and John were very active in the school-wide initiative to address the standards that our school is going to address through the NEASC approval process. Both teachers serve on the Local Standards Board for the school. In addition, Mary serves on the Ad Hoc Reading Study Group and Assessment committee. They are also active members of the Local Educational Advisory Board. Mary also received recognition as a “High Performing Employee” by Commissioner Hoffman and Governor Douglas for her work on the Local Standards Board.

Overall, we had a year in somewhat flux; yet, it was productive. We awarded many credits and five high school diplomas. We initiated some new learning opportunities. We developed and maintained some meaningful community partnerships. Finally, Mary's involvement in action plans and professional development demanded a lot of time away from the school; but John kept the campus humming with his tireless commitment to the students.

**CHITTENDEN REGIONAL CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	755.5	297.0	1,052.5
Mathematics	883.5	134.0	1,017.5
Science	70.0	36.3	106.3
Social Studies	4,168.0	106.0	4,274.0
The Arts	712.0	182.5	894.5
Health Education	11.0	45.0	56.0
Family & Career Education	303.7	116.3	420.0
Computer Studies	231.8	171.2	403.0
Guidance	0	36.0	36.0
Co/Ex Curricula	0	100.0	100.0
Assessments	0	6.5	6.5

TOTAL CLASSROOM HOURS 7,135.50

TOTAL OFFICE HOURS 1,230.80

GRAND TOTAL ALL HOURS 8,366.30

TOTAL INDIVIDUAL STUDENTS 379

STUDENT ASSESSMENTS COMPLETED 431

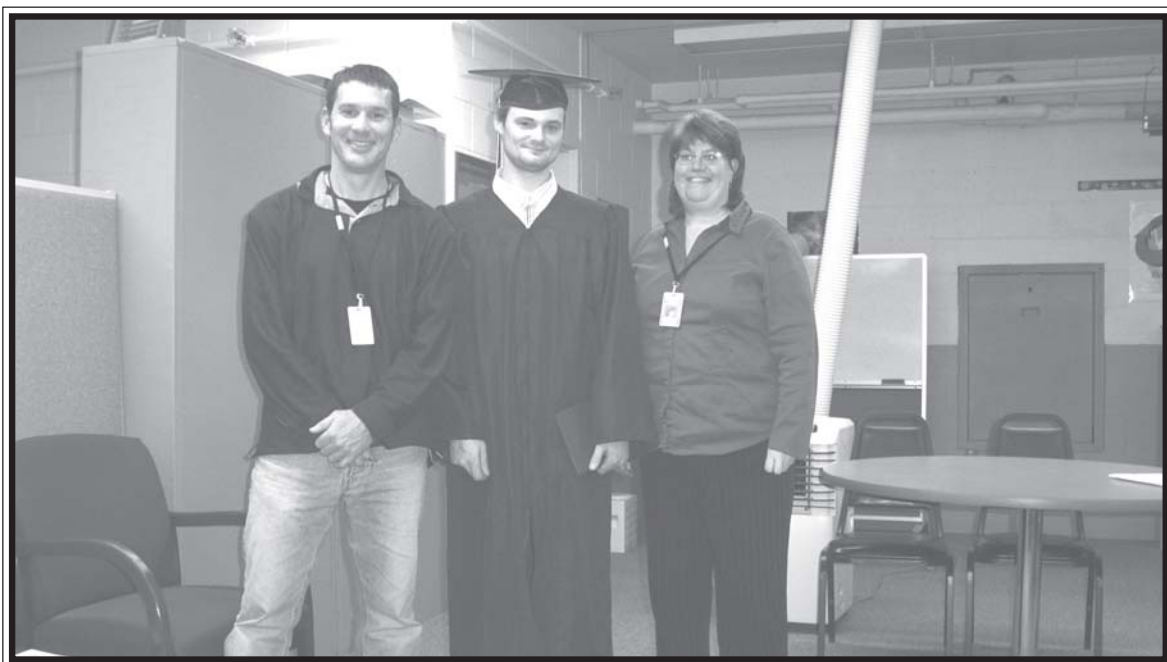
COMPLETED PROFICIENCY REQUIREMENT 14

STUDENTS ON INDIVIDUAL GRAD PLANS 46

HIGH SCHOOL CREDITS ISSUED 135

IN-HOUSE TRADES CERTIFIED 43

INDUSTRY APPROVED TRADES 10



Graduation at the Chittenden Regional Correctional Facility Campus

CALEDONIA COMMUNITY WORK CAMP

This has been a year of focusing on mission statements. Mission statements guide everyday actions at CHSVT. At the Caledonia Community Work Camp (CCWC), the mission is to engage in partnerships with surrounding communities so that offenders can do restorative work in those communities as they make reparation for their crimes. To that end, CCWC offers a broad curriculum that emphasizes a special concern about the kinds of people our students are becoming and about the kinds of work they can do when they graduate.

Art Education classes, through violin playing and knitting provide many opportunities to teach students to become comfortable with change and improvisation face new challenges and learn to be more flexible. In Art Education, we strive for learning through listening, seeing and doing, while having a relaxing, fun-filled, hands-on, creative educational experience that teaches manual dexterity and observational skills.

Basic Reading classes are offered to our students who have not yet learned to read. Reading difficulties can have a severe impact on every facet of an individual's life and can complicate a student's incarceration experiences. For example, some of our students have never read a book before joining one of these classes, some had to order food at restaurants from memory because they could not read menus, some are not be able to read directions or road signs and some are not able to read stories to their children during visitation. Through a diagnostic, prescriptive approach, CCWC students receive instruction in reading that is targeted to their individual needs.

Since our students work in the community on supervised crews, our Work Service Learning classes blend work experience with academic, social and vocational components. In these classes, students discuss the interpersonal, communications, problems solving and planning aspects of their community work experiences as a way of improving decision-making and awareness of surroundings, actions and self.

Through the Computer classes, students learn to focus and think clearly while on the keyboard using a word processor to create text. The Basic Computer class introduces beginners to Microsoft Windows and the Keyboarding class helps students learn the correct way to tab. The daily open lab time offers our students leisure time to write letters to their families or friends.

In Astronomy class, students tour the Universe, from the planets, to our nearest star (the sun), to the distance stars and galaxies. Students learn about the early discoveries that led to our present understanding of the Universe. A highlight of this class is the scale model of the solar system students build in downtown St. Johnsbury. The grapefruit-sized sun is placed in front of the Fairbanks Museum and Planetarium. Pluto, now considered to be only a "minor planet," is a poppy seed over half a mile away.

At CCWC, we believe that our approach to education reflects our campus mission statement by contributing to a humane environment in which many students diligently pursue educational goals which help them succeed academically, socially and emotionally in the communities they enter upon release.

**CALEDONIA COMMUNITY WORK CAMP
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	348.4	8.1	356.5
Mathematics	174.0	0	174.0
Science	(1,086.0)	1,362.0	276.0
Social Studies	389.0	40.0	429.0
The Arts	554.0	7.0	561.0
Health Education	115.0	14.0	129.0
Family & Career Education	2,116.3	112.2	2,228.5
Trades Education	0	5.0	5.0
Computer Studies	636.0	457.0	1,093.0
Guidance	0	10.0	10.0
Assessments	0	24.0	24.0
Support Services 1	160.0	15.6	175.6
Independent Study	446.0	62.0	508.0

TOTAL CLASSROOM HOURS 3,852.70

TOTAL OFFICE HOURS 2,116.90

GRAND TOTAL ALL HOURS 5,969.60

TOTAL INDIVIDUAL STUDENTS 181

STUDENT ASSESSMENTS COMPLETED 23

COMPLETED PROFICIENCY REQUIREMENT 12

STUDENTS ON INDIVIDUAL GRAD PLANS 8

HIGH SCHOOL CREDITS ISSUED 148

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0

MARBLE VALLEY REGIONAL CORRECTIONAL FACILITY

During the 2006-2007 school year, the CHSVT staff at Marble Valley provided education for 653 students. Students registered with the Selective Service and students registered to vote or filed a change of address card registering in their new town of residence. The staff helped 13 students prepare 2006 Federal and State tax returns.

Students earning a high School Diploma:

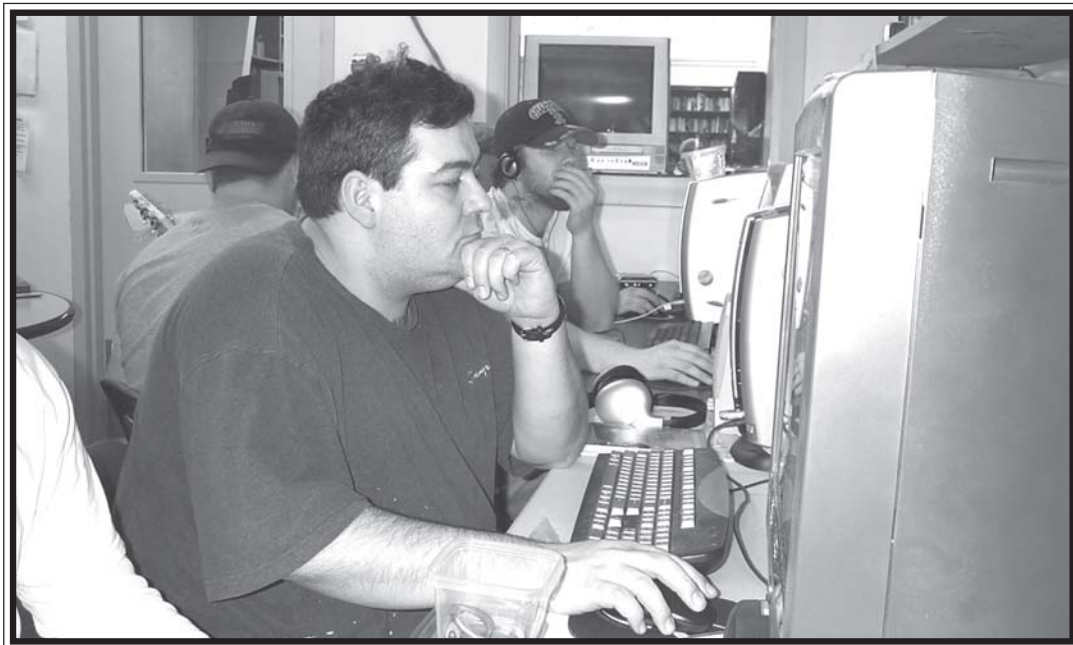
Matthew J. Williams
Jordon M. Keagy
Dana A. Bortell
Steven L. Radcliffe
Brian Smith
Troy Barnes—attended college after graduation
Robert Van Driel
Nicholas Buckalew
Douglas Kramer

Students completing the GED requirements:

David E. Mears
Jason M. Davis
Nicholas Buckalew
Robert Van Driel
Benjamin Payne
Nicholas Lizotte—continuing to earn his high school diploma

The teaching staff at Marble Valley offered a diversified program this past year. The recruitment of several adjunct faculty members allowed for chair caning, writing, parenting, music production, food safety and art to be offered in addition to the traditional academic program.

Six students successfully completed the National Restaurant Association ServSafe course earning a five year certification which is recognized by most local, state, and national jurisdictions.



Music Production Class at the Marble Valley Regional Correctional Facility in Rutland

**MARBLE VALLEY REGIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	552.5	589.0	1,141.5
Mathematics	334.5	273.0	607.5
Science	228.0	164.5	392.5
Social Studies	3,464.0	1,102.5	4,566.5
The Arts	1,600.0	814.0	2,414.0
Health Education	333.0	58.5	391.5
Family & Career Education	888.0	1,037.5	1,925.5
Business Education	0	16.0	16.0
Computer Studies	139.0	273.0	412.0
Guidance	0	328.9	328.9
Co/Ex Curricula	0	843.1	843.1
Assessments	0	149.0	149.0

TOTAL CLASSROOM HOURS 7,539.00

TOTAL OFFICE HOURS 5,649.00

GRAND TOTAL ALL HOURS 13,188.00

TOTAL INDIVIDUAL STUDENTS 653

STUDENT ASSESSMENTS COMPLETED 139

COMPLETED PROFICIENCY REQUIREMENT 6

STUDENTS ON INDIVIDUAL GRAD PLANS 28

HIGH SCHOOL CREDITS ISSUED 145

IN-HOUSE TRADES CERTIFIED 1

INDUSTRY APPROVED TRADES 1



Marble Valley Regional Correctonal Facility Music Class

NORTHEAST REGIONAL CORRECTIONAL FACILITY

The education staff is proud to have had nine students earn their high school diplomas and seven students their General Educational Development Certificates at our campus this year. We were also pleased to have a Lyndon State College television crew tape our April graduation and air an excellent segment on it on their evening news.

One of our students, Jeffrey B. Bronson, was a co-recipient of the CHSVT Beryle Gardner Award. Jeffrey was a student who came to CHSVT without any prior high school credits. With plenty of hard work and determination, he earned his high school diploma. He also worked as our library aide and served as the student representative on the Barre Advisory Board.

We hosted two presenters from the Vermont Humanities Council's Speakers Bureau. Helene Lang gave a living history performance entitled "Dorothy Canfield Fisher: A Vermonter for the World". She showcased the life works of author Dorothy Canfield Fisher. Our students sat spellbound as Helene gave her flawless presentation.

Gregory Sharrow presented his "Vermont of Many Cultures". Our students really came alive with great input and observations when slides of their hometowns were shown and discussed. Greg stressed that it was the skilled laborers that came from a wide variety of countries who built this state. Since we have had racial and urban/rural problems in this jail, we hope this helped those who attended to better understand and appreciate the diversity in which we all live.

We were one of two campuses that participated in the RM Math Framework Edition Software and Digital Interactive Whiteboard Hardware pilot project for CHSVT. RM Math Framework Edition is a whole-class teaching system which utilizes digital interactive whiteboard technology to deliver a dynamic, highly visual and standards-aligned math curriculum. The pilot project found that the software would be beneficial to all campuses because all campuses offer at least one math course and that students benefited from the use of the digital interactive whiteboards in the classroom. We look forward to continuing to use this technology with our students.

Colleen Lariviere, one of our adjuncts who has taught computer classes for us since 2001, was so motivated by her experience here that she enrolled in the Community College of VT. She recently earned her Associates of Applied Science degree in Website Design and Management and is now just a few credits away from her Associates in Graphic Design. Colleen's GPA was 3.972!

It is with sadness that we have had other professionals leave us this year as they moved along in their careers. Diana Chapman, our special educator, moved on as did Delsie Gandia-Fabian who has taught Spanish and computers to our students since 1999, Michael Mooney who has taught Blueprint Reading and Architectural Design since 2002 and Joyce Marcotte who has been our Adult Diploma assessor for many years. All of these fine individuals have shared their knowledge and enthusiasm and enriched the lives of our students.

We are happy to welcome Julie Kuk as our new Regional Special Educator. We look forward to working with her and discovering the special talents she brings to this position and to our students.

**NORTHEAST REGIONAL CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	476.4	639.9	1,116.3
Mathematics	1,365.1	158.5	1,523.6
Science	1,066.3	218.5	1,284.8
Social Studies	3,420.2	294.6	3,714.8
The Arts	1,619.4	147.1	1,766.5
Second Language	310.0	40.3	350.3
Health Education	1,041.0	170.5	1,211.5
Family & Career Education	1,423.7	69.4	1,493.1
Computer Studies	1,137.5	1,151.5	2,289.0
Guidance	0	43.6	43.6
Assessments	46.0	134.6	180.6
Independent Study	74.0	37.6	111.6

TOTAL CLASSROOM HOURS 11,979.60

TOTAL OFFICE HOURS 3,106.10

GRAND TOTAL ALL HOURS 15,085.70

TOTAL INDIVIDUAL STUDENTS 359

STUDENT ASSESSMENTS COMPLETED 311

COMPLETED PROFICIENCY REQUIREMENT 16

STUDENTS ON INDIVIDUAL GRAD PLANS 56

HIGH SCHOOL CREDITS ISSUED 335

IN-HOUSE TRADES CERTIFIED 0

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



Green House At Northwest State Correctional Facility

DALE STATE CORRECTIONAL FACILITY

The Community High School of Vermont's education program at the Dale Facility for Women in Waterbury was as productive this year as ever. Dale's status as a detainee facility insures that a large percentage of the inmates will spend a short amount of time here; the resulting challenges in engaging the women and in designing and delivering the course offerings keep the educational team at Dale busy. We have been able to continue to have excellent participation this year and have increased our credits earned and high school graduations.

CHSVT classes offered this year include English Language Arts, Math, Current Events, Earth/Life Science, US History, Computer Studies, Habits of Mind, Poetry, Vermont History, World Cultures, and American Diversity. In addition, the Vermont Humanities Council sponsored two courses. As usual, the CHSVT faculty also aided in the education of it's over 22 students, helping to facilitate the Adult Diploma Program and assisting several women in successful GED pursuits.

The most growth in the Community High School program at Dale this year took place in the area of vocational education. Gene Rembisz, the vocational coordinator at the Barre street campus, began working at Dale two days a week, beginning in January, and has helped to establish the Career Resource and Technology Center for the CHSVT at Dale. In the Center, we have three new computers loaded with "Choices" software for career exploration on many levels, including vocational interest and skills inventories. Gene's classes in Job Readiness, teaching interviewing techniques, resume writing, etc., have dovetailed with another course, contracted by CHSVT and taught by Department of Labor instructors, to as much and as quickly as possible help the women at Dale prepare for the transition to the world of work when they leave the correctional facility.

With the NEASC approval process and the startup of the Career Resource and Technology Center added to life as usual at the facility, it has been a very busy year. The educational team here looks forward to building upon and improving all our programs- fulfilling NEASC recommendations and fine tuning the vocational program, for starters- in addition to adding whatever new educational offerings we can to help prepare our students for life after Dale.

**DALE STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	2,331.0	242.0	2,573.0
Mathematics	281.0	73.5	354.5
Science	640.0	247.0	887.0
Social Studies	4,349.0	840.8	5,189.8
The Arts	64.0	0	64.0
Family & Career Education	415.8	146.0	561.8
Computer Studies	106.0	44.0	150.0

**TOTAL CLASSROOM HOURS 8,186.80
TOTAL OFFICE HOURS 1,593.30
GRAND TOTAL ALL HOURS 9,780.10**

**TOTAL INDIVIDUAL STUDENTS 171
STUDENT ASSESSMENTS COMPLETED 34
COMPLETED PROFICIENCY REQUIREMENT 1
STUDENTS ON INDIVIDUAL GRAD PLANS 13
HIGH SCHOOL CREDITS ISSUED 44
IN-HOUSE TRADES CERTIFIED 0
INDUSTRY APPROVED TRADES 0**

NORTHERN STATE CORRECTIONAL FACILITY

The Community High School of Vermont at Northern State in Newport continues to evolve and grow. Numerous exciting events have taken place over the past year. We added two new faculty members including Gerald Fortin, our new Vocational Instructor. “Jerry” came to us with 15 years experience as an automotive technician and 9 years as a correctional officer. He has expanded our vocational offerings and is a great addition to the team. Jerry just completed 2 of 6 classes towards his permanent Level 1 teaching license. We said goodbye to special educator, Chris Colwell, in July 2006, who took a position as a Drug and Alcohol Counseling professor at Springfield College. Fortunately, we were able to replace her with seasoned special educator, William Storz, who previously taught at Lyndon Institute. “Bill” has two endorsements – one in Special Education and one in Art (K-12). Our team is now a “well-oiled machine”.

Other faculty members continue to grow and pursue career development opportunities. During the past year, Al Clark, Paul Major, Mary Nelson and Sharon Strange went through the relicensing process. All were approved and, in addition, Al, Paul and Mary stepped up to level 2 in an added endorsement area. Broni Plucas is in the process of becoming a certified Career Resource Development facilitator. She also continues to expand offerings in the Career Transitional Resource Center (CTRC) at Northern State. And, our social studies teacher, Richard Anderson, added an English class this year to his repertoire. He also continues to help us find a little humor in all we do. We were also saddened by the loss of our administrative assistant, Elaine Paquette, who died this past spring.

The CHSVT campus in Newport serves approximately 150 students each month, offering between 40-50 different classes each quarter. Our campus diligently works to offer classes well-matched to the needs and wants of our student population. This year we added *Parenting of Young Children*, which included the Read with Me program through the Vermont Humanities Council. Facilitator Morgan Irons was so impressed with CHSVT, she decided to return as an adjunct faculty member this July, teaching *Acting Shakespeare*. Other new offerings included, *Spanish*, *Latin American Culture*, *Reading in the Content Area*, *Health and Fitness*, *Automotive Technology*, *RM Math* (this utilized an interactive white board that Northern State piloted), and *Literature Based Reading*. New offerings in the Career Resource Center included *Money Smart*, *World of Work* (using the Choices Program), and *Ready to Rent*. Prevent Child Abuse VT also presented a workshop on Shaken Baby Syndrome. In January, Bill Storz initiated a Chess Club, which quickly became a popular extra-curricular activity. CHSVT is now an affiliate of the US Chess Federation; Newport hosted two nationally rated chess tournaments attended by expert-rated outsiders from as far away as Montreal. At another event, Chess Master Doug Grant conducted a simultaneous exhibition, playing 15 students at once. All of these new course offerings have contributed to a significant increase in student learning opportunities. A concerted team effort between the education faculty and the NSCF facility staff has considerably augmented our overall education attendance hours in the last half of the fiscal year.

In everything we do our goal is to enable our students to grow academically, emotionally, socially, and vocationally. In April, CHSVT at NSCF celebrated their largest graduation to date. 17 proud graduates received honors including one who, after being released, returned for the ceremony. New England Association of Schools and Colleges (NEASC) accreditation team chair, Rick Hilton, delivered the dynamic keynote address.

Sometimes it is difficult to imagine another year at NSCF as fruitful as 2007 but our team looks forward to making 2008 even better. All indicators are that we are on track to do just that.

**NORTHERN STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	3,414.9	320.4	3,735.3
Mathematics	1,262.6	246.7	1,509.3
Science	2,463.8	43.0	2,506.8
Social Studies	2,383.1	545.0	2,928.1
The Arts	1,140.8	0	1,140.8
Second Language	813.3	1.5	814.8
Health Education	1,093.7	94.0	1,187.7
Family & Career Education	1,279.4	268.6	1,548.0
Trades Education	3,618.0	163.0	3,781.0
Computer Studies	2,033.0	322.5	2,355.5
Guidance	0	565.1	565.1
Co/Ex Curricula	442.0	106.5	548.5
Assessments	233.3	181.3	414.6
Support Services I	0	124.7	124.7
Independent Study	0	21.0	21.0

TOTAL CLASSROOM HOURS 20,177.90

TOTAL OFFICE HOURS 3,003.30

GRAND TOTAL ALL HOURS 23,181.20

TOTAL INDIVIDUAL STUDENTS 462

STUDENT ASSESSMENTS COMPLETED 307

COMPLETED PROFICIENCY REQUIREMENT 32

STUDENTS ON INDIVIDUAL GRAD PLANS 33

HIGH SCHOOL CREDITS ISSUED 275

IN-HOUSE TRADES CERTIFIED 65



Chess Tournament at the Northern State Correctional Facility

NORTHWEST STATE CORRECTIONAL FACILITY

The NWSCF campus of CHSVT has had a busy and productive year with sixteen (16) students receiving their high school diploma and three (3) students earned their G.E.D. These students were honored during three (3) graduation programs attended by friends and family.

Our Career and Transition Resource Center (CTRC) is continuing to assist students with career exploration and transition to the community. We continue to utilize 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, and CHSVT administration in successfully assisting offenders transitioning to the community. The CTRC also assisted in the recent site visit from the Northeast Association of Schools and Colleges and provided information on our program to assist in successful student re-entry.

Barb Hagen and Jenny Estey, our academic instructors, were featured in the April 2007 edition of Teacher magazine in a story chronicling corrections education from a first hand perspective. Teacher is a national publication and its story was a compliment to Barb, Jenny and CHSVT.

Our Graphic Arts class has been busy printing the school's academic calendar and Annual Report, and the Special Education Manual. The Graphic Arts program has implemented a new graphic arts curriculum which will lead to industry certification through the Graphic Arts Technology Foundation and currently has five (5) enrolled students.

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. One of our recent students received a full scholarship to Vermont Technical College to study Automotive Technology from the Heritage Educational Trust. Our focus areas have been front end, steering and electronics. Our students have been busy learning to utilize our Hunter R811 Wheel Aligner, its cutting edge technological design will pave the way for our students to obtain employment in the automotive industry. The ATECH automotive electronics trainer is allowing our students to excel in the area of automotive electronics. It allows for the building of simple circuits and progression to advanced levels of electronic troubleshooting including advanced computer control. Ford, Toyota and General Motors currently use the ATECH to train their technicians. We are continuing to service vehicles for Good News Garage. This has provided a great means for our students to gain experience and perform community service while incarcerated.

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, Communications in Relationships and US History. 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 seventeenth 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 24,600 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 \$20,239. This has also been a valuable learning experience for our students. Students utilize the garden as an opportunity for learning the value of restorative justice principles.

We continue to offer the Habits of Mind instruction and 23 participants successfully completed the course. We continue the 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.



Graduate at the Northwest State Correctional Facility receiving diploma from CHSVT Superintendent, Bob Lucenti

**NORTHWEST STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	2,154.7	465.6	2,620.3
Mathematics	1,658.6	151.2	1,809.8
Science	1,773.9	280.8	2,054.7
Social Studies	1,361.8	648.6	2,010.4
The Arts	1,454.5	152.8	1,607.3
Health Education	152.0	72.0	224.0
Family & Career Education	662.0	92.0	754.0
Trades Education	19,232.1	358.8	19,590.9
Computer Studies	991.1	1,560.9	2,552.0
Guidance	0	58.0	58.0
Assessments	0	14.0	14.0
Support Services 1	0	3.0	3.0

TOTAL CLASSROOM HOURS 29,440.70

TOTAL OFFICE HOURS 3,857.70

GRAND TOTAL ALL HOURS 33,297.40

TOTAL INDIVIDUAL STUDENTS 275

STUDENT ASSESSMENTS COMPLETED 25

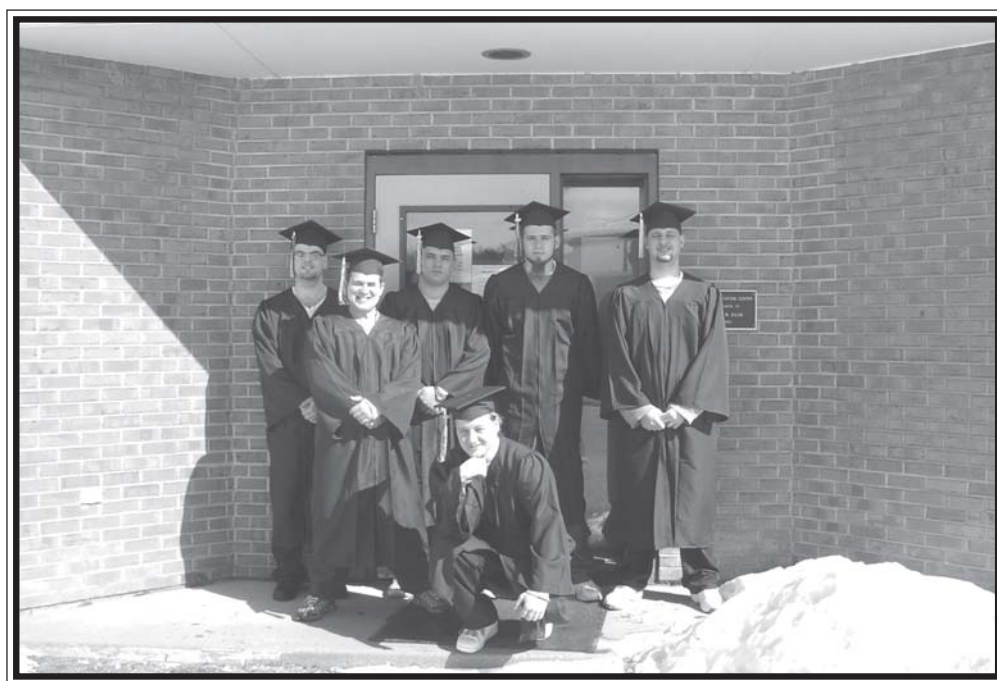
COMPLETED PROFICIENCY REQUIREMENT 13

STUDENTS ON INDIVIDUAL GRAD PLANS 7

HIGH SCHOOL CREDITS ISSUED 266

IN-HOUSE TRADES CERTIFIED 37

INDUSTRY APPROVED TRADES 47



Graduation at the Northwest State Correctional Facility

SOUTHERN STATE CORRECTIONAL FACILITY

CHSVT, at Southern State Correctional Facility, has had a good year in its fourth year of operation. We added a new staff member in September of 2006, Tod Lessard. He came to us from the Chittenden Regional Correctional Facility, in South Burlington. Tod spends two days a week at the Brattleboro P&P campus and three days a week at SSCF. From September through March, Tod taught a hands-on Art class and a Current Science class, and shared special education duties with Lisa Harrington. When Lisa went on maternity leave in April, Tod terminated his courses and took over all special education responsibilities for SSCF. His work has assured a smooth special education process during Lisa's absence.

As mentioned above, Lisa Harrington went on leave in early April and her first child, Derek, was born about a week later. Lisa will return to SSCF in October of this year. Prior to her leave, Lisa continued the excellent work she had done during the previous year. She continued her Developing Skills for Employment and Psychology courses, and introduced at SSCF both the Habits of Mind and Money Smart courses which had proven so valuable at other campuses.

Alysia Duncanson has been hired as a temporary replacement for Lisa during her leave of absence. Alysia has been teaching Habits of Mind, Money Smart, and Art and has become an effective member of our teaching team.

Katherine Miller is teaching two well established English courses, Everyday English and Grammar for Grownups. During the spring term, she devised a new course called Write Right, a combination reading and writing course, in which students read a variety of genres, including fables, myths, short stories, nonfiction and poetry. Through class discussion, students learn to analyze this literature and identify each genre's unique characteristics. Students then try their hand at writing pieces, typed and gathered in portfolio form, representative of each genre.

In addition to her teaching, Katherine does the entire educational intake at SSCF. This process includes enrolling students, sending for student transcripts, administering initial assessments, making and tracking regular and special education files and assigning students under the age of twenty-two to an education advisor.

The library hosted three intensive writing workshops during the last year, funded by the Vermont Humanities Council and led by poet and Vermont Public Radio commentator Deborah Luskin. Two sessions of "Poems From Inside" and one of "Letters From Inside" were co-taught by librarian, Mary McCallum and Luskin. A total of forty-two inmates participated over the course of the classes, with many earning English credit. One poetry session culminated in a poetry reading attended by staff, inmates, invited guests from the outside and the press.

A special Dictionary Project was begun by Mary McCallum and Local Advisory Board member, Kathryn Poston, in an attempt to put dictionaries in the hands of inmates for keeps. Facility volunteers jumped into the project and gathered funds and paperback dictionaries to donate to the library. They are given to any inmate who comes into the library in need of a dictionary. Well over a hundred were distributed.

The library continued to be a meeting place for dog lovers who attended McCallum's "Man's Best Friend" reading class. Besides reading and discussing novels, short stories, poems and essays about dogs, participants were able to visit with therapy and work dogs who visited the class. We saw, over and over, that there is nothing like a dog to lighten the mood of a room.

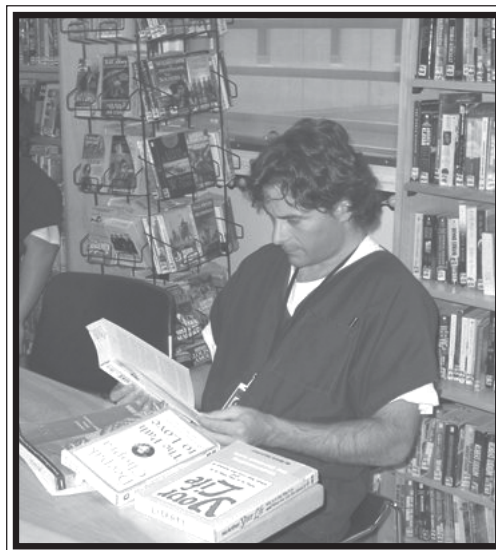
The computer studies program continues to attract many new and repeat students. Bob Salzman's program emphasizes mastering computer skills that will be useful in future employment and work situations. Particular emphasis has been placed on learning Windows XP operating system and the Microsoft Office Suite of application programs (Word, Excel, Publisher, Outlook, FrontPage and Access). In addition, many of our students are improving their typing skills by utilizing the popular Mavis Beacon Teaches Typing program, while others are working with the Video Professor series of Microsoft Office lessons to supplement our in-class instruction.

Bob will be introducing "Internet Researcher" into the computer program. This is a program that provides a controlled simulation of selected and pre-screened Internet sites. It is hoped that this will provide our beginner students with a hands-on, yet controlled, experience of using the internet for specific research and as a general source for information.

Bob hopes that IC3 and MOUS industry certification preparation and testing will be available to our students within the next few months. IC3 is an industry recognized assessment of general computer proficiency. MOUS indicates professional level accomplishment within the Microsoft Office Suite. Either of these certifications should open improved job opportunities for the recipient.

Individualized mathematics and science courses are offered by Bob Walsh. This format enables students to earn their required math and science credits at any time regardless of the level of math or the type of science they may require or want to study.

Nine inmates received diplomas at our September, 2006 graduation and five received them at our March, 2007 commencement. Keynote speakers at both graduations were members of our Community Advisory Board.



Studying hard at the Southern State Correctional Facility

**SOUTHERN STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	3,128.2	551.9	3,680.1
Mathematics	1,893.5	46.5	1,940.0
Science	726.0	90.0	816.0
Social Studies	1,711.1	77.5	1,788.6
The Arts	1,283.5	321.8	1,605.3
Health Education	72.0	6.0	78.0
Family & Career Education	309.5	36.5	346.0
Computer Studies	2,589.0	1,176.0	3,765.0
Library/Media	0	89.0	89.0
Guidance	0	101.6	101.6
Assessments	0	23.3	23.3
Support Services I	0	12.6	12.6
Independent Study	0	2.0	2.0

TOTAL CLASSROOM HOURS 11,712.80

TOTAL OFFICE HOURS 2,534.70

GRAND TOTAL ALL HOURS 14,247.50

TOTAL INDIVIDUAL STUDENTS 337

STUDENT ASSESSMENTS COMPLETED 175

COMPLETED PROFICIENCY REQUIREMENT 1

STUDENTS ON INDIVIDUAL GRAD PLANS 37

HIGH SCHOOL CREDITS ISSUED 342

IN-HOUSE TRADES CERTIFIED 0

INDUSTRY APPROVED TRADES 0



“Man’s Best Friend” reading class with special guest

SOUTHEAST STATE CORRECTIONAL FACILITY

Southeast State Correctional Facility has had a very exciting year.

Julie Locke joined the team, in October, as a Special Education Instructor. Since then, consultation and collaboration around special education has increased and students are able to access more individualized instruction.

We celebrated five graduations with ten high school graduates. In addition to watching them achieve their goals, it's always nice to meet the families and friends of the graduates over cake and coffee.

Volunteers came in to work with students in a quilting class. Using a simple pattern, cooperation and teamwork, the students learned how to layout their design, cut and measure squares, and sew and press the seams. Working with other volunteers from Quilts of Valor, the students are working on several quilt tops and have completed one, which was sent out for quilting and currently awaits its binding before completion.

The Department of Labor completed a ten week seminar on Job Readiness, assisting our students in creating resumes, identifying their marketable skills and developing portfolios for a job search. The Habit of Mind class continues under the umbrella of the Workforce Development Program. This class is strength-based and asks the student to consider alternative ways of behavior and shifting problematic ways of thinking.

The Vermont Humanities Council was a strong advocate to the women of Windsor, providing several scholar visits this past year. Vermont Reads 2007, a statewide one-book community reading program was their most recent project. Each student was given a copy of Elizabeth Winthrop's, *Counting on Grace*, which nicely supplemented the Vermont History class topic of child labor and the American Literature class study of the same novel. The Council also came in for a, Read With Me, program. Using some of the most interesting and fun children's books, the students learned read aloud techniques to engage young listeners. The participants kept nine books to inscribe for their children. We find that everyone wins with the Council.

Our students continue to find a sanctuary in our trades education classes. We are still very invested in providing many valuable and creative items, such as our traditional Maine guide canoe, handcrafted furniture and some exquisite pottery pieces to several Vermont charitable organizations. Some of our favorites are; Camp-Ta-Kum-Ta for children with cancer, The Upper Valley Haven and Chester Vermont Tarps animal shelter, as well as our local public preschool for kids with disabilities.

Our focus has been to help students work on their self esteem and team work through the creative and productive outlets afforded by our woodworking and ceramics/pottery classes. We will have our Career Resource Center available next term to further tie trade skills together with the vocational skills addressed in the Habits of Mind classes and throughout all the employment opportunities provided here at SESCF.

**SOUTHEAST STATE CORRECTIONAL FACILITY
STUDENT LEARNING HOURS SUMMARY FY '07
(BY SUBJECT AREA)**

SUBJECT AREA	CLASSROOM HOURS	OFFICE HOURS	TOTAL HOURS
English Language Arts	2,046.8	762.1	2,808.9
Mathematics	416.1	67.3	483.4
Science	365.8	132.0	497.8
Social Studies	887.2	201.0	1,088.2
The Arts	1,313.7	97.6	1,411.3
Health Education	162.5	38.0	200.5
Family & Career Education	584.7	110.0	694.7
Business Education	295.5	0.5	296.0
Trades Education	10,173.9	322.9	10,496.8
Computer Studies	308.1	21.2	329.3
Guidance	0	38.7	37.8
Assessments	0	108.5	108.5

TOTAL CLASSROOM HOURS 16,544.30

TOTAL OFFICE HOURS 1,899.80

GRAND TOTAL ALL HOURS 18,454.10

TOTAL INDIVIDUAL STUDENTS 244

STUDENT ASSESSMENTS COMPLETED 65

COMPLETED PROFICIENCY REQUIREMENT 15

STUDENTS ON INDIVIDUAL GRAD PLANS 28

HIGH SCHOOL CREDITS ISSUED 165

IN-HOUSE TRADES CERTIFIED 22

INDUSTRY APPROVED TRADES 0



Southeast State Correctional Facility Woodworking Class