



Community High School of Vermont

Annual Report
July 2015 – June 2016

MEASURING STUDENT & SCHOOL PROGRESS.
ACCREDITED MEMBER OF THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES.

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LIST OF ACRONYMS

ABE	Adult Basic Education	LSB	Local Standards Board
ADA	Americans with Disabilities Act	MVRCF	Marble Valley Regional Correctional Facility (Rutland)
AED	Automated External Defibrillator	NCCER	National Center for Construction Education and Research
ASE	Automotive Service Excellence	NRAEF	National Restaurant Association Education Foundation
ASE	Adult Secondary Education	NEASC	New England Association of Schools and Colleges
AWS	American Welding Society	NECC	Northeast Correctional Complex (St. Johnsbury)
BAPP	Barre Community Campus	NSCF	Northern State Correctional Facility (Newport)
BEPP	Bennington Community Campus	NWSCF	Northwest State Correctional Facility (Swanton)
BRPP	Brattleboro Community Campus	OSHA	Occupational Safety and Health Administration
BUPP	Burlington Community Campus	P&P	Probation and Parole Offices
CPR	Cardiopulmonary Resuscitation	PLC	Professional Learning Community
CTE	Career and Technical Education	RUPP	Rutland Community Campus
CRCF	Chittenden Regional Correctional Facility (Burlington)	SESC	Southeast State Work Camp (Windsor)
CHSVT	Community High School of Vermont	SSCF	Southern State Correctional Facility (Springfield)
CASAS	Comprehensive Adult Student Assessment System	SPPP	Springfield Community Campus
DOL	Department of Labor	SAPP	St. Albans Community Campus
EFL	Educational Functioning Levels	SJPP	St. Johnsbury Community Campus
EMP	Essential Maintenance Practices	EMG	University of Vermont's Extension Master Gardener
ESL	English as a Second Language	VABIR	Vermont Association of Business, Industry and Rehabilitation
EST	Educational Support Team	VCI	Vermont Correctional Industries
FAPE	Free Appropriate Public Education	VINS	Vermont Institute of Natural Science
FGIRJC	Franklin/Grand Isle Restorative Justice Center	VT	Vermont Department of Corrections
IDEA	Individuals with Disabilities Education Act	DOC	
IEP	Individualized Education Program	VSAC	Vermont Student Assistance Corporation
IRC	Industry-Recognized Credentials	VTPSA	Vermont Treatment Program for Sexual Abusers
LLW	Living, Learning, Working Plan	VTSRC	Vermont State Rehabilitation Council
LRE	Least Restrictive Environment		

IN MEMORIAM

Sharon Renault was a proud native Vermonter, dedicated teacher and tireless advocate for those who are disadvantaged and disenfranchised. Even after Sharon was unable to work due to her battle with cancer, she always held out hope that she would beat it and get back in the classroom. In my last conversation with her, she shared some ideas for her writing class. She was excited to find ways to connect what she taught to her students' lives. Unfortunately for all of us, Sharon did not come back to us. The following thoughts from her students provide the most fitting memorial to an amazing person, persistent educator and loyal friend. ~Troy McAllister

When I met Sharon Renault in 2014, she invited me to join her art class. I instantly said, yes! I'd love to! She introduced me to so many varieties of art. We learned watercolor painting of landscapes, trees, sunsets, everything. She encouraged us every step of the way, and even let us watch Bob Ross painting on DVD. While painting, we would chitchat about our children and of course our grandchildren. Her granddaughter was the apple of Sharon's eye. Shortly after, I joined Sharon's English class which I enjoyed and learned so much. Her style of teaching was patient and unique. Sharon also started a book group. She introduced us to a wonderful author and book. It was called *Winterdance*, by Gary Paulsen.

Sharon quickly became my friend and I enjoyed being around her. She was a brave woman and a beautiful person inside and out. When she was going through a terrible illness, I wished and prayed for her to get well. I will never forget her. She has a special place in my heart. I miss her and loved her. In closing, I would like her family and friends to know that in May of 2016, her art class presented their work at their first Art Exhibit. The art show was dedicated to the memory of Sharon Renault. She would have been proud, as proud as we were. – Cindy Pinheiro

Sharon was a big part of the updates and changes made to the school during her time here. She taught a strict but loving English class, while also expanding our learning by adding an art class. She facilitated a group called Caps for Caring that allowed us to participate in a philanthropic experience where we used our own yarn to make hats for the Burlington Cancer Center. It proved to be an inspiring experience for all who participated. She will be sorrowfully missed.
– Lucinda Smith



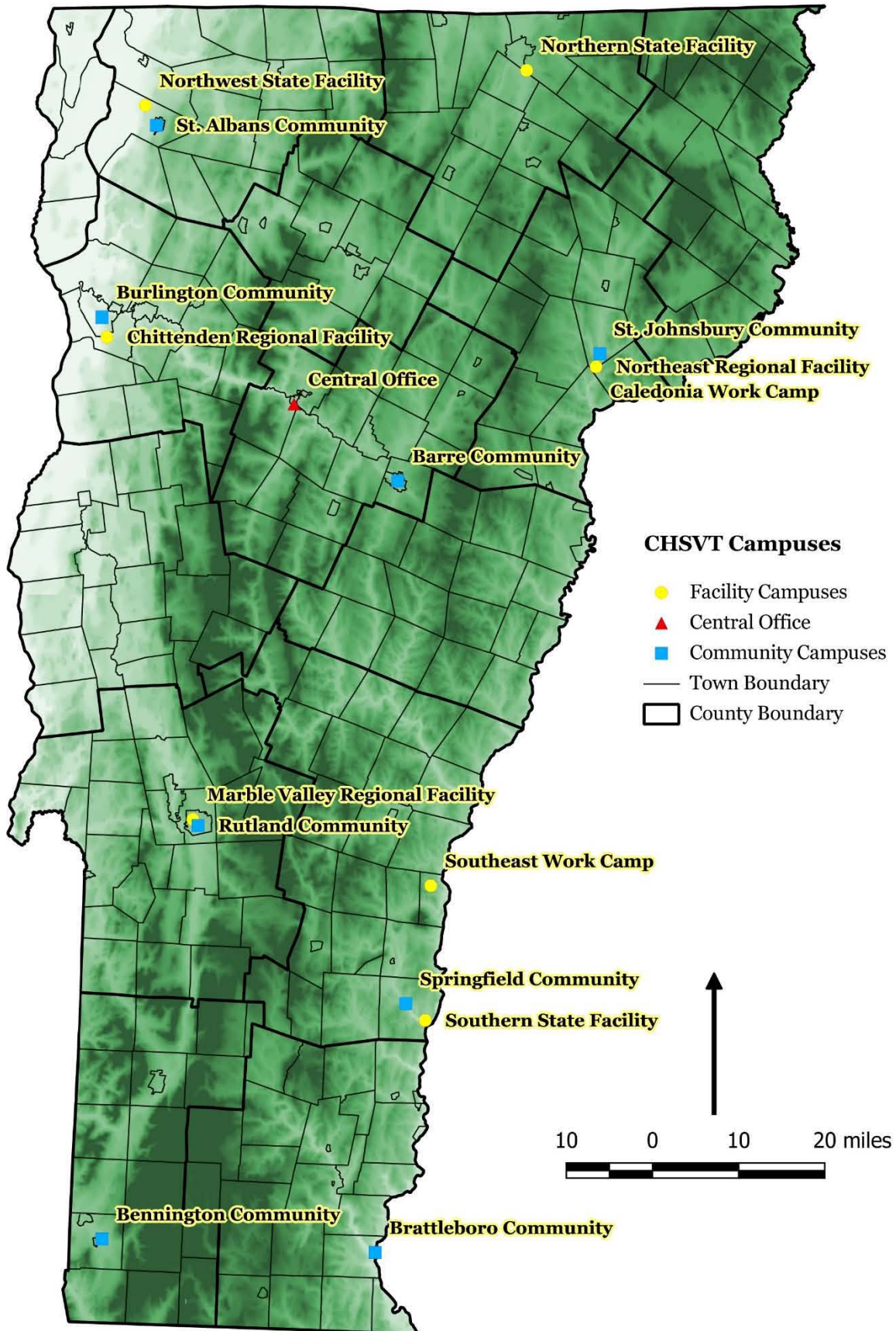
Sharon Renault was an amazing lady. She had the patience and fortitude to teach us here in CRCF. She was our English teacher, but we became close when she started doing art class. Her tenacity in getting us art supplies and lessons to work on was phenomenal. She will be dearly missed. – Billis

"Thank You, Sharon" doesn't seem like enough to say about your legacies here at CHSVT.

Sharon Renault was an expert in writing. She took the time to spend teaching me how to improve my writing skills, grammar and run on sentencing at my ripe old age of 47. She was so patient with me and sincerely cared about what I was personally writing. The thing I mostly remember about Sharon is she sincerely touched me personally by bringing in her fudge recipe for us and her granddaughter's movie called "Frozen". In prison, this meant so much to me and the other women because we heard so much about the movie and saw so many things for sale in the fliers and we were as curious as to what the movie was about and if it weren't for her, most of us would have never seen it. Also, she came up with a great idea on how to be in prison and to give back to the community. This gave us women in prison a lot of purpose and a sense of belonging when all our old ways have diminished. This was called "Hats for Caring". CHSVT would hold a special time allotted for women in prison to come to this class. Sharon our teacher would teach us how to crochet and make a magic circle to start hats for cancer patients at the local hospital. Sharon was kind enough to take on teaching us an Art Class here at CHSVT. She started this class with the bare minimum and made a special impact on me. I was not savvy in this subject and now I'm very successful and will always continue to give my credit to Sharon.

Not sure exactly how all this death and dying thing works, but somehow I hope that she can look down from heaven on us from time to time with great pride. Seeing how much our Art Program at CHSVT that she helped to establish has grown to having its own Art Exhibit Show. That she is the great founder of a purpose for a lot of these women to give back to the community with meaning and love to the cancer patients which to this day is still called "Hats for Caring". – Laurie Davenport

CAMPUS LOCATIONS



OUR SCHOOL MISSION

Community High School of Vermont assists adult students by maintaining campuses throughout the state to develop personalized learning plans and provide coordinated learning opportunities that address educational and criminogenic needs to strengthen their skills in living, learning, and working.

CHSVT is an accredited independent high school by the New England Association of Schools and Colleges.

CHSVT is acknowledged as an accredited independent high school by the Vermont State Board of Education.

Our school mission encompasses our dual purposes of offering an accredited high school education and providing risk reducing interventions within the Vermont Department of Corrections to decrease recidivism.

CHSVT is recognized as an International Habits of Mind Learning Community of Excellence by the Institute for Habits of Mind.

NOTICE OF NON-DISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Community High School of Vermont are hereby notified that this school does not discriminate in the operation of any of its programs, services, or facilities on the basis of race, color, religion, ancestry, national origin, place of birth, sex, sexual orientation, disability, age, positive HIV/Hepatitis-related blood test results, genetic information, gender identity or expression, criminal offense or status as a disabled veteran, recently separated veteran, active duty, wartime or campaign badge veteran, or Armed Forces service medal veteran (collectively “protected veterans”), as these terms are defined under applicable law, or any other factor or characteristic protected by law.

The Assistant Directors of Corrections Education will coordinate the school’s efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act, and other non-discrimination laws or regulations. CHSVT has a grievance procedure for discrimination complaints.

WELCOME

This Annual Report presents information about Vermont's correctional education programs – Community High School of Vermont (CHSVT). We offer educational training to our students in traditional academic and work readiness programs.

It is with pride that our students, faculty, staff, board, and administration present the following annual report.



Wilhelmina Picard, Director of Corrections Education



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



Dana Lesperance, Assistant Director of Corrections Education –Workforce Development

CHSVT ADVISORY BOARD MEMBERS

Daniel Alcorn, Chair – Rutland

Jason Gibbs, Vice Chair – Duxbury

David Luce, Secretary – Waterbury Center

Richard Fraser, Vermont Retired Teachers Association Liaison – South Ryegate

Carol Bokan – Shelburne

Sarah Flynn – Burlington

Brian Vachon – Montpelier

Offie Wortham - Johnson

CHSVT FACULTY/STAFF

Central Administrative Office - Williston

Wilhelmina Picard, Director (Resigned, March 2016)

Troy McAllister, Interim Director

Dana Lesperance, Assistant Director

Dan Hescock, Education Technology Specialist

Charity Baker, Data Analyst & Information Coordinator

Sheila Sayah, Administrative Services Coordinator

Angie Stewart, Correctional Educator

Chittenden Regional Correctional Facility (CRCF) - Burlington

John Long, Correctional Educator

Sharon Renault, Correctional Educator (Retired, August 2015)

John Howe, Vocational Rehab Counselor II

Ben Irish, Correctional Educator

Marble Valley Regional Correctional Facility (MVRCF) - Rutland

Jeffrey Cassarino, Correctional Educator

Chris Cosgrove, Correctional Educator

Roberta Shutts, Correctional Educator

Northeast Regional Correctional Complex (NERCC) - St. Johnsbury

Cara Berryman, Correctional Educator (Retired, October 2015)

Marina Cole, Correctional Educator (Resigned, November 2015)

Sean Dobbin, Correctional Educator

Pauline Dwyer, Correctional Educator

Nick Rulon, Correctional Educator

Claire Swaha, Correctional Educator

Matt Ware, Correctional Educator

Northwest State Correctional Facility (NWSCF) - Swanton

Rebekah Blaisdell Simays, Correctional Educator (New Hire, April 2016)

John Cross, Correctional Educator (Retired, April 2016)

Dana Scofield, Correctional Educator (Resigned, October 2015)

Jeanne Smith, Correctional Educator

Scott Tomlinson, Correctional Educator (Resigned, February 2016)

Southern State Correctional Facility (SSCF) - Springfield

Jenn Gaito, Correctional Educator (Resigned, September 2015)

Jan Noskey, Correctional Educator

John Vorder Bruegge, Correctional Educator

Northern State Correctional Facility (NSCF) - Newport

Jerry Fortin, Correctional Educator

Harmony Harriman, Correctional Educator

Marlena Hughes, Correctional Educator

Mike Lacoss, Correctional Educator

Paul Major, Correctional Educator

Broni Plucas, Correctional Educator (Retired, May 2016)

Bill Storz, Correctional Educator

Sharon Strange, Correctional Educator

Chad Thompson, Correctional Educator

Cory Valentine, Correctional Educator (New Hire, June 2016)

Matt Ware, Correctional Educator

Southeast State Work Camp (SESC) - Windsor

Lisa Cowdrey, Correctional Educator

Mary Beth Heiskell, Correctional Educator (Resigned, September 2015)

Ashley Pulaski, Correctional Educator (New Hire, February 2016)

Burlington Community Campus (BUPP)

John Howe, Vocational Rehab Counselor II

Ben Irish, Correctional Educator

Sharon Renault, Correctional Educator (Retired, August 2015)

Rutland Community Campus (RUPP)

Bobbi Shutts, Correctional Educator

Barre Community Campus (BAPP)

Sarah Loveless, Correctional Educator (Resigned, July 2015)

Jake Petrasch, Correctional Educator (New Hire, November 2015)

Mary Poulos, Correctional Educator

Bennington Community Campus (BEPP)

Molly Humphrey, Correctional Educator

Eric Marchese, Correctional Educator (Resigned, August 2015)

St. Johnsbury Community Campus (SJPP)

Sean Dobbin, Correctional Educator

Brattleboro Community Campus (BRPP)

Tod Lessard, Correctional Educator

Robert Salzman, Correctional Educator

St. Albans Community Campus (SAPP)

Laurette Garrand, Correctional Educator

Springfield Community Campus (SPPP)

Jack Carson, Correctional Educator

CORRECTIONS EDUCATION

Community High School of Vermont

The Community High School of Vermont (CHSVT), accredited by the New England Association of Schools and Colleges (NEASC) and the Vermont State Board of Education (VTSBE), is an academic and technical high school. This statewide school operates within the Vermont Department of Corrections (VTDOC).

Students are under the custody of the Commissioner of the VTDOC; therefore, the design, operation, and continuous improvement of this school are tailored to the context of corrections and provides programs that balance public safety and security with the educational needs of its students. The guiding belief of Corrections Education and CHSVT is that all academic and vocational educational services shall adhere to high standards of purpose, empowerment, self-directed decision-making, excellence, recognition, integrity, and diversity. Our educational programs and services, therefore, offer a choice of learning activities and opportunities to a diverse adult student population.

Upon completion of all requirements, students earn a high school diploma and/or a work-readiness certificate and, in many cases, industry-recognized credentials.

Career & Technical Education is offered in the career pathways of automotive technology, welding & fabrication, construction trades, horticulture, culinary & hospitality, printing, graphic arts, and technology. All course work and programs are available to students earning a high school diploma and to those with a diploma seeking the work-readiness certificate. Whether working toward one or both, CHSVT is a place that offers students the opportunity to:

- Obtain reading, writing, and math skills necessary for the 21st Century;
- Acquire life and work skills;
- Experience structured and disciplined study as the norm;
- Have genuine opportunity to complete high school;
- Master the essential skills necessary to be a productive citizen, including daily habits of attendance, learning, and responsibility;
- Integrate community-based educational services, job opportunities, and job training to support the transition of individuals back to Vermont communities.

The Community High School of Vermont primarily serves students who:

- Have not obtained a high school diploma and are under the custody of the Department of Corrections (DOC);
- Have a high need in the area of education/employment, as identified by DOC risk assessments.

- Under Vermont state law, all individuals under the age of 23, under the custody of the DOC, and without high school diplomas, have a mandatory education requirement. These students are enrolled upon admission.

It is the policy of CHSVT to provide a Free and Appropriate Public Education (FAPE) for students with disabilities to meet their unique needs and prepare them for employment and independent living in accordance with all state and federal laws and regulations including IDEA, ADA and Section 504 of the Rehabilitation Act. Pursuant to VT Agency of Education Special Education Regulations, LRE, and certain IEP requirements may be adjusted due to the nature of the student's placement. Reasonable accommodations, modifications, and services will be provided to entitled individuals to enable them to access or benefit from the educational program. All notice and due process requirements of the above-mentioned laws are provided.

PROGRAM OUTCOMES

In the past, CHSVT has been measured by the number of diplomas granted. Over the last eight years, we have seen VT DOC population changes, a gradual reduction in the number of issued diplomas, and a significant increase in the number of industry-recognized credentials and higher paying jobs acquired upon release. More individuals entering VT DOC supervision already possess high school diplomas, but many still lack technical and job skills needed to obtain and retain employment.

As of July 1, 2014, we began measuring the success of our programs using the attached outcome-based Evaluation Plan for Corrections Education. This plan outlines our progress and the areas in need of improvement.

Logic Model

Inputs	Processes	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes
Eight Correctional Facility Campuses	Academic Teaching	Diplomas	Increase in functional literacy and numeracy	Increased confidence that learner can manage formal and informal learning environments	Increased reliability and improved judgment
Eight Probation Campuses	Career & Technology Teaching	Workforce Readiness Certificates			
34 teachers	Career Counseling	Industry-Recognized Credentials (IRC)	Increase ability to find appropriate employment	Appropriate employment in jobs based upon previous learning	Salary is sufficient to meet independent living needs
Two Administrators	Academic Counseling	Students Served			
Three Central Office staff	Tutoring	Portfolios	Increased interest in attending schooling and training	Improved attitude toward self and society	Engaged in community through work and other connections
Approximately four-million-dollar budget	Career & Academic Assessment	Resumes			
Student & Administrative Computers	Education/Career Transition Planning	Community Donations			
SMART Boards at all campuses					
Instructional laptops/tablets					

High School Diplomas

High School Diplomas awarded from July 1, 2015 to June 30, 2016

Leola Bell	Christine Billis	Dylan Brooks
Travis Bugbee	Tyler Bushey	Cecil Campbell
James Careau	Kerbie Comeau	Alexander Corbosiero
Steven Cross	Adam Currier	Christopher Davis
Daniel Dunn	Hunter Dwyer	Eric Ely
Tina Fox	Timothy Gabriel	Shawn Gagnon
Jivan Gray	Ernest Hall	Daniel Jones
Scott Lowe	Alva Lynch	Mark Maskell
Jason Olney	Robert Pelland	Carlos Perez
Kyle Pickett	Justin Reynolds	Joseph Scalzo
Sundance Seals	Chalissa Shakir	Alex Smith
Lucinda Smith	Jesse Sweet	Evangeline Theodore
Christopher Thurston	Brittany Trudo	Hector Vargas
Thao Vo	Nolan Walker	Jonathan Welch

Workforce Readiness Certificates

Workforce Readiness Certificates awarded from July 1, 2015 to June 30, 2016

Leola Bell	Christine Billis	Kimberly Camp-Lizotte
Cecil Campbell	Robert Cote	Steven Cross
Oscar Delgado	Cory Delorme	Ellen Ducharme
Daniel Dunn	Chris Edwards	Cathy Fleming
Quinn Glover	Elvin Gonzalez	Jivan Gray
Dylen Hathaway	Dean Hill	Michael Immich
Daniel Jones	Scott Lowe	Alva Lynch
Mark Maskell	Andrea Miller	Carlos Perez
Cynthia Pinheiro	Tyler Raymond	Jose Rolon
Brent Sarazin	Sundance Seals	Chalissa Shakir
Alex Smith	Lucinda Smith	Jesse Sweet
Thao Vo	Jonathan Welch	Daniel Wright
Kyle Yandow		

CHSVT Completers' Performance FY 2015

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

NRS	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	CHSVT Percentage
1	Beginning ABE Literacy	A	200 and below	0
2	Beginning Basic Education	B	201 - 210	0
3	Low Intermediate Basic Education	B	211 - 220	2
4	High Intermediate Basic Education	C	221 - 235	28
5	Low Adult Secondary Education	D	236 - 245	25
6	High Adult Secondary Education	E	246 and above	38

NRS	Educational Functioning Levels	CASAS Level	Math Scale Score Ranges	CHSVT Percentage
1	Beginning ABE Literacy	A	200 and below	0
2	Beginning Basic Education	B	201 - 210	4
3	Low Intermediate Basic Education	B	211 - 220	4
4	High Intermediate Basic Education	C	221 - 235	13
5	Low Adult Secondary Education	D	236 - 245	21
6	High Adult Secondary Education	E	246 and above	13

About CASAS

CASAS (Comprehensive Adult Student Assessment System, 2015) is a widely used system for assessing youth and adult basic reading, math, listening, writing, and speaking skills. It is the only system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both ABE and ESL participants.

INDUSTRY-RECOGNIZED CREDENTIALS

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

The direct benefits of incorporating skill and technical certifications into programs of study include:

- increased instructional effectiveness through the use of industry-based curriculum;
- assessment strategies within the certification process that can be used to inform decision-making regarding the allocation and coordination of educational resources;
- a focus on priority careers that can be aligned with state and regional economic development priorities; and enhanced program quality and responsiveness to business, industry partners and community stakeholders; and
- direct career and educational benefits for students participating in personalized learning plans that provide industry credentials.

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

The following industry opportunities are available for students and workers:

- American Welding Society (AWS)
- Automotive Service Excellence (ASE)
- Certified Automotive Information Specialist (ALLDATA LLC, 2014)
- First Aid/CPR/AED
- Mastercam (computer-aided manufacturing software)
- National Center for Construction Education and Research (NCCER) construction and maintenance
- National Restaurant Association Educational Foundation (NRAEF) ManageFirst management development
- NRAEF Pro Start fundamental management and culinary skills
- NRAEF ServSafe food handling
- Occupational Safety and Health Administration (OSHA)
- ProTech Training (Identafix, Inc., 2014)
- S/P2 automotive safety training (S/P2, 2015)
- Snap-on AC Service (Snap-on, 2014)
- Solid Works computer-assisted design software
- University of Vermont Extension Master Gardener

BERYLE GARDNER STUDENT SCHOLARSHIP AWARDS

The 2015-16 school year was propitious for the Beryl Gardner committee. All four scholarship awards were granted this year for some very ambitious and deserving students.

The Trades award was granted to recently released Michael Immich, who is slated to continue his work and studies in welding through his acceptance to attend the Advanced Welding Institute in South Burlington this coming fall.

Carlos Perez was granted the Higher Education award. He has a passion for graphic design and is planning, upon release, to attend a college or university to expand his knowledge in that field.

The Living, Learning, and Working award was granted to Daniel Dunn, another welding student with mechanical aptitude who wants to attend AWI in Portland, Maine, near his home, upon his release.

Finally, the Mentor scholarship was granted to Daniel Jones, a Vermont Correctional Industries employee who has shown a high degree of collegueship and capability in working and helping others at the woodshop at Northern State.

Congratulations to all our deserving scholarship recipients!

Since the retirement of both Cara Berryman, long-time committee chair, and John Cross, committee member, as well as the departure of Jenn Gaito, the remaining members of the committee have kept the scholarship program running without electing a new chairperson this past year. Recently elected Jan Noskey from Southern State has helped the committee tremendously, along with Paul Major and Charles Thompson. Together, the committee encouraged student applications for the scholarships and were successful in awarding every available grant. With the beginning of the new fiscal year, the plans are in place to hold elections at a faculty meeting early in the new year for all of the elected positions and get the committee back to its designation of five members.



COMMUNITY HIGH SCHOOL OF VERMONT CAMPUSES

Barre Community

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

**“You must have chaos within you to give birth to a dancing star.”
Nietzsche**

After all the activity of the late spring of 2015, Sarah Loveless gave her notice and left for another teaching job at Montpelier High School. Mary Poulos held the reins solo while a search ensued to find another teacher for the site. Finally, after an arduous quest, the choice was Jake Petrasch. Jake came to CHSVT with a masters in English and working in various capacities with at risk youth. He began his tenure in November; in less than a week, we were informed we had to pack up the school and move back upstairs on the 3rd floor of the Barre Courthouse.

December was a flurry of activity. We packed, moved and restarted classes.

It was a new day in Barre. The student population was down but soon increased. Mary’s role continued as the Regional Special Educator for Barre, St. Johnsbury Regional Facility, Caledonia Work Camp, St. Johnsbury P& P, Burlington P&P, and the Chittenden Facility. Jake learned the Corrections and CHSVT ropes. By the end of January, Barre was again rolling along on at least six cylinders.

Jake approaches his teaching in the Socratic method. This is especially compelling in that it lends itself very well with the Common Core and the underpinnings of Habits of Mind. He poses questions with multiple outcomes and encourages them to seek out their own data to problem solve and justify their thinking and answers. On any given day, one can walk by the classroom and hear lively, yet directed debate on any given subject.

In the Spring, he brought them to the local park and started a pick-up basketball program with the students on Fridays. They learned the rules and self-regulation skills, as well as, receiving some physical fitness.

The campus is going into the summer with some new students, and some other students who have more laps to finish before they can earn their diploma, and hopefully a graduation in the fall for a couple of students.

Respectfully submitted,

Jake Petrasch, Correctional Educator
Mary Poulos, Correctional Educator and Special Educator

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

The past year has brought many challenges for the Bennington community campus. Being the sole teacher with students who need skill building in areas that are challenging to me has been stressful. I have reached out to the CHSVT math coordinator for better instruction tips, as well as one of our reading specialists in hopes of better serving students in these areas.

The Bennington campus had initiated a Day Reporting Center for non-high school bound students to build skills in Workforce Readiness and pro-social behaviors, but with the loss of Eric Marchese, the Bennington campus's senior teacher, it became too difficult to maintain the program, despite it being the model for future DOC community programming sites.

Another challenge to the Bennington campus has been the use of the voucher program with the Community College of Vermont. We were excited to offer this opportunity to a student who began the program successfully, but later went back to jail, where she lost her ability to continue receiving free college credits.

Additionally, the schedule over this past summer has been a challenge to both students and staff. I attended a twice weekly graduate level course for professional development that inhibited my ability to be in the classroom, and students therefore, did not receive the level of time commitment from me that they would otherwise enjoy. Despite being away from the classroom frequently this summer, I was able to develop multiple curriculum plans, including a unit on climate change and literature, and a plan on WWII, that encompass several learning standards and I hope to utilize them after my maternity leave.

On another positive note, one student completed his high school education and will be followed shortly by another. Several students are close to completing their high school requirements as well. The use of the Living, Learning, Working plans has significantly improved the outcome of students' desire to continue their education as it gives them the opportunity to see more concretely how far they have come as well as what is left for them to do.

In Bennington, we continue to maintain a wonderful relationship with the correctional staff that has increased and maintained enrollment. A record release form has been placed in all probation intake packets so that PO staff is reminded to refer students to the school. We also look forward to working more closely with Risk Reduction staff in the future.

Respectfully submitted,

Molly Humphrey, Correctional Educator

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

The Brattleboro campus was very busy during the 2015-2016 academic year. One student successfully completed his individualized “Living, Learning, Working Plan” and earned a fully-accredited high school diploma. Two of our other students are expected to finish by the end of July 2016. Congratulations and best wishes to our graduate: Dylan Brooks. Also, congratulations to Logan Given and Patrick Devens for entering the last leg of the proficiency process.

In addition, 28 individualized “Living, Learning, Working Plans” were developed and started by other students this year. It is our sincere hope that they persevere and continue their work in completing the plans and earning diplomas.

During the course of the year, we saw a number of Tapestry program participants availing themselves of CHSVT’s resources while attempting to improve their skills, obtain industry-recognized certifications, and/or earn diplomas. We welcome these students and encourage their continued participation in our school.

Finally, we would like to send our thanks to the Brattleboro P&P staff and our local state legislators for their continued support during another very difficult budget year. It is our sincere belief that the CHSVT program is an excellent investment in the lives of our students and the overall well-being of our community. Your encouragement and support greatly contribute to the success of our students and school. Again, thank you very much!



Looking forward to the 2016-2017 school year!

Respectfully submitted,

Tod Lessard, Correctional Educator and Special Educator
Bob Salzman, Correctional Educator

Burlington Community

**32 Cherry Street
Burlington, VT**

This year the Burlington Campus worked to improve the delivery of proficiency based high school education. The classroom space was organized into “learning stations” that roughly correspond to the six major content areas: literacy, math, science, global citizenship, health and PE, and art. Students who have missed high school during adolescence often just don’t know what they have missed, nor how interesting the subject. Often, they come to the classroom with a preconceived idea about what they think they “have to” learn. Those notions are often of photocopied worksheets that they may have had in their previous learning environments. If you were to come to the Burlington classroom you would have seen it brightened up with science posters where students demonstrate proficiency by showing the structure of a plant cell or the essential features of plate tectonics.

Students have expanded the use of technology to create artifacts that demonstrate proficiency. One student made a video showing Galileo’s proof that mass has no influence on the rate of acceleration of falling objects in earth’s gravity. Another student wrote and performed a poem “Are There Angels Hovering Overhead” as response to the death of her daughter’s father. She recorded the performance on video for inclusion in her final learning portfolio.

We celebrated the graduation of two students, both of whom worked full time jobs, had developed strong supports in the community and demonstrated a commitment both to their intellectual growth as well as acquisition of the skills to enter the 21st century workforce. In addition to demonstrating proficiency in the academic content areas they also embodied the qualities of good communication and self-awareness necessary to meet CHSVT’s Workforce Readiness standards.

The Burlington campus also serves as a stepping stone for CHSVT students returning to Chittenden County after serving time in Vermont’s correctional facilities and needing a little support to begin the actual job search that they prepared for while in the Workforce Readiness Certificate programs. Students coming out of facilities need to establish a digital footprint during their first few weeks in the community to conduct a job search.

Respectfully submitted,

John Howe, Vocational Rehabilitation Counselor and Correctional Educator
Ben Irish, Correctional Educator

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

Starting in January, the school schedule at the Probation Site was reduced due to lower student numbers, and in turn the teacher, Jack Carson, increased his involvement at the Facility Site (SSCF). This arrangement helped fill an empty teacher position at SSCF while serving student needs at both sites.

An important benefit of working at both sites is the ability to work with those students who have movement between the Springfield Facility and the Springfield Probation Office.

During the year, the teacher worked closely with the Risk Reduction Program as well as had a working relationship with the Restorative Justice Centers in Springfield and Bellows Falls.

A new initiative was started with the Bellows Falls Justice Center. Under this initiative the teacher met with a few CHSVT students from Bellows Falls at Parks Place once a week. At the end of the trial period it was decided to put this approach on hold as it was hard for the teacher to provide educational lessons at three different locations. This initiative has potential and possibly can be continued in the future.

The Springfield Site was pleased to have three students complete their graduation requirements and earn a High School Diploma.

Respectfully submitted,

Jack Carson, Correctional Educator

St. Albans Community
St. Albans Probation and Parole Office
20 Houghton Street, #104
St. Albans, VT

In December of FY 2015 we had one student complete all requirements of his High School Diploma, Justin Reynolds. We held a small ceremony on the first floor of the state building. Tony Haynes was included in the ceremony as he completed at Northwest, but was unable to walk due to being transported.

One of the graduates had just accepted a job in a supervisory position and the other was working while attending Northwest Technical School part-time. Our local Representative, Lynn Dickinson, was in attendance as well as our Restorative Justice team. We were also pleased to see several of our students achieve their Living, Learning, and Working goals of coming to school while working and developing a stable living situation.

This year the theme was reaching out and connecting to the community. Mid-summer, Karen Brown, then a VABIR employee housed in the Franklin/Grand Isle Restorative Justice Center (FGIRJC) reached out to CHSVT to understand the school better as it relates to the population she case-managed. At the time, all but one of the students was on Karen's case load or living in transitional housing.

January 2016 Laurette Garrand began collaborating on a weekly Workforce Readiness Class held at the FGIRJC that helps students of CHSVT and people on her caseload gain soft skills and have a completed portfolio to show an employer and work on the requirements of the working portfolio for CHSVT. This class has continued to assist people transitioning out of Northwest and to get them thinking about going to school.

March 2016 Laurette Garrand transitioned to Northwest State and Jeanne Smith transitioned to SAPP as the campuses Correctional Educators. Before the end of the fiscal year, Jeanne began preparing for a new set of duties as Literacy Specialist for CHSVT and was able to spend significant time with SAPP students who were in need of literacy instruction

Respectfully submitted,

Laurette Garrand, Correctional Educator
Jeanne Smith, Correctional Educator

Chittenden Regional Correctional Facility

**7 Farrell St.
South Burlington, VT**

2015-2016 has been a year of exciting collaborations for the CRCF Community High School.

We welcomed John Howe to the team in his role as correctional instructor. He and John Long run the workforce readiness program after it switched hands from the Vermont Works for Women program to the Community High School of Vermont. As co-instructors, John and John have built upon successes of the workforce readiness program that it has experienced in the past.



Together, John Howe and Ben Irish have created an artistic expression group, which has grown into a seriously skilled art community within the facility. CHSVT hosted an art show back in May, which has turned the computer resource room into a gallery which showcases the students amazing art work!

Yet another teaching collaboration arose when John Long and Ben Irish teamed up to form a literature group designed to strengthen student reading and writing skill levels. The literacy group is provided with theme based reading materials. The current theme covers issues related to civil rights and the African American Experience.

One final collaboration occurred when the students of CRCF joined together to support the re-emergence of CHSVT program called Caps-for-Caring, which is a community based project to crochet winter caps for cancer patients being treated at the University of Vermont Medical Center. Caps-for-Caring was originally created by a former instructor who passed away from cancer, the late Sharon Renault. The Caps-for-Caring program will continue at CRCF in her honor.



By participating in these programs, in addition to others within and outside of CHSVT, three clients recently completed their high school diploma requirements. The CRCF team is very proud of all that has been accomplished this school year.

Respectfully submitted,

John Howe, Vocational Rehabilitation Counselor and Correctional Educator
Ben Irish, Correctional Educator
John Long, Correctional Educator

Marble Valley Regional Correctional Facility

**167 State St.
Rutland, VT**

2015 was another successful year for the students at the Community High School of Vermont (CHSVT) at the Marble Valley Regional Correctional Facility (MVRCF). During the past year, students were engaged in a number of diverse classes ranging from the traditional core high school courses through the exciting selection of electives offered at MVRCF.

One of the more popular and successful courses being taught at MVRCF by Chris Cosgrove and Jeff Cassarino has been the ServSafe class. The course teaches students about restaurant/kitchen sanitation and is a nationally recognized certification in the food industry for students wishing to work in the restaurant/food field. During the course, the students learn all about food safety and other facets of the kitchen. At the end of the course, the students take a national test and if they pass, they receive a certificate that is good for five years. Over the past year MVRCF has had over 20 Students pass the national test. Many of our students who have been successful take advantage of opportunities in the community locating work in restaurants.

Chris continues to teach the OSHA 10 class and has certified numerous students over the past year. With each certificate comes the hope when our students leave us they will put their new-found knowledge to good work. Along with OSHA 10 and ServSafe we are working hard with the students to complete their workforce readiness program which is a key component to securing work upon release. During the class, we focus on interview skills, job search skills, personal finance and filling out job applications to name a few.

During the past year, we also offered a morning PE class from 7:00 - 8:00 am for students who needed to fulfil the educational requirement and rewarded students who came out to education. It was heavily attended and successful.

The morning class scheduled is Current Events, the students who attend are eager to talk politics, sports or whatever topic is in the daily headlines. The class is very popular and the students are engaged, learning there is more to life than their inner circle. We have had numerous intelligent and thought provoking conversations as a result of what is going on around the world today.

MVRCF was also fortunate to have Rosemarie Vanderhoof continue to volunteer and teach the students the fine art of chair caning. Over the course of 2015 we were able to listen to a fine list of musicians brought to MVRCF by our volunteer coordinator. MVRCF was also lucky enough to have Jan Dembinski teach a course on legal issues the students face. We had a great turn out for the Shaken Baby presentation.

Over-all the students at MVRCF were exposed to a great deal of courses benefiting them when transitioning into the community. Many worked hard to better themselves and take the steps needed to obtain their high school diplomas. They focused on electives offering them valuable skills for success once they leave the facility. A big push at MVRCF is to develop work ready/life skills that are valuable to the student when they return to the community.

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

Respectfully submitted,

Jeff Cassarino, Correctional Educator
Chris Cosgrove, Correctional Educator
Bobbi Shutts, Correctional Educator

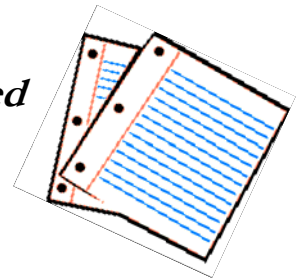
Rutland Community Campus
Rutland Probation and Probation Office
92 State Street
Rutland, VT



Self-Directed

Problem-Oriented

Living Learning Working



Our campus during this past year has survived many ups and downs. The threat of closure to community campuses brought stress to faculty and frustration to some students. The support of the Probation and Parole offices and Risk Reduction Program staff in Rutland has been reflected in the number of offenders who have been identified with educational needs being introduced to Community High School of Vermont (CHSVT).

Curiosity regarding lack of educational participation brought about meetings with Mandala House and Sanctuary House supervisors. What came to light is the disconnect between Dept. of Corrections community programs, i.e. Mandala House and Sanctuary House, and the CHSVT. Directors of both houses were not informed or aware of our Community Campus, our connections to the correctional facilities, including incarcerated population returning to the community could complete their high school diploma at CHSVT at the Rutland Community Campus where they attend groups and meet with DOC staff. Much to CHSVT amazement, individuals with educational needs were being directed to VT Adult Learning, some students found they needed extra help which they seemed unable to access. Through meetings with program supervisors, students have begun to attend CHSVT and happy to report a graduation on September 9, 2016!

Rutland Community campus has been successful in helping students create resumes, learn how to apply and fill out applications on line, and how to search for jobs on websites. These students have exhausted filling out the standard applications, realizing the need to be able to complete online job searches. All students are learning to present their work histories, skills, and their criminal history in positive terms versus using it as a barrier to employment. Connecting students with community services, Dept. of Labor, VocRehab, VABIR, and other services is an identified area of need for students.

Risk Reduction Program staff have consulted us with concerns about individuals with barriers to completing assignments. These concerns are about reading, writing, and comprehension skills which are often barriers to completing high school, especially in a traditional setting. CHSVT provides support when needed and is available to all participants.

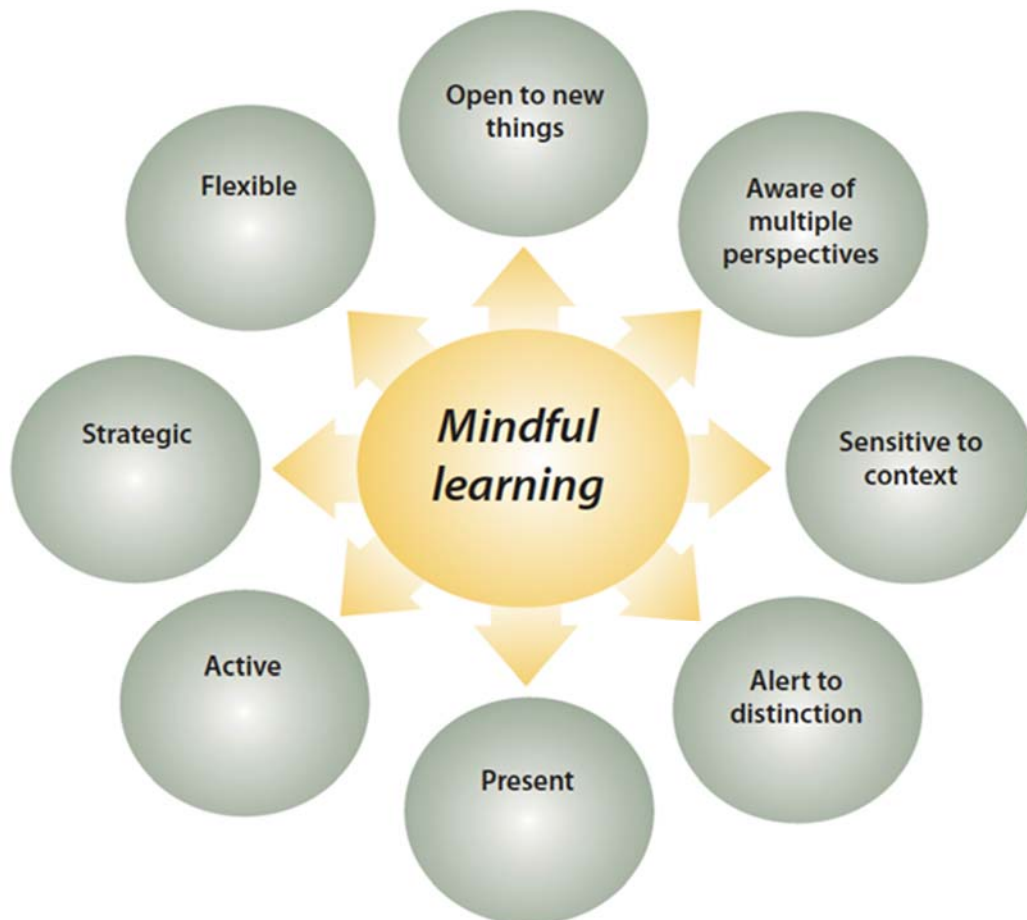
Attendance for individuals with educational need is still low compared to the number of identified persons. Continuing more open communications, increased legislative efforts and focus on the importance of education, and invested efforts by educators, DOC staff, and program facilitators

may increase the number of individuals who will access education through Community High School of Vermont. We look forward to the challenge of increased numbers in students, increasing the number of CHSVT diplomas earned, Workforce Readiness Certificates completed, and vocational certifications awarded.

Respectfully submitted,

Bobbi Shutts, Correctional Educator

“He who opens a school door, closes a prison.” *Victor Hugo*



Northeast Regional Correctional Complex

1270 US Rte. 5
St. Johnsbury, VT

Correctional Facility

The regional side of the Northeast Correctional campus had a fantastic year with many exciting achievements and changes.

There were four graduates from the campus this year; all four of these graduates also earned the Workforce Readiness Certificate. These were the first four Workforce Readiness Certificates earned from this campus! Many other students made significant gains in their Living, Learning, Working plans before continuing their education at another CHSVT campus. The Nurturing Fathers workshop was held and had seven students complete the program!

There were some personnel changes in CHSVT during this fiscal year. Marina Cole departed CHSVT, then Matt Ware transferred to this campus from CHSVT's Northern State campus. Matt has been a great addition to the NECC CHSVT team! The team is looking forward to a great FY17!

Respectfully Submitted by,

Sean Dobbin, Correctional Educator
Nick Rulon, Correctional Educator
Matt Ware, Correctional Educator

Work Camp

CHSVT has two full-time licensed teachers working at the St. Johnsbury work camp and there are a range of educational opportunities available. In addition to earning high school diplomas or improving basic skills, an option for students is to earn industry-recognized credentials (IRCs). From July 1, 2015 until June 30, 2016, students here at the Work Camp earned a **record-breaking 400 credentials!** This was astonishing given that the camp was only half full for most of the fiscal year. The students this year were highly motivated individuals and we hope to keep the momentum going in FY'17.

One of the courses offers certifications from *The National Center for Construction Education & Research (NCCER)*. The teachers work jointly with the DOC Work Crew Leaders to teach and test the students for these nationally recognized workforce credentials.

In FY'16 the following **NCCER** certifications were earned at the work camp:

36 *Basic Safety*

29 *Introduction to Construction Math*

27 *Introduction to Hand Tools*

23 *Introduction to Power Tools*

22 *Introduction to Construction Drawings*

23 *Basic Communication Skills*

21 *Basic Employability Skills*

22 *Basic Materials Handling*

17 *NCCER Core Curriculum* completions

220 Total NCCER IRCs earned

Additional IRCs earned from July 1 through June 30th

38 (OSHA) 10-Hour General Industry Safety and Health

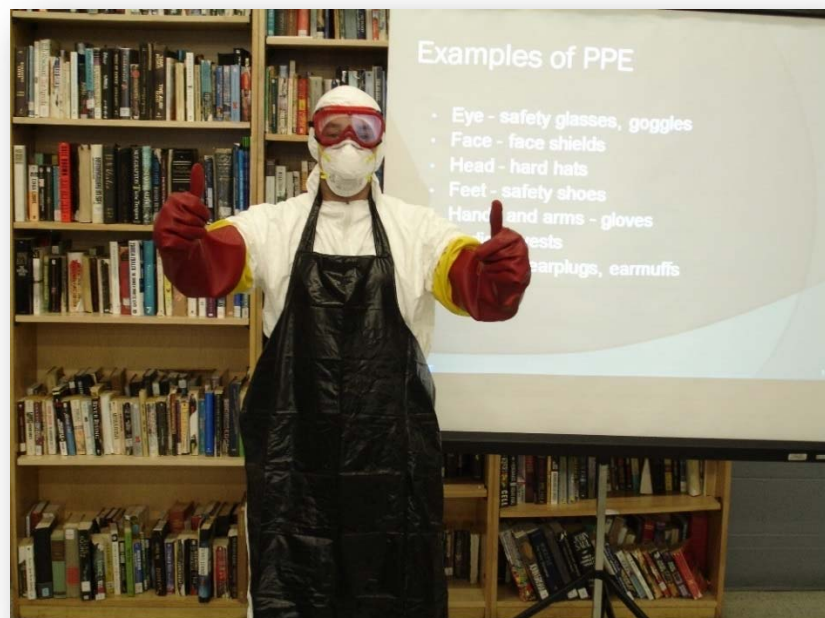
41 (American Heart Association) HeartSaver First Aid and CPR with AED

6 (National Restaurant Association) ServSafe Food Protection Manager Certification

Students also are offered a VT Department of Health and HUD approved **Essential Maintenance Practices (EMP)** training for safe lead-paint and maintenance practices.

67 EMP certifications were earned.

Vermont's Agency of Transportation provides **Workzone Safety/Flagging** training to qualify individuals for work in the traffic safety field. VTrans did our first training in June. We hope to continue this as the students are eager for this and perhaps offer a 10-module Transportation Systems Academy in partnership with VTrans in FY'17.



20 Workzone Safety/Flagger cards were earned.

CHSVT is accredited to award high school diplomas as an approved Independent School through New England Association of Schools and Colleges (NEASC) and has also developed requirements and training for a *Workforce Readiness Certificate*.

3 High School Diplomas

5 Workforce Readiness Certificates

The educators also coordinate and host instructors and guests from other organizations that enrich the educational experience of the students, but that do not result in an actual credential. Two examples are that the Green Mountain United Way has offered a financial literacy class this fiscal year and the VT Humanities Council has provided an instructor and books for a *Read with Me* program for fathers of young children, books and materials for the *Vermont Reads* program, and books for the *VOICES* program. We appreciate the support of our community partners and hope to expand the learning opportunities for our students over time.



Finally, a total of 125 individual students and over 75% of the current population of the men living at the work camp have participated in the education program at some point this fiscal year, and those who have not participated are mostly newcomers. Although the uncertainty about whether the work camp would be closed created some stress for all the staff and students here, we feel that we had a very successful and productive year.

Respectfully submitted,

Pauline Dwyer, Correctional Educator
Claire Swaha, Correctional Educator

St. Johnsbury Community
St. Johnsbury Probation and Parole Office
67 Eastern Avenue, Suite 5
St. Johnsbury, VT

The St. Johnsbury Community Campus had a great year full of achievement and change.

There were two graduates from the campus this year along with many students who made extensive gains in their Living, Learning and Working plans and completed special workshops such as Financial Literacy, Nurturing Fathers, and ServSafe.

One of these graduates became the first CHSVT student **ever** to achieve a 4 – a perfect score – on her portfolio, earning her the honor of graduating “with distinction.”

A big change was a complete change of location in the building, which resulted in a vast increase in space and privacy for the campus as a whole. While the move did disrupt class for a while, students soon found the new space to be much more conducive to learning, giving them a new computer lab, art/technology workshop, quiet area, and large classroom. The space is fully utilized on a daily basis and we’re all loving it.

There is a good group of very ambitious and capable students continuing with us into the next school year, each looking to graduate by the end of it. With new programs and partnerships on the horizon for FY17, we’re all excited to get to work!

Respectfully submitted,

Sean Dobbin, Correctional Educator

Northern State Correctional Facility

2559 Glen Rd.
Newport, VT

The past year at the Northern Campus has been a year of major changes. In October, the welding shop was shut down after a long and successful run of over 20 years, having provided countless students with a skilled trade and a new career path. Still reeling from the shock of losing the welding program, the faculty was notified that their offices and materials were to be moved out of the B-Building, where they had also been housed for over 20 years, to the upstairs of the Echo building. The move effectively brought the campus to a grinding halt for over a month while the teachers scrambled and school materials were relocated. The changes continued with the termination of the last vestiges of a music program at Northern as the guitars were permanently removed from the facility.

Despite these profound losses, the resiliency of the teachers and students was evident in weeks and months that followed as the school community rallied and got back to work. The teaching team decided to implement a weekly Professional Learning Community (PLC) in order to

improve communication, day-to-day professional practice and to support each other in a challenging and ever-changing environment.



Integrated math at the VCI woodshop

This year academic program highlights were predominately in the areas of literature, the humanities and integrated studies. Every quarter offered a variety of literature and humanity courses such as Adventure Literature, Poetry, and Freedom Writers. Longstanding collaborations with the Vermont Humanities Council, the Vermont Arts

Council and Sterling College were also continued. Integrated studies focused on the integration of new engineering standards into the science curriculum, culminating in an exciting bridge building challenge. Another successful integration involved collaboration with the VCI woodshop to offer hands on application of construction math concepts.

Although the closure of the Welding shop significantly diminished Northern's vocational offerings, Career and Technical Education expanded in the area of Workforce Readiness with a series of newly developed workshops and course offerings. New workshops included orientation to the Workforce Readiness certificate program, a Friday Employment Workshop series which



included presentations from the Department Labor on resume writing and interviewing, and informational presentations by VSAC and VocRehab. Full course offerings included Employability Skills and Financial Literacy. There were also lots of mock interviews, opportunities for portfolio development, and numerous industry recognized certificates awarded.

Other highlights to the student program included multiple chess tournaments with visiting ranked players

and a Chess Master, and a collaboration with the St. Johnsbury campus to offer a crossword puzzle design workshop entitled “Cruciverbalism.” The Educational Support Team (EST) also implemented a system of interventions in the living units designed to address truancy and improve student success in attending school.

It was a banner year at Northern for graduations! The campus held two graduations this year, one in July 2015 and one in May 2016. Graduating students earned a total of 12 High School Diplomas and 8 Workforce Readiness Certificates. Congratulations to all our graduates!

Faculty highlights and accomplishments this past year were numerous. The team continued professional development in mathematics with Elaine Watson, the school’s math consultant.

Mike Lacoss continued taking graduate courses and expects to earn his Master’s degree by the end of October 2016.

Jerry Fortin collaborated with staff at Northwest to try to transition the welding program. Bill Storz became a certified NCCER trainer in May 2016. Several members of the team completed the Vermont Humanities Council Voices program, and Marlena Hughes, our Regional Special Educator, completed the Vermont Multi-Tiered System of Support training through the University of Kansas.



There were also several faculty changes at the Northern Campus. Matt Ware transferred to the NERCC campus. Broni Plucas was honored by the Vermont Humanities Council for her many years of service, and she retired after over 20 years of service working for the State of Vermont. She will be greatly missed!

Interviews were conducted in the spring quarter to fill Matt's vacant position with the goal of securing a teacher with a strong mathematics background. Cory Valentine quickly emerged from the pack and will join us in July of 2016. In addition to being a certified math teacher, he brings with him a great love of literature. Welcome aboard Cory!



*Broni Plucas with Jan Steinbauer and Morgan Irons
of the Vermont Humanities Council*

Looking forward, our team's goals and priorities for next year include: continuing the PLC work that was begun this year; increasing the effectiveness of our basic skill and proficiency development courses; implementing a new math curriculum; getting teachers certified as First Aid & CPR trainers; and fine-tuning the portfolio development process. It should be a very busy and productive endeavor!



May 2016 Graduating Class

Respectfully submitted,

Sharon Strange, Correctional Educator
Harmony Harriman, Correctional Educator
Chad Thompson, Correctional Educator
Mike Lacoss, Correctional Educator
Paul Major, Correctional Educator
Bill Storz, Correctional Educator
Marlena Hughes, Correctional Educator and
Special Educator
Cory Valentine, Correctional Educator

Northwest State Correctional Facility

3469 Lower Newton Rd.
St. Albans, VT

Throughout fiscal year 2016, a great deal of change took place at the Northwest Campus. We saw the return of the VTPSA (Vermont Treatment Program for Sexual Abusers) program, which has assisted CHSVT with required participation of group members; The loss of three teachers, a switch of teachers, and a new teacher. The Auto Shop closed April 30th and the school no longer participates in the facility garden or greenhouses. Students continue working in the plate and seasonal small engine shop run by VCI (Vermont Correctional Industries). We have hopes of returning to the Master Gardener Program, gaining teaching certifications in ServSafe, OSHA, First Aid, and NCCER in order to deliver these curriculums.

A highlight from this past fiscal year was a joint graduation celebration in December with St Albans Probation and Parole where two students completed their requirements for graduation after doing the bulk of their requirements while incarcerated at multiple facilities.

Representative Dickinson attended both ceremonies and presented diplomas. One of the things Rep. Dickinson spoke about was the need for students to be prepared for employment and to possess “soft skills” such as good communication, enthusiasm, attitude, and teamwork.

We saw had some significant hellos and goodbyes this Fiscal Year. At the beginning of FY 16 Dana Scofield, our Small Engine instructor, said farewell to take steps in fulfilling a life-long dream by becoming the Service Manager at Green Mountain Harley Davidson. In February, Scott Tomlinson transferred to the Department of Labor after over 20 years with VCI and CHSVT; Scott ran the print shop for many years, assisted in the auto shop, and managed/taught the OSHA-10 courses in the northwestern part of the state. Our beloved auto shop teacher, John Cross retired after 25 years, leaving behind a legacy of service to the state of Vermont through teaching automotive skills and preparing students for gainful employment., Many of his students obtained employment in the auto industry and have excelled in their careers. John also supervised the facility greenhouse and gardens. Beautiful flowers were donated to Vermont parks; fresh veggies were donated to local non-profits and used in the facility kitchen. We





took home the best of show ribbon at the Champlain Valley Fair in September of 2015 among other ribbons.

Before John left he saw through the transition of Northwest's newest teacher, Rebekah Blaisdell Simays, a much needed additional teacher in the Silva building. Rebekah is an

experienced English and social studies teacher with an upbeat, no nonsense attitude and is a wonderful addition to the team. When John left, Laurette Garrand rejoined the campus as a Correctional Educator. Together they assisted in the completion of high school diploma requirements of Earnest Hall and Steven Cross who were scheduled to be released within a month and a half of their arrival.

The students continue to work on proficiencies as the new team rebuilds and fosters relationships within the facility. The students have gained a lot of experience thinking flexibly, remaining open to continuous learning, and persisting through the unforeseen barriers placed in their educational paths.



Respectfully submitted,

Rebekah Blaisdell Simays, Correctional Educator
 John Cross, Correctional Educator
 Laurette Garrand, Correctional Educator
 Jeanne Smith, Correctional Educator
 Dana Scofield, Correctional Educator
 Scott Tomlinson, Correctional Educator

Southern State Correctional Facility

**700 Charlestown Rd.
Springfield, VT**

For CHSVT at the Southern State Correctional Facility (SSCF or Southern), 2016 began with a celebration, when on January 25, Kyle Pickett graduated. Kyle initially began work toward completing his diploma at Southern early in 2015, but, as sometimes happens, he ended up attending classes and working at two other facilities before he returned to SSCF in the fall of 2015. Kyle then finished putting all the pieces together, and presented his *Living Learning Working* Portfolio, showing how he'd earned his High School Diploma. His persistence, notwithstanding his somewhat peripatetic DOC journey, serves as a kind of metaphor for the 2015-2016 CHSVT school year.

Infrastructure projects left their mark on both SSCF and the 2015-2016 CHSVT school year. The projects resulted in the facility population yo-yoing from near its usual capacity of 364 or so to a low of 289 in the summer of 2016, as significant steam pipe tunnel work that crossed secure perimeter fence, the north yard, and into the yard was followed, and/or accompanied, by the closing and remodeling of two of the living units, further pipe work in front of first the GHI building and then the ABC building, and lastly, replacement of pipes in the education wing that required cancellation of a handful of class days. All the remodeling makes for a reconfigured SSCF, most notably, a change of India Unit from a general population living unit to a segregated one, meaning that the three dozen or so inmates residing there are no longer able to come over to the education building for classes. All the construction work meant a facility population lower than usual for most of the school year. The work also routinely played havoc with Southern's customary education "windows" -- times when students are permitted to move from their living units to the education wing (8 am, 9 am, 10 am, 1 pm, 2 pm & 3 pm).

In the fall of 2015, esteemed colleague Jenn Gaito left CHSVT. Early in 2016, however, Springfield Probation and Parole instructor Jack Carson joined Jan and John at Southern part-time, teaching subjects like accounting and economics, as well as reading and math. As the new school year began in July 2016, Jack was working Mondays, Wednesdays, and Thursday afternoons at Southern. This arrangement facilitates work with students who move between SSCF and probation and parole.

Yet another growing season means the raised vegetable gardens in the yard at Southern are flush with impressive-looking tomato plants, carrots, beets, squash, and more, thanks to Jan and students in her Horticulture class. A handful of Horticulture students hope to expand upon what they are learning hands-on and put that knowledge to work toward completing UVM's Master Gardener course in the coming school year. Jan and the guys also continue tending to decorative plantings that line the walkways to the ABC, DEF, and GHI buildings. Even the parking lot and entrance of the Southern State Correctional Facility provide a much more colorful and friendly welcome thanks to Jan's maintenance of the flower beds out front.

Summer also marks the second year of "Poetry as Personal Expression" - a writing workshop with poet and University of Haifa *Professor Emeritus* Bill Freedman. Each week all summer, workshop students craft poems inspired by prompts, exercises and assignments from Bill, who draws on his four decades of experience as a college English Literature and Poetry instructor. After 2015's series of weekly summer workshops, some of Bill's students continued to write,

meet, and workshop poems through the fall and winter. Following up on a suggestion by Bill, the writers concentrated on refining drafts they had workshopped with him in the summer. The finished product is collected in a pamphlet called *Summer Breeze*, graced with a drawing by one of the contributing writers, Robert Pierce, who is striving to graduate in the fall of 2016. On February 25, 2016, workshop members also presented a poetry reading to honor Black History month, an effort spearheaded by student Lamar Scales. John and the writers took turns reading a range of poems from African-American authors and a couple of students read their own works.

In August 2016, another volunteer instructor, Patti Arrison, returned to Southern, following up on the 2015-2016 success of “SSCF Shakespeare Reading Club.” Workshops on *Macbeth* and *Othello* were informative and entertaining, as the group read one act plays aloud each week. This summer’s play is *Hamlet*, with Patti, John and students taking turns reading (sometimes “playing”) the various roles in each scene, with pauses for questions and to allow Patti to provide insights and perspective, as well as to facilitate rich and entertaining discussions.



On July 26, 2016, Writers for Recovery concluded ten weeks at SSCF with a celebratory reading event. A series of weekly writing workshops focused on stories about recovery – for those in recovery or affected by addiction – Writers for Recovery (or “W4R”) was established as part of Bess O’Brien’s documentary, *The Hungry Heart*. Writers for Recovery Creative Director Gary Miller served as the emcee, with each student taking a turn at the podium to read work that he had written – reflections or poems, many inspired by the seven-minute writing prompts shared by Miller as a part of each W4R workshop. Miller also read work from students who had contributed writings, but were no longer at SSCF the day of the reading. Learn more about Writers for Recovery at: www.writersforrecovery.org/

Another school year with an ever-changing roster of students, but a rich and enduring experience in living, learning, and working for all.

Respectfully submitted,

Jack Carson, Correctional Educator
Jan Noskey, Correctional Educator
John W. Vorder Bruegge, Correctional Educator

Southeast State Work Camp

**546 State Farm Rd.
Windsor, VT**

The Windsor Campus faced many changes this year, both at a facility level and with the school campus. The inmate population was shifted when our VTPSA treatment program was moved back to the St. Albans facility in the summer of 2015. Many of our students were transferred, and the Windsor facility then became focused on housing inmates who were past their minimum release and preparing for re-entry. We saw lots of new students come and go.

In September of 2015, Mary Beth left our school after four dedicated years of outstanding contributions. In February 2016, Ashley Pulaski joined the Windsor CHSVT team. She brings fresh enthusiasm, a background in anthropology, and a well-rounded skill set perfect for this school! In June, Angie Haggett joined our team as well! Angie has been with CHSVT since 2008 and worked at multiple campuses and most recently at our Central Office as the school registrar. She brings experience and energy that is hard to come by! Three staff have been long needed and desired at the Windsor Campus, and this new opportunity has allowed us to refine how we offer services here. We are still a new team of three, but off to a very strong start! We are also working quite closely with the facility administration here too (which has also seen a lot of changes), and there is a solid and supportive environment for us and our students.

Our students were once again given opportunities for learning in all subject areas, but an area of much growth for our campus was the Workforce Readiness Certification program. All our students are engaged in this process and it has been quite a journey to see both the work involved and the end results. Given the facility changes and campus changes, we had fewer graduations taking place at our site. Oscar Delgado completed his Workforce Readiness Certification, and Hector Vargas returned to our campus just in time to have a beautiful graduation ceremony with his family in attendance. He had worked a couple of years at our campus before being transferred, so it was an honor to be able to host his graduation upon his return to our campus.

Over the last fiscal year with all the staffing changes, we still managed to award approximately 60 certifications in the following areas: The National Restaurant Association's ServSafe Food Protection Manager, American Heartsaver First Aid/CPR/AED use, OSHA-10 for the Construction Industry, and National Center for Construction Education and Research (NCCER) program in Introductory Craft Skills Core Curriculum. After Mary Beth's departure, we were fortunate to have our colleague, Chris Cosgrove, continue to offer OSHA quarterly. Going forward, Ashley will become certified to offer the First Aid/CPR/AED use training. All three of us are certified NCCER Instructors, Angie and Lisa have been offering ServSafe, and Chris Cosgrove will remain as our visiting OSHA instructor. We anticipate that Lisa and Angie will be offering the Master Gardener Certification in the Winter/Spring of 2017.

Nancy Pedrick has continued as our US History volunteer teacher continuously bringing a warm and enthusiastic presence with her teaching (entering her sixth year!). Judith Hertog continues to be a regular volunteer with us through the Vermont Humanities Council and offers a unique and fresh look at literature and writing with our students.

In April, VocRehab representative Samantha Brennan, visited the Windsor Campus to discuss programs and services available to students. For further follow up, Ashley has joined the

Vermont State Rehabilitation Council (VTSRC). Meetings begin in September and we hope to further connect our students with the appropriate resources post-release to support successful transitions.

Ashley has also connected the Windsor Campus with the Department of Labor (DOL). Several representatives have visited our classroom and hosted a couple of workshops over the past few months, including an overview of what DOL is and what they have to offer and an interview workshop that provided mock interview experiences for several students. We hope to connect with DOL regularly to extend their expertise and services to our students.

Our 2015 garden season was our first season using the two new greenhouses at SESCOF. Our garden was larger than 2014, but still smaller than previous years at the facility. Our focus was more on the educational and workforce readiness aspect rather than production purposes. We planted approximately 15,000 seeds and harvested a total of 1,527 pounds of produce by the end of the season. 793 pounds were used in the facility kitchen, 735 pounds we donated to the community (mostly local schools). Many seedlings were also donated to the community, for such programs as Turning Point Recovery Center and local schools. CHSVT did not work directly in the garden for the 2016 season, but donated seeds, resources, and consulted with facility staff who ran the gardening program this year. We will be bringing back the UVM Extension Master Gardner program this coming year and hope to begin working more closely in partnership with the facility during the 2016 gardening season. We have much to look forward to!

Over the last year, we've hosted a few other special events. Last fall, we teamed up with the SESCOF Recreation Department to bring VINS back to our site for the 6th year in a row. Their show with live owls, hawks, and other falcons is always a big hit and attended by several staff and more than half of the inmate population. We also hosted a farewell celebration and "last supper" for Mary Beth with students and staff in attendance. This summer, we hosted Habits of Mind Fest where we played badminton, watched a movie, and held an open art workshop for students.

It's been an exciting year of changes and challenges for Windsor, but we are very much looking forward to the coming fiscal year where we can redefine Windsor Campus!

Respectfully submitted,

Lisa Cowdrey, Correctional Educator
Angie Haggett, Correctional Educator
Ashley Pulaski, Correctional Educator

LOCAL STANDARDS BOARD

Serving Licensed Educators of CHSVT since 1992

Technology is just a tool.

In terms of getting the kids working together and motivating them, the teacher is the most important.

~ Bill Gates

ALIS came to Vermont's schools. ALIS is the Online Licensing System for Educators: for those initially seeking an educator's license, reinstating a license, and relicensing. The ALIS website is where all Vermont educators, past, present and future, must now complete licensing. Our Local Standards Board spent many hours in trainings and meetings to learn how to navigate ALIS to assist our educators for re-licensure. It was a rocky traverse.

Our educators' experiences with ALIS ran the gamut. Some found it easy and others were baffled by what was required, timelines for submission to the LSB and/or the Agency of Education. Criminal record checks and fingerprinting requirements precipitated the most confusion. Some teachers didn't need to provide this information, while others did. In a few instances, an LSB member trying to assist a teacher with a question about an ALIS feature would be left only to commiserate with her/his colleague about the opacity of some of the functions.

Along with ALIS came changes to the process of re-licensing. CHSVT Educators seemed to appreciate these changes, particularly the elimination of the need to create portfolios documenting the prior seven years of practice. Also, the elimination of the creation of an Individual Professional Learning Plan to navigate the next teaching cycle. The cycle has been reduced to five years and teachers provide a self-assessment on their current and future practice. All educators who are relicensing, reinstating, and initially licensing must go through ALIS.

Throughout, the LSB remains steadfast in its dedication to its educators and the students they serve. Sometimes during major transitions such as this, and other changes that our school has undergone, it is easy to get lost in the minutiae. For the LSB, this translates into using technology to help our faculty better their practice.

Respectfully submitted,

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

STATUTORY AUTHORITY

Title 28 - Public Institutions and Corrections

Chapter 3, Administration of the Departments

The 2016 State of Vermont Act No. 172 (H.875) included statutory changes directly related to Community High School of Vermont. The act was signed by the Governor on June 8, 2016, and was effective as of July 1, 2016. 28 V.S.A. § 120 was amended to read:

28 V.S.A. § 120. Department of Corrections Education Program; Independent School ¹

(a) Authority. An education program is established within the Department of Corrections for the education of persons who have not completed secondary education or are assessed to have a moderate-to-high criminogenic need by one or more corrections risk assessments and who are committed to the custody of the Commissioner.

(b) Applicability of education provisions. The education program shall be approved by the State Board of Education as an independent school under 16 V.S.A. § 166, and shall be coordinated with adult education, special education, and career technical education.

(c) Program supervision. The Commissioner of Corrections shall appoint a licensed administrator under 16 V.S.A. chapter 51 to serve as the Headmaster of Correction Education and coordinate use of other education programs by persons under the supervision of the Commissioner.

(d) Curriculum. The education program shall offer a minimum course of study, as defined in 16 V.S.A. § 906, and special education programs in accordance with the program description used for independent school approval.

(e) [Repealed.]

(f) Reimbursement payments. The provision of 16 V.S.A. § 4012, relating to payment for State-placed students, shall not apply to the Corrections education program.

(g) [Repealed.]

(h) Required participation. All persons under the custody of the Commissioner who are under the age of 23 and have not received a high school diploma, or are assessed to have a moderate-to-high criminogenic need and are within 24 months of reentry shall participate in an education program. The Commissioner may approve the participation of other students, including individuals who are enrolled in an alternative justice or diversion program.

¹ (Added 1987, No. 207 (Adj. Sess.), § 2; amended 1991, No. 204 (Adj. Sess.), § 11; 1997, No. 84 (Adj. Sess.), § 1; 2001, No. 149 (Adj. Sess.), §§ 38, 39, eff. June 27, 2002; 2007, No. 64, § 4; 2007, No. 192 (Adj. Sess.), § 6.030; 2011, No. 63, § E.337; 2011, No. 88 (Adj. Sess.), § 1, eff. April 25, 2012; 2013, No. 92 (Adj. Sess.), § 302, eff. Feb. 14, 2014; 2015, No. 23, § 29; 2015, No. 58, § E.337; 2015, No. 172 (Adj. Sess.), § E.337.)

28 V.S.A. § 121. Community High School of Vermont Board ²

(a) A board is established for the purpose of advising the Director of Corrections Education when serving as the Superintendent of the Community High School of Vermont, the independent school established in section 120 of this title. The Board shall have supervision over policy formation for the Community High School of Vermont, except as otherwise provided, shall recommend school policy to the Director of Corrections Education, may create a structure for local advisory boards as it deems appropriate, and shall perform such other duties as requested from time to time by the Secretary of Education or Commissioner of Corrections.

(b) The Board shall consist of nine members, each appointed by the Governor for a three-year term subject to the advice and consent of the Senate, in such a manner that no more than three terms shall expire annually, as follows:

(1) Six representatives selected to ensure geographic representation throughout the State.

(2) Three members-at-large.

(c) The Board shall appoint a Chair and Vice Chair, each of whom shall serve for one year or until a successor is appointed by the Board.

(d) The Board shall report on its activities annually to the State Board of Education, the Secretary of Human Services, and the Commissioner of Corrections.

(e) The Commissioner shall consult with the Board prior to appointing the Director of Corrections Education.

² Added 2001, No. 149 (Adj. Sess.), § 36, eff. June 27, 2002; amended 2011, No. 88 (Adj. Sess.), § 2, eff. April 25, 2012; 2013, No. 92 (Adj. Sess.), § 279, eff. Feb. 14, 2014.

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