

Champlain Valley School District

*serving the school communities of Charlotte, Hinesburg, St. George,
Shelburne, Williston and the Champlain Valley Union High School*

2017-2018 Proposed Annual Budget



and the

2016-2017 ANNUAL REPORT CARDS

of the

Chittenden South Supervisory Union

and the

Champlain Valley Union High School District

February 2017

For this report and additional information, visit the Chittenden South Supervisory Union website at:

www.cssu.org

TABLE OF CONTENTS

Champlain Valley School District Proposed Budget, Chittenden South Supervisory Union Annual Report Card and the Champlain Valley Union High School Annual Report

CSSU School Board Report	4	Three Prior Years Comparison	29
Superintendent of Schools Report	5	CVSD Announced Tuition Rates	30
CSSU Demographics	6	Charlotte Central School	32
Faculty and Staff and Salary Schedule	7	Hinesburg Community School	34
Faculty Recognition	8	Shelburne Community School	36
Curriculum, Instruction and Assessment	11	Williston School District	38
CSSU Assessment and Data	11	Champlain Valley Union High School	40
CSSU Assessment Results	12	CVU High School Annual Report	43
SBAC/NECAP Subgroup Data	18	CVU School Board Report	44
Other Performance Indicators	19	Student Achievement and Participation	45
Student Support Services	21	Comparative Data for Cost Effectiveness	49
Connecting Youth in Chittenden South	22	Warning Champlain Valley Union High School	51
CVSD Proposed 2017-18 Budget	24	CSSU and CVU 2016 Auditor's Reports	52
Warning CVSD	27		



School Board Directory

The governance structure of Chittenden South Supervisory Union includes one local school board for each town, one school board for the Champlain Valley Union District which oversees the union high school, and one school board for the entire supervisory union. Member terms are normally two or three years. *Indicates membership on the CSSU School Board. + Indicates membership on the CVSD School Board

CVU

*+Erin Brady
Lia Cravedi, Vice Chair
Lynne Jaunich
*Lorna Jimerson
Cathy Keim
*+Joan Lenex, Asst. Clerk
+Ray Mainer
*Polly Malik, Chair
Gene McCue, Clerk
Kim Schmitt
Jeff Solomon

Charlotte

*+Erik Beal, Vice Chair
Jeff Martin, Clerk
*+Mark McDermott, Chair
*Susan Nostrand, Clerk
Sue Thibault

Hinesburg
*Bill Baker, Vice Chair
Shayla Livingston
*+Colleen MacKinnon, Asst. Clerk
Stacy Riley, Clerk
*Keith Roberts, Chair

Shelburne

*+Dave Connery, Chair
*Bob Finn
*Kathy Stockman, Vice Chair
Tim Williams, Clerk
Matt Wormser, Asst. Clerk

St. George

*+Kelly Bowen, Chair
Eric Hunter, Vice Chair
Carol Blakely, Clerk

Williston

Josh Diamond, Vice Chair
*Karen Maklad, Asst. Clerk
*+Kevin Mara, Chair
*+Amanda Marvin, Clerk
+Brandon McMahon

CVSD Only

Russ Caffry

CSSU BOARD OF DIRECTORS ANNUAL REPORT

Last year outgoing chair of the CSSU Board, Jeanne Jensen, spoke of the continuing change at our supervisory union. There are many education initiatives underway, from Pre-K all the way to CVU, and more change is on the way with the newly formed Champlain Valley School District.

Our SU continues the cultural change around Multi-Tiered Systems of Support (MTSS). MTSS steps away from the lens of “regular education vs. special education” and instead recognizes that students begin and progress along a range of achievement. With tiered systems of support a child who is just beginning to struggle academically can be given the more intensive help he or she may need to get back on track and not have to wait to fail before receiving that support.

CSSU was an early supporter of universal Pre-kindergarten, now required through Act 166. Through partnerships with 39 community-based preschool programs, over 300 students in our five towns have access to quality programs that will prepare them to come to our schools for kindergarten ready to learn. In addition, the district serves another 80 children through school-based programs.

We are in our third year of consolidated Special Education. Required by Act 156, all special education staffing, budgeting, Medicaid billing, programmatic and instructional planning has been moved to the Supervisory Union. While this has been a cultural shift for our education team, the learning and sharing of best practices is beginning to pay dividends for our students. In addition, the budgeting process working across the SU is also starting to show ways to deliver cost-effective services to all students.

We are in our second year of implementing Personalized Learning Plans (Act 77). Students are becoming more involved in their learning; articulating their interests, identifying their areas of strength and where they need more focus. Also part of this legislative initiative is the definition and execution of proficiency-based standards. Before a student can plan how they intend to achieve a learning standard, they must be able to clearly understand what that standard is. This past fall students from grades 6 and up received evaluations of their work reported through the JumpRope software. This software is specifically tailored to proficiency based standards. This was a big change for both students and staff and we commend them for all of their hard work.

The biggest initiative of the year for the board was the successful passing of Act 46 leading to the consolidation of the five towns into one school district, the Champlain Valley School District (CVSD). With the organization of the new board in September we are hard at work preparing the first budget for the 2017-18 fiscal year. At the same time the day-to-day operations of the local schools and CVU are still being overseen by the 7 separate boards. The individual school boards will transfer all responsibilities to the new CVSD board on July 1, 2017. Combining all of these entities in a highly unified supervisory union is still a daunting task. As we begin the process of standardizing our policy and budget guidance, we will move to leverage the advantages of governance consolidation in the delivery of education services to the nearly 4,000 students of the new district.

This is indeed an exciting time for the CSSU and the CVSD. The board continues to be proud of the hard work put forth by students, staff and administration to make our school a place of exceptional 21st century learning.

Respectfully submitted on behalf of the CVSD and CSSU School Boards,
David Connery, CVSD and CSSU Board Chair
Mark McDermott, CVSD Vice-Chair



**CHITTENDEN SOUTH SUPERVISORY UNION
SUPERINTENDENT OF SCHOOLS REPORT**



Dear CSSU Community,

Over the past ten years, three separate study committees, comprised of board and community members, considered governance consolidation of our schools. On June 7th, the communities of Charlotte, Hinesburg, St. George, Shelburne and Williston voted to form the *Champlain Valley School District*. This historic outcome is having a profound positive impact on our ability to provide the most effective education system – one that provides all of our students the greatest educational opportunities, ensures equity across all of our schools, and provides operational efficiencies that will reduce our costs over time.

At the school level, we are engaged in fine-tuning our operations. While we have had coordinated, unified curriculum and assessment and professional development for the past 6-10 years, in our new structure, we're better equipped to ascertain the instructional support we provide for each student and school site. This allows us to have important discussions and make decisions about which areas are fundamental to a quality education and which are discretionary. In this way, we can assure that there is equity of resources for every student while maintaining a healthy level of local autonomy. Whereas past conversations about best practices ultimately resulted in important sharing without resultant changes, current discussions are ultimately focused on understanding the best components of each system and coming up with a collective model that truly is best practice and that truly ensures the best opportunities for our students.

I am personally enthusiastic about this work and am grateful to work in a system that has committed and engaged board members, devoted and exceptional staff, and a community that appreciates and supports its schools.

Finally, I want to acknowledge the enormous contributions of COO Bob Mason to the Chittenden South Supervisory Union. When Bob joined the CSSU central office in 2003, he embarked on a journey to provide a financial and operations systems overhaul that was based on consistency, collaborative planning, and efficient and effective use of all resources. His success is our legacy. CSSU is a highly functional, systems-based entity due in no small part to the work of Mr. Mason. We owe him our sincere thanks and appreciation.

Sincerely,
Elaine F. Pinckney
Superintendent of Schools

The CSSU mission is to develop citizens who

LEARN

actively and collaboratively

THINK

creatively and critically

LIVE

responsibly and respectfully

CONTRIBUTE

positively to their community

PURSUE EXCELLENCE

in their individual interests

CSSU DEMOGRAPHICS

Town Population Over Time					
	2000	2005	2010	Change from 2000	
Charlotte	3569	3654	3754	185	5%
Hinesburg	4340	4433	4396	56	1%
Shelburne	6944	7007	7144	200	3%
St. George	698	689	674	-24	-3%
Williston	7650	8262	8698	1048	12%
Total Pop.	23,201	24,405	24,666	1465	6%

Source: factfinder.census.gov



School Year	Student Enrollment As of Dec. 1 (see chart below)	Number of CSSU Students Eligible for Free & Reduced Lunch	Number of CSSU Students who are English Language Learners
2006-07	4325	359	79
2007-08	4276	384	86
2008-09	4250	382	99
2009-10	4220	464	100
2010-11	4204	462	114
2011-12	4164	603	107
2012-13	4110	608	96
2013-14	4062	601	118
2014-15	4064	556	109
2015-16	3941	597	111
2016-17	3925	582	98

Socioeconomic Status:

2014 Median household income per family:

CSSU = \$100,069 Vermont = \$65,608

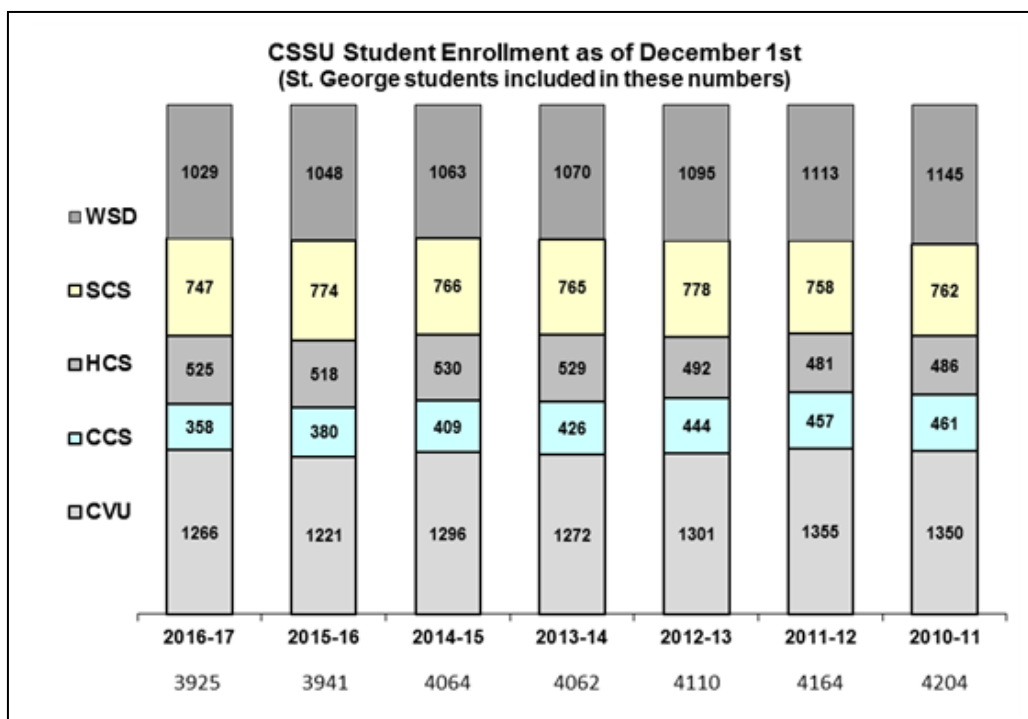
Source: <http://www.tax.vermont.gov>

Student Average Daily Attendance:

CSSU's strong attendance rate averages 95-96% annually.

Ethnic Groups:

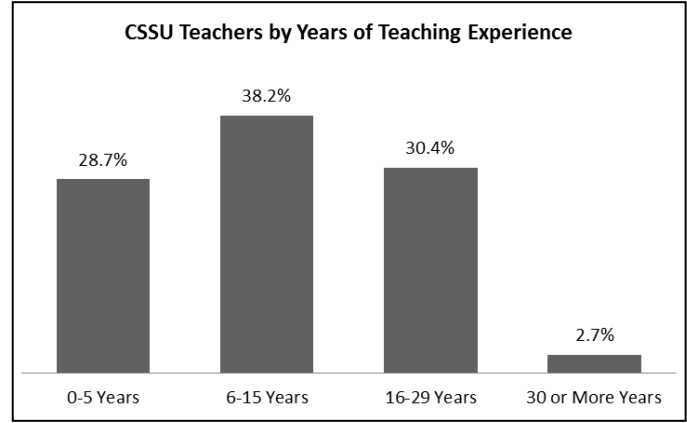
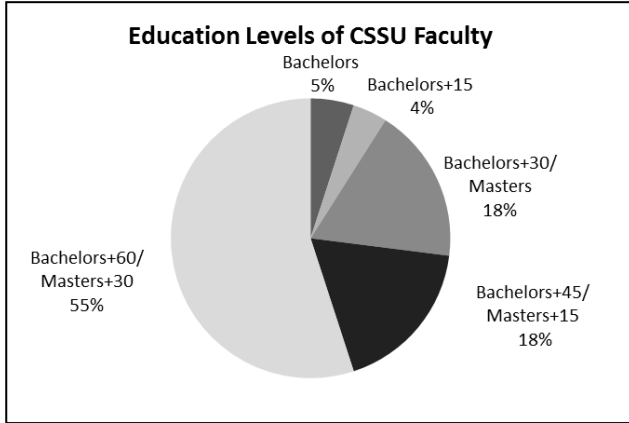
91% of CSSU students identify themselves as white/Caucasian, 9% as African-American, Asian, or Hispanic.



FACULTY AND STAFF

Professional Staff:

Chittenden South Supervisory Union currently employs over 400 professional staff members. Half of all CSSU teachers are at B60/M30 level and the majority holds advanced degrees such as Masters, a Masters with additional credits or a Doctorate.



Class Size:

CSSU strives to comply with the Vermont Education Quality Standards (EQS) adopted in April 2014 by working to keep class sizes within state prescribed numbers: “Classes in grades K-3, when taken together, shall average fewer than 20 students per teacher. In grades 4-12, when taken together, classes shall average fewer than 25 students per teacher. The total class roll of a teacher shall not average more than 100 students, except where the specific nature of the teacher’s assignment (such as in certain art, music or physical education programs) is plainly adaptable to the teaching of greater numbers of students while meeting the educational goals of the program.

SALARY SCHEDULE

2016-2017

Step	YOE at Hire	B		B15		M/B30		M15/B45		M30/B60	
1	0-5	1.000	42,675	1.060	45,236	1.120	47,796	1.180	50,357	1.240	52,917
2	6	1.050	44,809	1.110	47,369	1.170	49,930	1.230	52,490	1.290	55,051
3	7	1.100	46,943	1.160	49,503	1.220	52,064	1.280	54,624	1.340	57,185
4	8	1.150	49,076	1.210	51,637	1.270	54,197	1.330	56,758	1.390	59,318
5	9	1.200	51,210	1.260	53,771	1.320	56,331	1.380	58,892	1.440	61,452
6	10	1.250	53,344	1.310	55,904	1.370	58,465	1.430	61,025	1.490	63,586
7	11	1.300	55,478	1.360	58,038	1.420	60,599	1.480	63,159	1.540	65,720
8	12	1.350	57,611	1.410	60,172	1.470	62,732	1.530	65,293	1.590	67,853
9	13	1.400	59,745	1.460	62,306	1.520	64,866	1.580	67,427	1.640	69,987
10	14	1.458	62,220	1.518	64,781	1.580	67,427	1.640	69,987	1.700	72,548
11	15					1.640	69,987	1.700	72,548	1.760	75,108
12	16					1.700	72,548	1.760	75,108	1.820	77,669
13	17					1.768	75,449	1.820	77,669	1.880	80,229
14	18							1.888	80,570	1.940	82,790
15	19									2.008	85,691
		16g	Grandfathered Ghost				2.068	88,252			

FACULTY RECOGNITION

CCS 5th grade teacher **David Baird** is the single VT recipient of the 2016 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for K-6 Math. After submitting a video of a math lesson along with letters of recommendation and written responses to 25 questions he was selected as the award winner for VT. He will head to Washington DC to receive the award and meet with policy makers.



Andy Smith, CCS General Music / Instrumental Music Teacher, had some of his lesson plans and assessments shared at the National Music Educators Conference in Houston, Texas this past fall. The plans and assessments were based on the revised National Music Standards and are now being used as benchmarks nation-wide.

Heidi Huestis, CCS Library Media Specialist, helped host the @ThisisVTED Twitter handle in December. This is a twitter handle for the entire Vermont education community, which highlights a different hosting school or organization each week.

CCS Counselors, **Vicki Nelson and Kathy Batty**, presented a training at the Vermont School Boards Association on equity and implicit bias.

CVU special educator **Kari Roberts** was named 2015-16 UVM Outstanding Teacher of the Year. Kari has invested a great deal of time and energy over the past several years to help design high quality instruction and intervention in the mainstream for students with disabilities.

CVU Redhawk Café employee **Colleen French** has been awarded the 2016 "Serving Up Excellence" Award for her inspiring example and dedication to providing healthy food to the students of CVU, and for her commitment to their health and learning.

CVU English teacher **Amanda Terwillegar** was part of a pilot program for the United States Institute of Peace, which is "an independent, nonpartisan institution established and funded by Congress to increase the nation's capacity to manage international conflict without violence." (USIP.org) Her work for USIP was based around creating classroom activities and programs that would help students understand how to identify the elements of conflict and empower them to become peace builders in their everyday lives. She and others met formally in Washington DC in July to present their work in front of a panel composed of representatives from the State Department, the Department of Education, the UN, and several other agencies interested in looking at how our current systems can best cultivate the next generation of Peace builders.



Congratulations to former CVU Social Studies teacher **Lezlee Sprenger**. She is a Project Ignite recipient.

Congratulations to **Katherine Riley**, recipient of CY's 2016 "Aw Shucks" Award. While Katherine is a powerful leader in Student Council and Amnesty International, it is her steadfast commitment to *doing right* in the everyday moment that makes her special.



SCS' Alpha Team teacher **Meg O'Donnell** was honored as our 2015-16 UVM Teacher of the Year, joining 72 other outstanding educators in a wonderful ceremony in the Davis Center at UVM. The Alpha Team also treated Meg to a special ceremony complete with lots of great cake and her own portfolio looking back at her more than two decades of work with SCS students.



WSD's **Michael Willis** was nominated for VitaLearn's Project Ignite Award.

Sharon Davison from WSD has been published repeatedly in the national publication, *Ed Week*, including articles on transformative teaching practices utilizing social media and other technologies.

Katie Cuttitta, a special educator at WSD, also teaches special education assessment to graduate students at UVM.

Cindy Cole, WSD's school psychologist, is also a St. Michael's College instructor teaching psychological assessment to graduate students.



CONNECTING CURRICULUM, INSTRUCTION AND ASSESSMENT



The goal of the Chittenden South Supervisory Union Office of Learning and Innovation is to assist our six schools to provide a learning environment that nurtures the academic and social development of every student. To achieve this, as well as instructional and programmatic consistency throughout CSSU, professional development is planned, coordinated and assessed by the Director of Learning and Innovation. The CSSU Proficiency-Based Graduation Standards are the foundation of teacher planning, instruction and assessment. As a Supervisory Union, we regularly update curriculum and assessments to align with research-based 'best practice' and provide professional development to support ongoing teacher growth and improvement.

The office of Learning and Innovation is responsible for a range of functions including oversight of federal grants (including Title I, Title IIA, and Title III), revision and evaluation of K-12 curriculum, providing professional development for CSSU teachers, development and coordination of a common assessment system, coordination of Math and Literacy Coordinators and the initiatives they facilitate, oversight of student performance data collection and its use in VCAT (Vermont Comprehensive Assessment Tool) and coordination of the English Language Learners (ELL) Program.

Projects currently underway through this CSSU office include: **K-12 Proficiency-Based Reporting. MATH** – Implementation of K-12 Common Core Math Standards, Implementation of Common Core aligned K-5 Bridges Program and CMP3 for middle level students, coordination of data use and analysis in VCAT, and coordination of professional development focused on Best Practices and Studios K-12; **LITERACY** - Revision and implementation of Common Core aligned On Demand Expository Writing Assessment, support for Readers and Writers Workshop instructional model, coordination of data collection use and analysis in VCAT, professional development focused on the Common Core ELA Standards and related classroom coaching; **SCIENCE** - Use and analysis of data, and ongoing professional development to implement Next Generation Science Standards (NGSS) in 2015-16; **PROFESSIONAL DEVELOPMENT** - Coordination of a multifaceted K-12 in-service program that focuses on implementation of Act 77 (Personalized Learning Plans, Flexible Pathways, & Proficiency-Based Graduation Requirements, alignment with Common Core, Multi-Tiered System of Support, Math and Literacy Best Practice, and NGSS. **ASSESSMENT** – Continued development and refinement of the CSSU Common Assessment System and implementation of VCAT data collection.

Jeff Evans, Director of Learning and Innovation

CSSU Assessment and Data

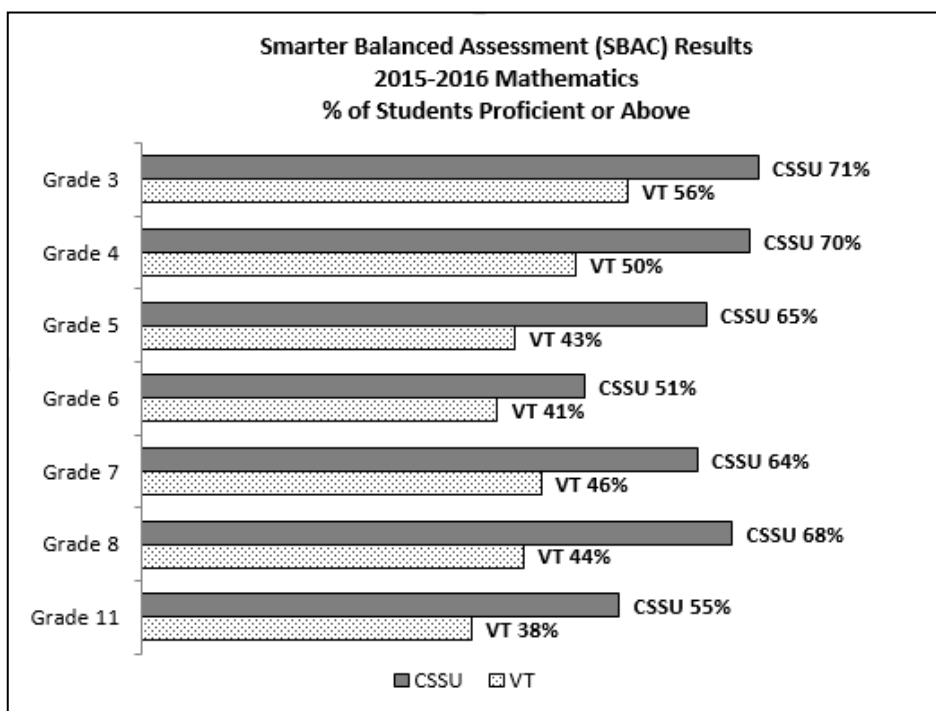
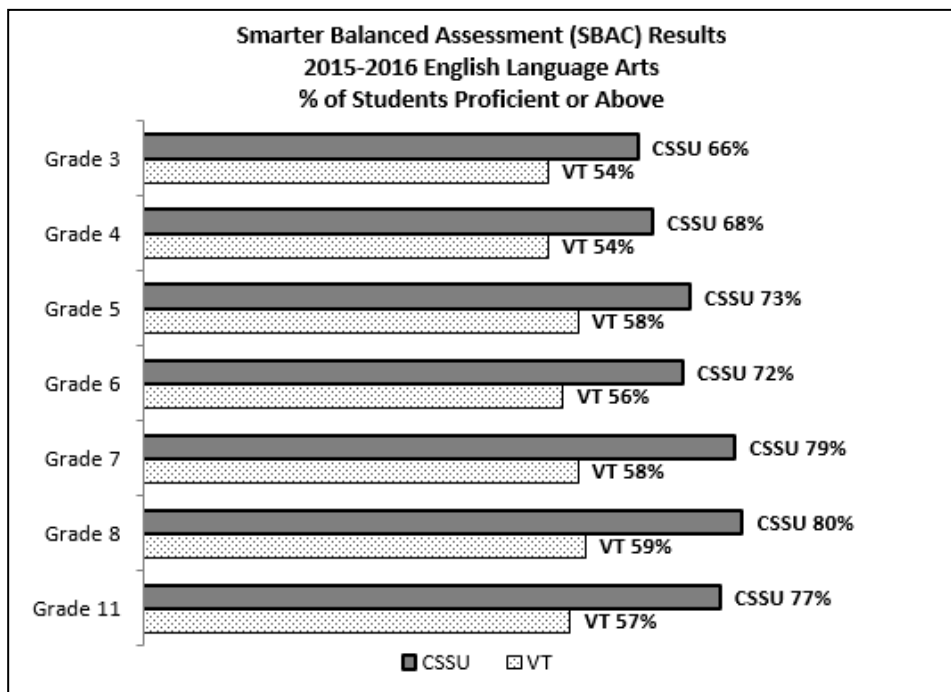
CSSU uses multiple local, state and national measures to evaluate student progress. A K-8 CSSU Common Assessment System (CCAS) guides the administration of common assessments throughout the K-8 schools in literacy, math and science and the regular practice of analyzing and responding to data. The CCAS is a living document, continually revised to include updated assessments. The chart below lists the assessments currently given to CSSU students at each grade level. The following pages contain data regarding performance on state and national assessments in 2015-16.

Grade	CSSU Local and State Assessments 2015-2016
K	Letter Recognition, Letter Sound ID and Phonological Awareness Assessments, On Demand Writing Prompt, Bridges Check-ups, Benchmark Assessment System (BAS) in Reading and Comprehension and Inquiry Science Task Assessment
1	BAS, Foundations Unit Assessments, On Demand Writing Prompts, Bridges Unit Tests, Inquiry Science Task Assessment
2	BAS, Foundations Unit Assessments, On Demand Writing Prompts, Physical Education, Music, Bridges Unit Tests, Inquiry Science Task Assessment
3	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, BAS, On Demand Writing Prompts, Bridges Unit Tests, Inquiry Science Task Assessment, DSA Spelling
4	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, New England Common Assessment (NECAP) - Science, BAS, On Demand Writing Prompts, Physical Education, Bridges Unit Tests, Inquiry Science Task Assessment, DSA Spelling
5	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, BAS, On Demand Writing Prompts, Bridges Unit Tests, Inquiry Science Task Assessment, DSA Spelling
6	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, Degrees of Reading Power (DRP), On Demand Writing Prompts, Music, Inquiry Science Task Assessment, CMP unit tests
7	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, Degrees of Reading Power (DRP), On Demand Writing Prompts, Physical Education, Inquiry Science Task Assessment, CMP unit tests
8	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, New England Common Assessment (NECAP) - Science, Degrees of Reading Power (DRP), On Demand Writing Prompts, World Language, CMP unit tests.
9	Writing Mechanics, Degrees of Reading Power (DRP), CVU Course Assessments
10	Degrees of Reading Power (DRP), CVU Course Assessments, PSAT
11	Smarter Balanced Assessment (SBAC) - Math & English/Language Arts, New England Common Assessment (NECAP) - Science, CVU Course Assessments, SAT, ACT
12	CVU Course Assessments, Graduation Challenge

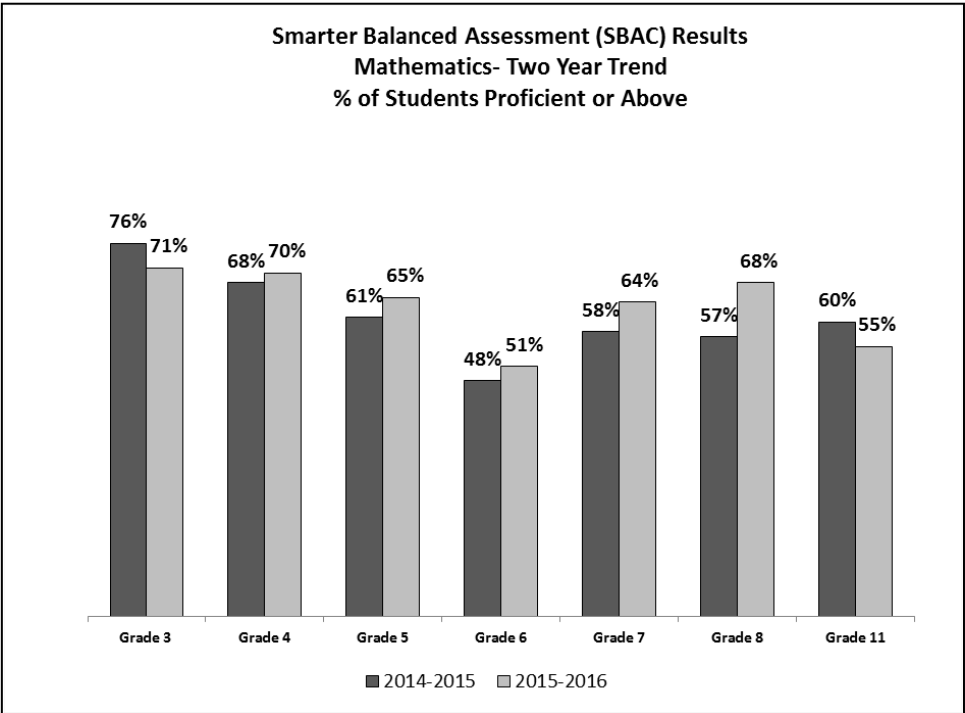
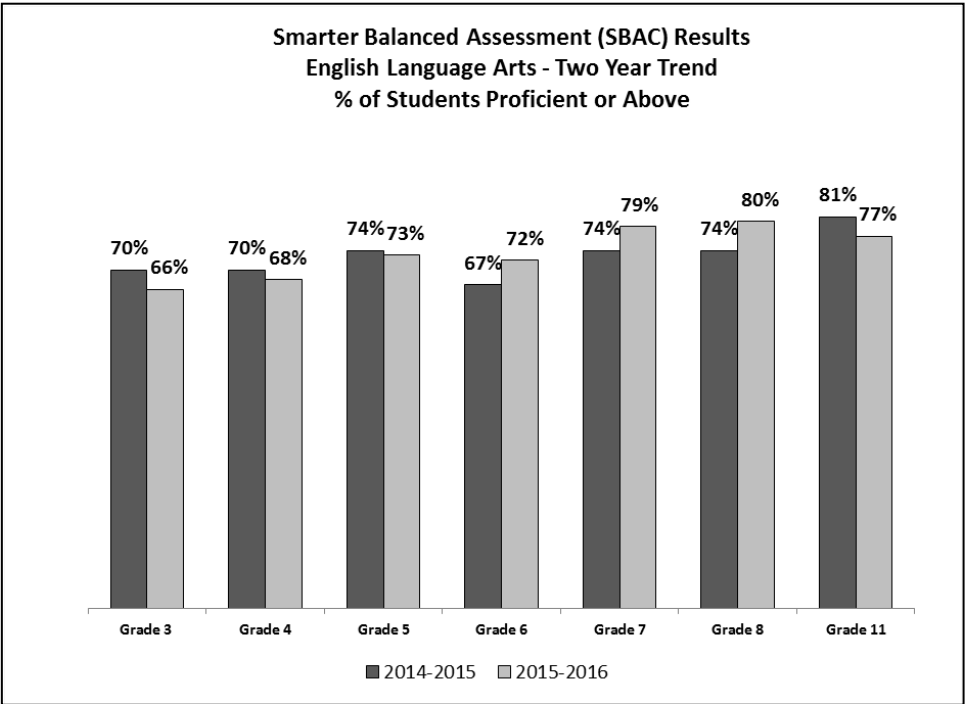
CSSU ASSESSMENT RESULTS

SBAC RESULTS

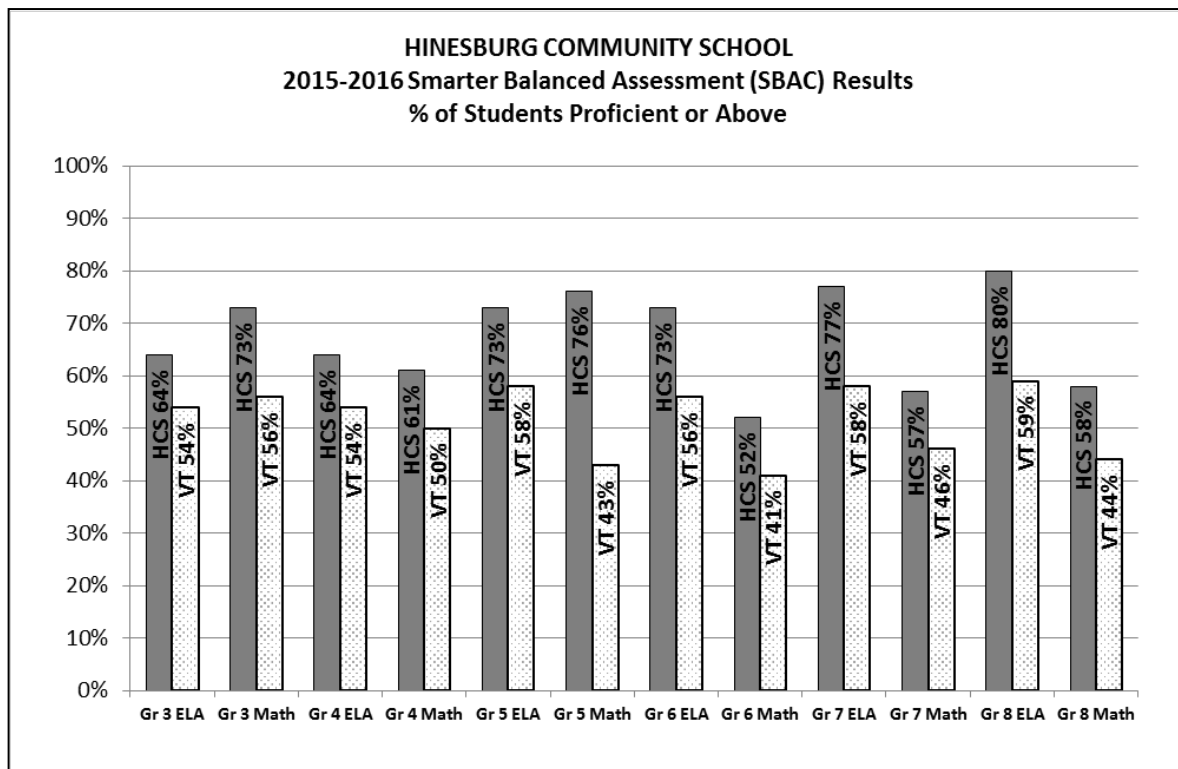
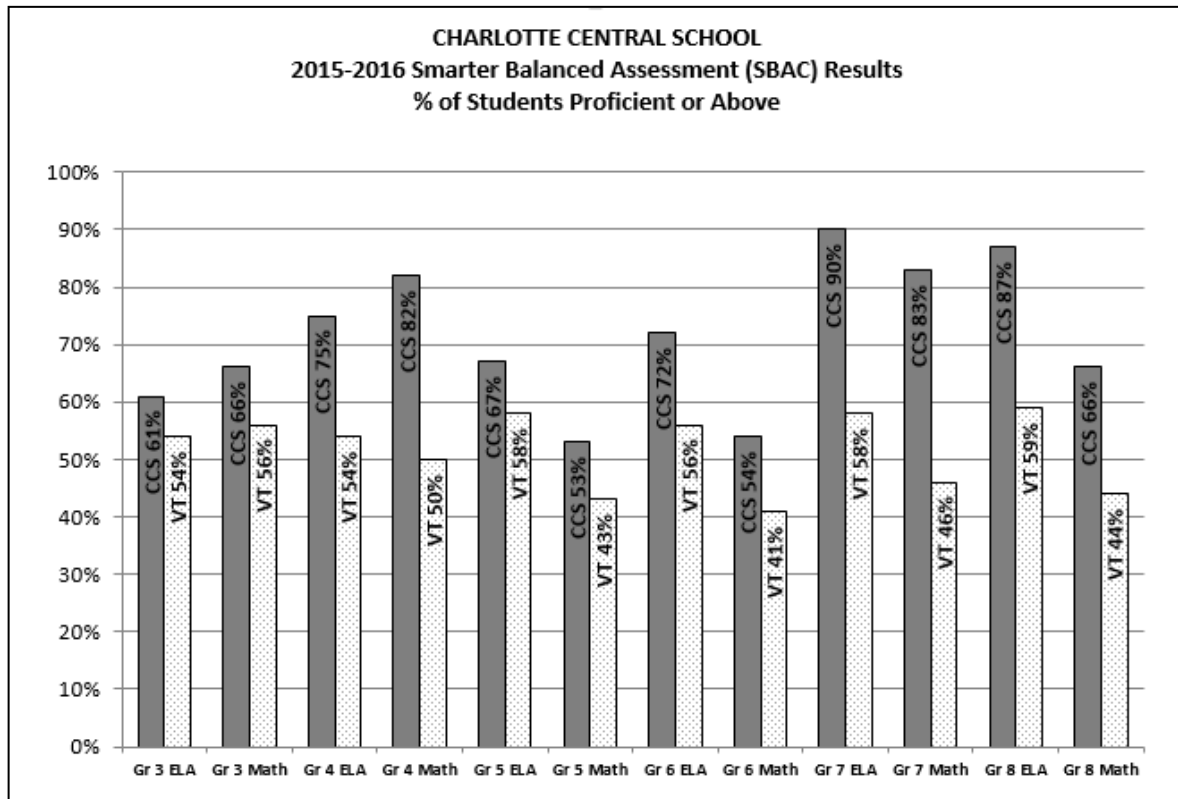
2015-16 Smarter Balanced Assessment Results - During the spring of 2016, Vermont students were assessed in English/Language Arts and Math using the Smarter Balanced Assessment (SBAC). This new computer adaptive test, administered online, provided the first test results aligned with the Common Core State Standards. The more rigorous Smarter Balanced Assessments, like the new standards, ask students to engage in tasks which involve more complexity, problem solving, and integrated learning.



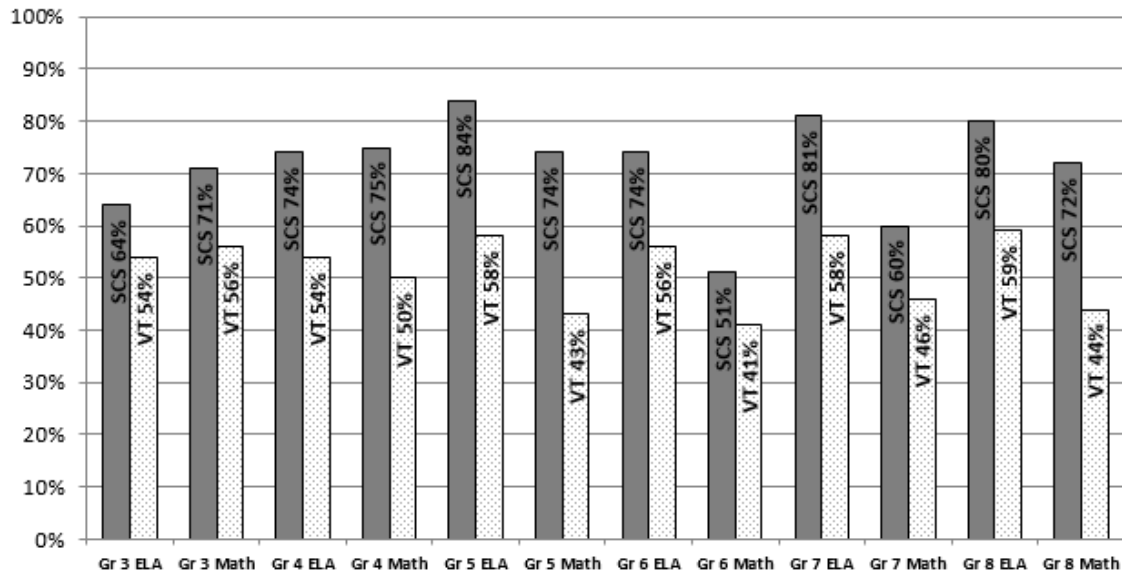
SBAC TWO-YEAR TREND



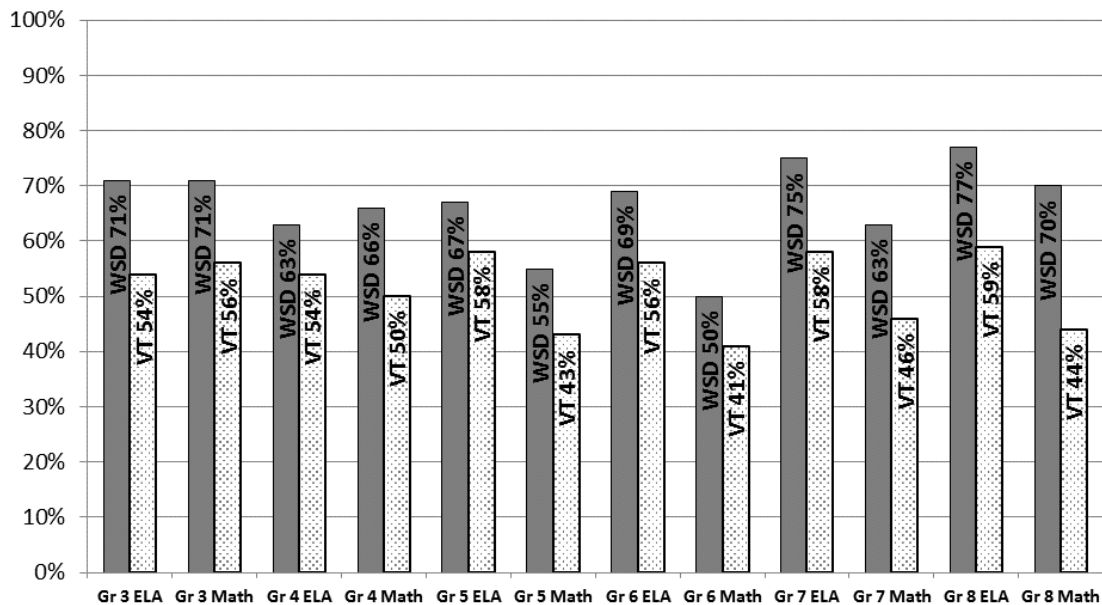
SBAC DATA BY SCHOOL

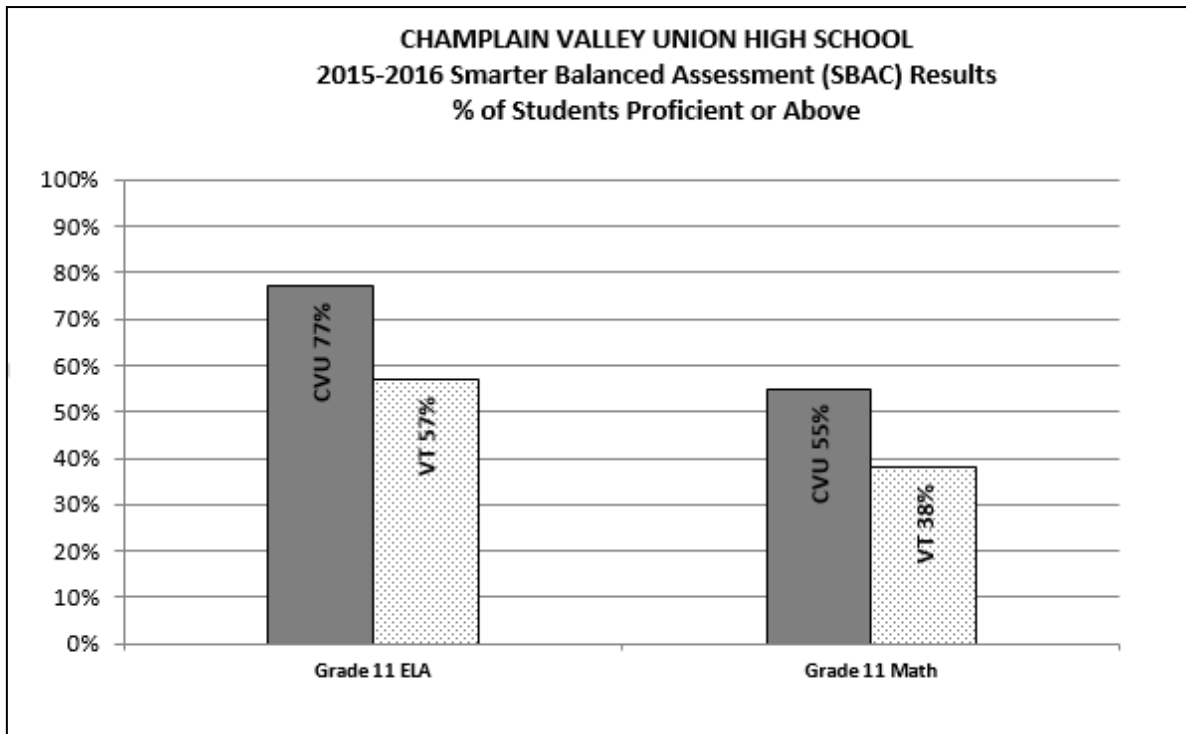


SHELBURNE COMMUNITY SCHOOL
2015-2016 Smarter Balanced Assessment (SBAC) Results
% of Students Proficient or Above



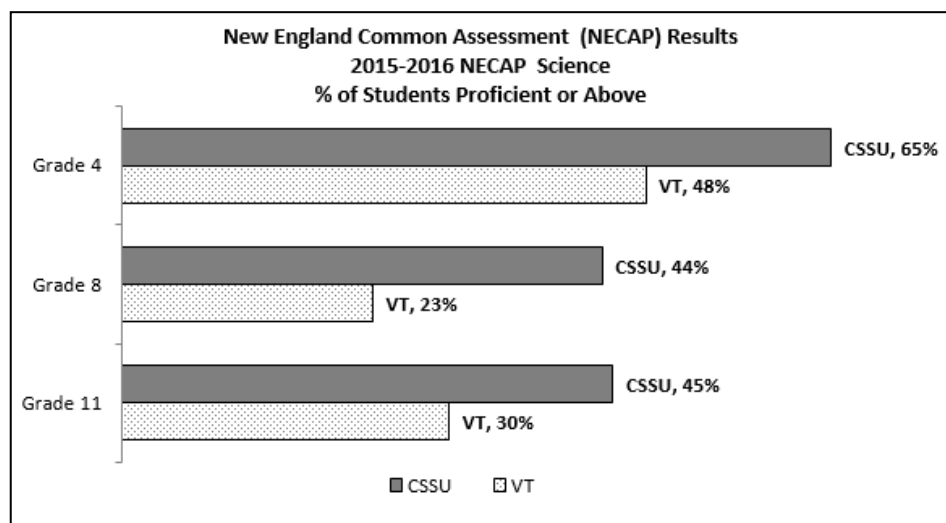
WILLISTON SCHOOL DISTRICT
2015-2016 Smarter Balanced Assessment (SBAC) Results
% of Students Proficient or Above



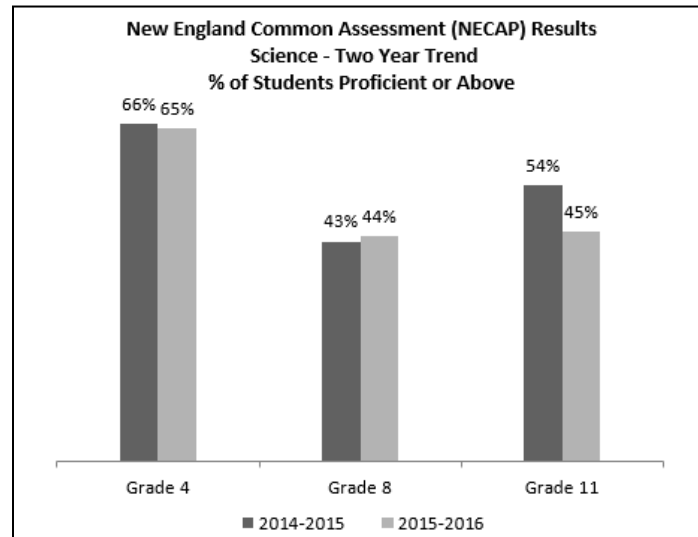


NECAP SCIENCE ASSESSMENT DATA

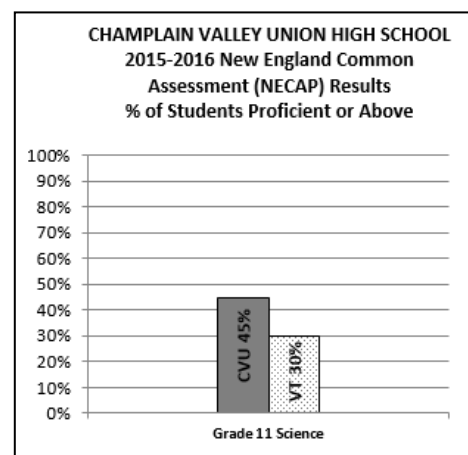
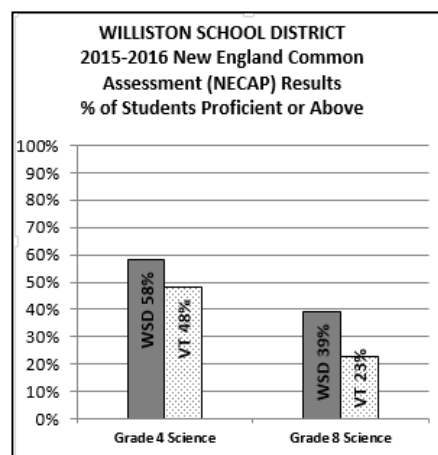
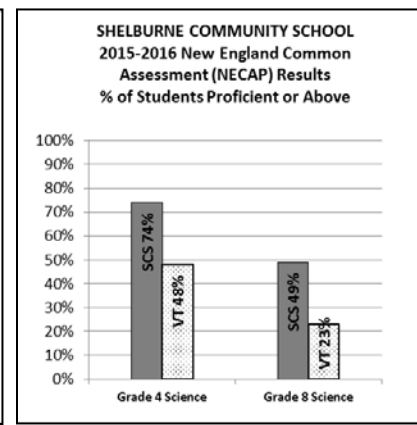
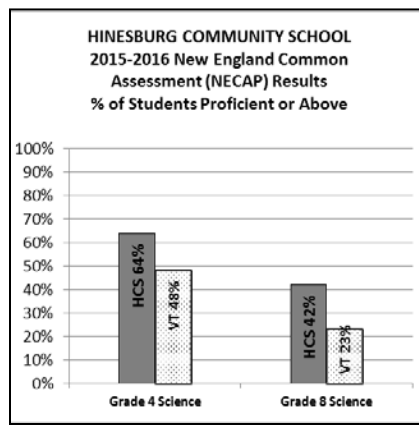
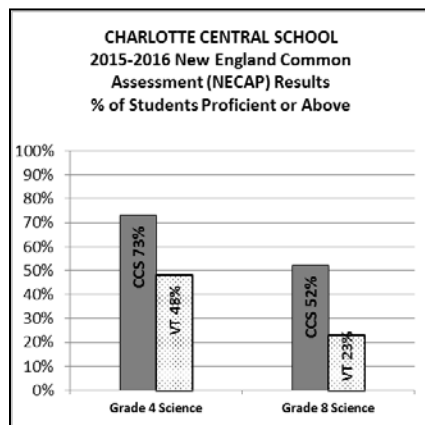
Vermont students in Grades 4, 8, and 11 participate in the New England Common Assessment Program (NECAP) Science Assessment. The NECAP science tests measure students' academic knowledge and skills relative to Grade Expectations developed by teams of teachers from Vermont, Rhode Island and New Hampshire. In June 2013, the Vermont State Board of Education approved the Next Generation Science Standards (NGSS) which are now considered to be the foundation of all Vermont science instruction. School programs across Vermont are gradually incorporating these standards into curricula and instruction. Part of this work has included aligning the NGSS Science and Engineering Practices to the Inquiry portion of the NECAP while the development of an NGSS specific assessment is completed.



NECAP SCIENCE ASSESSMENT DATA – TWO YEAR TREND



NECAP SCIENCE ASSESSMENT DATA BY SCHOOL



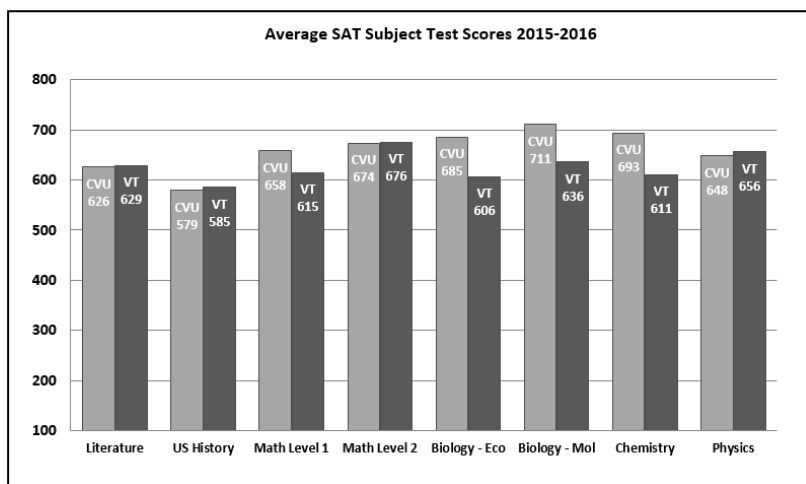
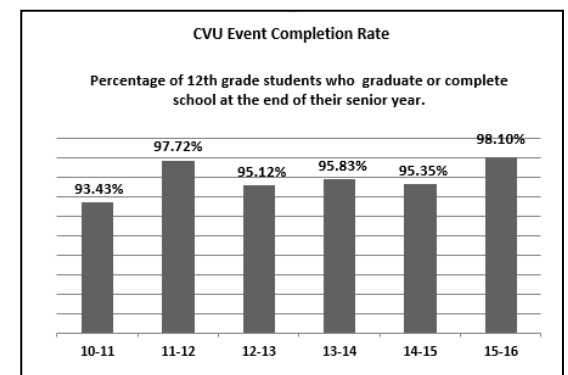
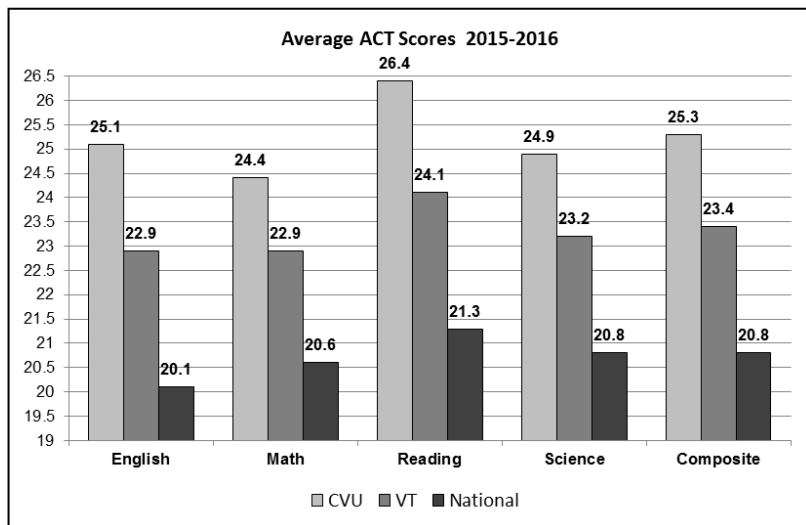
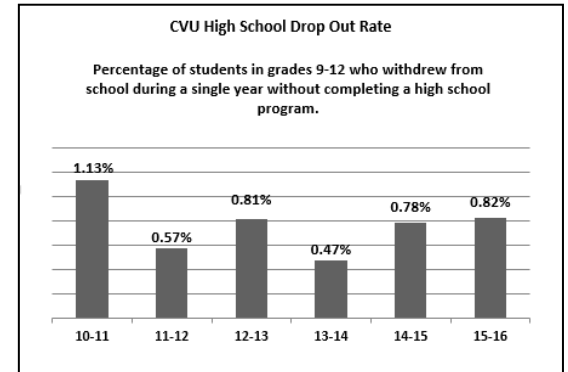
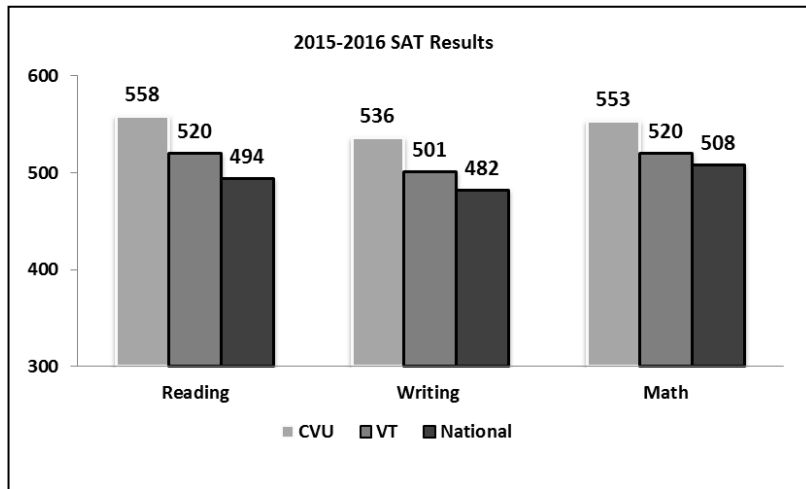
District - SBAC (ELA/Math) NECAP (Science) Subgroup Data 2015-2016

Percentage (%) of students scoring proficient or higher																	
Subgroup	Grade 3		Grade 4			Grade 5		Grade 6		Grade 7		Grade 8			Grade 11		
	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math	Science
All	66	71	68	70	65	73	65	72	51	79	64	80	68	44	77	55	45
Male	56	64	63	73	64	66	62	65	47	73	59	72	65	40	71	53	41
Female	76	77	73	67	67	81	68	79	56	85	69	88	71	49	85	58	52
Asian	-	-	83	83	-	-	-	-	-	88	76	-	-	-	-	-	-
Black/African American	-	-	63	50	-	55	45	-	-	-	-	-	-	-	-	-	-
White (Non-Hispanic)	67	71	68	71	68	73	65	73	53	79	65	81	68	44	79	56	46
Limited English Proficient	41	56	90	80	50	58	50	20	40	-	-	-	-	-	-	-	-
Non-limited English Proficiency	68	72	67	70	66	74	65	74	52	80	65	80	69	44	78	56	46
IEP/Special Education	22	28	10	25	24	13	13	15	9	24	17	25	20	3	24	4	5
Non-IEP/Special Education	69	73	72	73	69	81	71	80	58	86	70	88	75	51	87	64	53
Economic Disadvantage Status	32	45	25	27	20	40	30	43	25	53	43	52	27	13	44	9	4
Non-Economic Disadvantage Status	73	75	75	77	73	80	72	77	56	84	68	85	75	50	81	60	50
Total # of Students																	
Number of Students Tested	288	289	302	302	300	296	296	268	268	313	315	305	307	305	288	290	282
Limited English Proficient	17	18	10	10	10	12	12	10	10	8	9	4	5	6	4	4	2
IEP/Special Education	18	18	20	20	21	32	32	34	34	34	35	40	40	40	46	45	41
Economic Disadvantage Status	44	44	44	44	44	47	47	40	40	45	46	44	44	46	32	32	25

ELA = SBAC English Language Arts Math = SBAC Mathematics Science = NECAP Science

* Note: Some numbers may have been left blank because fewer than 10 were tested.

OTHER PERFORMANCE INDICATORS – Champlain Valley Union High School



Technical Center Enrollment			
	BTC	CTE	Total
2010-11	18	42	60
2011-12	23	40	63
2012-13	17	41	58
2013-14	10	38	48
2014-15	16	49	65
2015-16	18	33	51
2016-17	13	25	38

CLASS OF 2016 COLLEGE ACCEPTANCES

Adelphi University	Lewis & Clark College	Syracuse University
Babson College	Loyola University Maryland	The College of Wooster
Becker College	Lyndon State College	The George Washington University
Bentley University	Macalester College	The Ohio State University
Boston University	Manhattan School of Music	The University of Alabama
Brigham Young University-Hawaii	Marist College	The University of Texas-Dallas
Bryant University	Massachusetts Institute of Technology	The University of the Arts
Carleton University	McGill University	The University of Warwick
Castleton University	Metropolitan State University of Denver	Tufts University
Cedarville University	Middlebury College	Union College
Champlain College	Minnesota State College-Southeast Technical	United States Naval Academy
Claremont McKenna College	Mississippi State University	University of British Columbia
Clarkson University	Montana State University-Bozeman	University of California-Berkeley
Colby-Sawyer College	Muhlenberg College	University of California-Santa Cruz
Colorado State University	North Carolina State University	University of Colorado at Boulder
Columbia College Chicago	Northeastern University	University of Delaware
Community College of Vermont	Northwestern University	University of Denver
Concordia University-Montreal	Ohio Wesleyan University	University of Hartford
Connecticut College	Pace University-New York City	University of Maine
Cornell University	Pennsylvania State University-World Campus	University of Maine at Farmington
Dartmouth College	Plymouth State University	University of Maryland-College Park
Endicott College	Princeton University	University of Michigan
Fitchburg State University	Queen's University	University of New England
Florida Institute of Technology	Quinnipiac University	University of New Hampshire at Durham
Florida State University	Rensselaer Polytechnic Institute	University of Notre Dame
Grove City College	Ringling College of Art and Design	University of Pittsburgh
Hamilton College-NY	Rochester Institute of Technology	University of Rhode Island
Haverford College	Roger Williams University	University of South Carolina
Hobart and William Smith Colleges	Saint Anselm College	University of Tennessee-Knoxville
Hofstra University	Savannah College of Art and Design	University of Vermont
Iowa State University	Skidmore College	Vermont Technical College
Ithaca College	St. Lawrence University	Virginia Tech
John Jay College of Criminal Justice, CUNY	State University of New York-Plattsburgh	Wake Forest University
Johnson & Wales University-Denver	Stevens Institute of Technology	Wheaton College MA
Johnson State College	SUNY College at Geneseo	Williams College
Lafayette College	SUNY College at Potsdam	Worcester Polytechnic Institute

*Of the 310 students who graduated in CVU's
Class of 2016, 208 are attending the above post-
secondary institutions.*

STUDENT SUPPORT SERVICES



CSSU is committed to ensuring that all students are able to learn, think, live, contribute and pursue excellence. Many students access accommodations, modifications, additional intervention or specialized instruction in order to experience success in school. We know that effective instruction and intervention in a multi-tiered system of supports shows the greatest promise for accelerating learning for students who may be struggling. In CSSU, all of our intervention services are guided by the CSSU Guiding Principles for Instruction and Intervention.

The Office of Student Support Services collaborates with building leadership to oversee special education services, Section 504, and the Educational Support System (ESS). In addition, our office serves as the liaison for numerous local, state and federal programs that provide services to students such as: school counseling professionals, school nurses, CY - Connecting Youth, The McKinney Vento Act for the Education of Homeless Youth, School Psychologists, Occupational Therapists, the Community Skills Program, Early Education, Whole School, Whole Community, Whole Child (Coordinated School Health) and Medicaid programs.

Multi-Tiered Systems of Supports: Each CSSU school provides a range of intervention services designed to accelerate learning for students who are in need of additional intervention in order to succeed in the general education environment. The system provides a means for schools to address varying student needs using a prevention model, providing necessary intervention when students are struggling and monitoring their progress. Included within our multi-tiered system of supports are:

Educational Support Teams (ESTs): Under Vermont's Act 117 each school maintains an *Educational Support System* (ESS), which includes an *Educational Support Team* (EST). The primary goal of the ESS is to identify students at risk and provide early, intensive intervention.

Section 504 of the Rehabilitation Act of 1973: Section 504 is a Civil Rights Act that provides people with disabilities protection from discrimination. Students protected under Section 504 have been identified as having a disability that substantially limits a major life activity such as caring for one's self, breathing, walking, seeing, hearing, speaking or learning. Services and/or accommodations are provided to students who meet the eligibility criteria to guarantee equal access to education.

Special Education: Special education is a mandated program that provides services to eligible students with disabilities between 3 and 21 years of age. Students from ages 3 through 21 who are receiving services through an Individual Education Plan (IEP) have been identified as having a disability which adversely effects their education and are in need of specially designed instruction and related services to address their unique educational needs. Criteria for eligibility for special education services are defined by state special education regulations required under the Individuals with Disabilities Education Improvement Act (IDEIA). Over the past five years, an average of 11.4% of our students have been identified as having one or more disabilities.

Early Childhood Education: CSSU supports a variety of programs designed to ensure that all young children from our member towns have access to high quality early education experiences. Beginning at age 3, we provide Early Childhood Special Education services to eligible children ages 3 to 5. CSSU is also an early adopter of Act 166, Vermont's Universal PreK Program. Our Early Learning Partnerships help to provide 10 hours per week of high-quality preschool education to 3 and 4 year olds (and 5 year olds not enrolled in kindergarten) in our member towns. These partnerships allow CSSU not only to provide rich early education experiences, but also to establish connections to our community based early childhood programs. CSSU maintains an Early Education Leadership Team comprised of school faculty, administrators, community-based partners and parents. This team works to strengthen our current programs and explore various ways of increasing access to high quality early education experiences.

Meagan Roy
Director of Student Support Services

Connecting Youth in Chittenden South



CSSU has a strong history of recognizing the importance of preventing health-risk behaviors. Our Connecting Youth (CY) program was started in 1990 by a group of concerned parents from Charlotte. In 1994, CY accepted responsibility for the district's Title IV funds and has since been an integral part of CSSU, providing a myriad of services that support CSSU youth in making safe and healthy choices.

The health of young people is strongly linked to their academic success. Thus, helping students stay healthy is a fundamental part of the mission of CY and CSSU as a whole. After all, health-related factors, such as hunger, chronic illness, or physical and emotional abuse, can lead to poor school performance; and health-risk behaviors such as substance use, violence, and physical inactivity and

are consistently linked to academic failure and often affect students' school attendance, grades, test scores, and ability to pay attention in class.

CY currently has Student Assistance programs at CVU, HCS, SCS, and WCS as well as Mentoring Programs at CCS, CVU, HCS, SCS and WCS. During the past year, our Student Assistance Counselors met with nearly 300 students in grades 5-12, and referred 75 for further screening and treatment for substance use disorders and 50 for mental health screening and treatment in addition to providing 200+ hours of required health curriculum. Our mentoring program served 147 students during the last year and has added a high school program this year as well. CY Mentoring maintains a 98% retention rate with 88% of students exhibiting improved attendance and 90% reporting that having a mentor has made a positive difference in their life.

Never resting on our laurels, we continue to seek better ways to help students engage in protective, health-enhancing behaviors and avoid risk behaviors.

The Whole School, Whole Community, Whole Child model created through a partnership between the Association for Supervision and Curriculum Development (ASCD) and the Centers for Disease Control is the gold standard for schools, districts, communities and states seeking to coordinate supports for students with this focus on creating healthy, safe, engaged, supported and appropriately challenged citizens. We are excited to begin working with this model this year and in the years to come.

Schools are an ideal place for students to learn about and practice healthy behaviors. The Whole Child model provides a framework for addressing school health policies, processes, practices and programs across its 10 component parts to ensure students are healthy and academically successful. It emphasizes a district wide lens, and calls for a collaborative approach to learning and health, across the school and community to meet the needs and reach the potential of each child. By specifically engaging and coordinating these ten categories of programs and services that impact the daily lives of students, we can ensure that they are receiving the same message about the value of health and wellness and its connection to their overall success.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



5 Tenets of the Whole Child Model:

Each student enters school healthy and learns about and practices a healthy lifestyle. Research confirms that students do better in school when they are emotionally and physically healthy. They miss fewer classes, are less likely to engage in risky or anti-social behavior, concentrate more, and achieve higher test scores. By educating the whole child we can create an environment that promotes the learning and practice of healthy lifestyles. Our schools do this by offering healthy menus at school, providing regular recess, working toward comprehensive physical and health education, ensuring access to social and emotional supports like School Counselors, Student Assistance Counselors, and School Social Workers etc. and creating physical, out of school activities.

Each student learns in an environment that is physically and emotionally safe for students and adults. Feeling safe at school translates into higher academic achievement, increased student well-being, and greater engagement. Children who don't feel safe can't concentrate on their studies, don't connect with their classmates, or don't go to school at all. Our commitment to educating the whole child means working together to ensure the physical, social, emotional, and academic safety and security of students and adults. We do this by consistently assessing student and staff safety and fostering effective conditions for learning.

Each student is actively engaged in learning and is connected to the school and broader community. To learn at their best, students must be engaged and motivated. Substantial research shows that students who feel both valued by adults and a part of their schools perform better academically and also have more positive social attitudes, values, and behavior. Plus, they are less likely to engage in drug use, violence, or sexual activity. We meet these needs of students through our after-school programming, mentoring programs, community service and service learning opportunities among other activities. The success of these efforts requires targeted investment, school and community commitments, focused academic support, quality programming, and a process of continual improvement. Students who are engaged and connected to their schools demonstrate increased academic achievement, attendance rates, and participation in activities.

Each student has access to personalized learning and is supported by qualified, caring adults. In addition to improving students' academic performance, research shows that supportive schools also help prevent a host of negative consequences, including isolation, violent behavior, dropping out of school, and suicide. Central to a supportive school are teachers, administrators, and other caring adults who take a personal interest in each student and in the success of each student. School and communities commit to connecting students with caring adults throughout a student's school career through a variety of positive relationships. These relationships reinforce academic achievement and social, civic, ethical, and emotional development.

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment. To succeed in college, other postsecondary education, and the workplace, students need higher-level thinking, communications, and problem-solving skills, as well as knowledge of the world and its people. These are all products of a curriculum that challenges students to work harder as they investigate a wide range of real-world subjects. What's more, our high school graduates who pursue college must be adequately prepared. Districts and communities committed to educating the whole child work together to prepare young people for success in higher education, employment, and civic life by providing meaningful learning experiences and opportunities to demonstrate achievement.

Through the use of the Whole Child Model, we seek to use collaboration, coordination, and integration to ensure that the approach is sustainable within the community and to ensure the approach's long-term success. Policies and practices, from professional development to the school master schedule to community partnerships, must reflect the central effort to ensure each child in CSSU is healthy, safe, engaged, supported, and challenged. A whole child approach aligned across curriculum and instruction, school climate and structures, professional development and student health and learning, will allow us to ensure that each child, in each school, in each community, is prepared for long-term success in further education, career, and civic life.

This year we include the addition of a district wide Whole Child Team, representative of all of our schools and the 10 component parts of the Whole Child Model. With representatives from Health Education; Physical Education & Physical Activity; Nutrition Environment & Services; Health Services; Counseling, Psychological & Social Services; Social & Emotional Climate; Physical Environment; Employee Wellness; Family Engagement and Community Involvement we have begun the process of coordinating our policies, processes and practices with the overall goal of improving health and educational outcomes for all of our students.

Best,
Christine Lloyd-Newberry
Director – Connecting Youth

Champlain Valley School District
Revenue Summary
FY18 Proposed Budget

Object	Object Description	2018 Proposed Budget
Local Revenue		
5230	Budgetary Fund Balance	(1,088,788)
1170	Impact Fees	(184,000)
1321	Tuition	(24,420)
1510	Interest Earned	(226,723)
1910	Rental	(335,600)
1990	Miscellaneous	(1,500)
Total Local Revenue		(1,861,031)
State Revenue		
Special Education		
3201	SpEd Block Grant	(1,506,648)
3202	SpEd Intensive	(5,511,071)
3203	SpEd ExtraOrdinary	(494,444)
3204	SpEd EEE	(294,567)
3205	SpEd State Placed	(237,641)
Transportation		
3150	Transportation State Grant	(1,110,861)
3282	Drivers Education Reimb	(10,000)
3308	Tech Ed Transportation	(72,608)
Other		
3115	NonEnrolled Tech FTE	(17,200)
3370	High School Completion	(25,000)
5481	Medicaid	(430,274)
5483	EPSDT	(31,078)
Total State Revenue		(9,741,392)
Grant Revenue Applied to Budget		
4226	SpEd Grants	(782,529)
4235	CY Grants	(232,736)
Total Grant Revenue		(1,015,265)
Subtotal Revenue		(12,617,688)
Education Spending Grants		
3110	Education State Grant	(62,107,475)
3114	Tech Center State Grant	(419,596)
Total Education Spending Grants		(62,527,071)
Total General Fund Revenue Budget		(75,144,759)
Total General Fund Expenditure Budget		75,144,759

Champlain Valley School District
Function Summary
FY18 Proposed Budget

Function	Function Description	2018 Proposed Budget
Instructional Program		
1100	Instructional Program	32,026,207
1200	Special Education	11,458,647
1201	Special Education Summer	208,911
1202	Special Education 504	378,753
1300	Vocational/Tech Education	888,198
1410	Athletics	616,288
1420	CoCurricular	719,941
Total Instructional Programs		46,296,946
Instructional Support		
2120	Guidance	3,143,437
2130	Health	670,728
2140	Psychology	479,880
2150	Speech & Language	1,569,134
2160	Occupational Therapy	249,168
2170	Physical Therapy	152,648
2190	Other Support Svcs	26,000
2212	Instruction & Curr Development	255,115
2213	Instruction Staff Training	588,412
2220	Library/Media	1,045,566
2230	Instructional Technology	597,718
Total Instructional Support		8,777,805
Administrative/Other Support		
2310	School Board	205,764
2320	Executive Administration	1,126,694
2390	Other Executive Admin	316,695
2410	Campus Administration	2,746,963
2420	Special Education Administion	1,006,259
2490	Other Administrative Support Svcs	502,728
2510	Fiscal Services	1,217,678
2570	Personnel Services	526,290
2580	Technology Services	1,592,301
2600	Maintenance & Operations	4,478,749
2711	Transportation Resident Student	2,604,298
2712	Transportation NonResident	40,700
2713	Transportation Resident Tech	55,004
2715	Transportation Field Trips	(84,477)
2716	Transportation CoCurricular	52,539
2730	Transportation Vehicle Maintenance	349,399
2790	Other Student Transportation Svcs	31,792
3100	Food Service	113,334
5010	Debt Service School Bus	442,500
5020	Debt Service Capital Construction	2,677,541
5030	Debt Service Other	27,259
5310	Fund Transfers	40,000
Total Administrative/Other Support		20,070,008
Total General Fund Budget		75,144,759

CHAMPLAIN VALLEY SCHOOL DISTRICT
Proposed 2017-2018 Budget
Revenue & Expenditure Summary by Program

	2013-2014 Adopted Budget	2014-2015 Adopted Budget	2015-2016 Adopted Budget	2016-2017 Adopted Budget	2017-2018 Proposed Budget
Champlain Valley School District Budget					\$ 75,144,759
Grant Programs					
IDEA - B *	\$ 600,262	\$ 681,477	\$ 362,640	\$ 367,105	\$ 289,460
IDEA - B (PreSchool) *	\$ 16,064	\$ 18,511	\$ 394	\$ -	\$ 1,919
Title II-A Teacher Quality	\$ 219,055	\$ 225,563	\$ 224,368	\$ 223,246	\$ 219,356
Title III - ELL	\$ 10,894	\$ 18,760	\$ 19,181	\$ 19,517	\$ 22,398
Title I-Part A	\$ 308,544	\$ 345,834	\$ 353,855	\$ 414,802	\$ 422,099
Medicaid - EPSDT	\$ 43,796	\$ 51,798	\$ 51,078	\$ 50,928	\$ 50,928
High School Completion Grants	\$ -	\$ -	\$ 47,700	\$ -	\$ -
Northwest VT Reading Recovery Consortium	\$ -	\$ -	\$ 117,083	\$ 109,154	\$ 109,154
Tobacco Use Prevention **	\$ 34,056	\$ 27,533	\$ -	\$ -	\$ -
Community Prevention Grant (Combined)	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -
Drug Free Schools Project **	\$ 45,200	\$ 17,000	\$ -	\$ -	\$ -
Access & Summer Program	\$ 250,000	\$ 295,000	\$ 302,697	\$ 300,321	\$ 300,321
Local Standards Board	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Hinesburg VCPC Grant	\$ -	\$ 35,000	\$ -	\$ -	\$ -
Williston Early Education Initiative	\$ 10,000	\$ 22,690	\$ -	\$ -	\$ -
VKAT **	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -
Act 230/Best	\$ 17,998	\$ 5,169	\$ 6,500	\$ 6,151	\$ 6,400
Total - Grant Programs	\$ 1,659,369	\$ 1,847,835	\$ 1,486,996	\$ 1,492,724	\$ 1,423,535
Enterprise Fund					
Imagine		\$ 700,000	\$ 850,000	\$ 1,022,005	\$ 1,124,000
Total - Champlain Valley School District Budget	\$ 1,659,369	\$ 2,547,835	\$ 2,336,996	\$ 2,514,729	\$ 77,692,294



WARNING
CHAMPLAIN VALLEY SCHOOL DISTRICT
ANNUAL MEETING
FEBRUARY 23, 2017 AND MARCH 7, 2017

The legal voters of the Charlotte Town School District, Hinesburg Town School District, Shelburne Town School District, Williston Town School District, and St. George Town School District, being the forming school districts of Champlain Valley School District, are hereby notified and warned to meet at the Champlain Valley Union High School Room 140/142 in the Town of Hinesburg at six o'clock in the evening (6:00 p.m.) on February 23, 2017, to transact any of the following business not involving voting by Australian ballot, and to conduct an informational hearing with respect to Articles of business to be considered by Australian ballot on March 7, 2017.

ARTICLE I: To elect a moderator, clerk and treasurer.

ARTICLE II: To hear and act upon the reports of the unified union school district officers.

ARTICLE III: To transact any other business proper to come before the meeting.

ARTICLE IV: To establish the date of the CVSD Annual Meeting of February 22, 2018 at 6pm at CVU and recessed and opened back up at Australian ballot voting on Town Meeting Day and hold an Informational Meeting on March 5, 2018 at 4pm.

BALLOT QUESTIONS

The legal voters of the Charlotte Town School District, Hinesburg Town School District, Shelburne Town School District, Williston Town School District, and St. George Town School District, being the forming school districts of Champlain Valley School District, are hereby notified and warned to meet at their respective polling places on Tuesday, March 7, 2017, at seven o'clock in the forenoon (7:00 a.m.), at which time the polls will open, and seven o'clock in the afternoon (7:00 p.m.), at which time the polls will close, to vote by Australian ballot on the following articles of business:

ARTICLE V: Shall the voters of the Champlain Valley School District approve the expenditure by the Board of School Directors of the sum of Seventy Five Million, One Hundred Forty-Four Thousand, Seven Hundred Fifty-Nine Dollars (\$75,144,759) which is the amount the Board of School Directors has determined to be necessary for the ensuing fiscal year commencing July 1, 2017? It is estimated that the proposed budget, if approved, will result in education spending of Fifteen Thousand, Four Hundred Nine Dollars (\$15,409) per equalized pupil.

ARTICLE VI: Shall the voters of the Champlain Valley School District authorize the Board of School Directors to allocate its current fund balance, without effect upon the District tax levy, as follows: assign One Million, Eighty-Eight Thousand, Seven Hundred Eighty-Eight Dollars (\$1,088,788) of the school district's current fund balance as revenue for the 2017-2018 operating budget, and assign the remaining balance One Million, Seven Hundred Sixty-Three Thousand, Seven Hundred Eleven Dollars (\$1,763,711) as revenue for future budgets?

ARTICLE VII: Shall the voters of the Champlain Valley School District authorize the Board of Directors to borrow money by issuance of notes not in excess of Two Hundred Eighty-Eight Thousand Dollars (\$288,000) for the purpose of purchasing three (3) school buses?

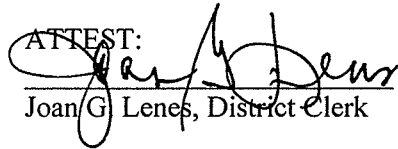
POLLING PLACES

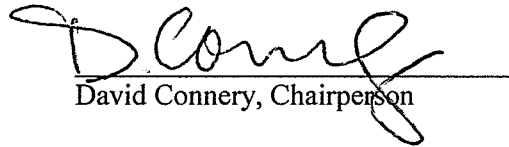
Charlotte	-	Charlotte Central School - Multi Purpose Room
Hinesburg	-	Hinesburg Town Hall - Upstairs
Shelburne	-	Shelburne Town Center Gymnasium
Williston	-	Williston Central School Gymnasium
St. George	-	St. George Town Hall/Red Schoolhouse

Ballots shall be transported and delivered to the Champlain Valley Union High School in the Town of Hinesburg and there commingled and counted by members of the Boards of Civil Authority of the several Town School Districts under the supervision of the Clerk of the Champlain Valley School District.

The legal voters of the Champlain Valley School District are further notified that voter qualification, registration and absentee/early voting relative to said annual meeting shall be as provided in Section 706u of Title 16, and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

Adopted and approved at a duly noticed, called and held meeting of the Board of School Directors of the Champlain Valley School District on January 17, 2017. Received for record and recorded in the records of the Champlain Valley School District on January 18, 2017.

ATTEST:

Joan G. Lenes, District Clerk


David Connery, Chairperson



District: Champlain Valley USD		U056		Property dollar equivalent yield		Homestead tax rate per \$10,076 of spending per equalized pupil	
County: Chittenden		Champlain Valley		10,076		1.00	
				11,875		Income dollar equivalent yield per 2.0% of household income	
Expenditures		FY2015	FY2016	FY2017	FY2018		
1.	Adopted or warned union district budget (including special programs and full technical center expenditures)	-	-	-	\$75,144,759	1.	
2.	plus Sum of separately warned articles passed at union district meeting	+	-	-		2.	
3.	Adopted or warned union district budget plus articles	-	-	-	\$75,144,759	3.	
4.	plus Obligation to a Regional Technical Center School District if any	+	-	-		4.	
5.	plus Prior year deficit repayment of deficit	+	-	-		5.	
6.	Total Union Budget	-	-	-	\$75,144,759	6.	
7.	S.U. assessment (included in union budget) - informational data					7.	
8.	Prior year deficit reduction (if included in union expenditure budget) - informational data	-	-	-	-	8.	
Revenues							
9.	Union revenues (categorical grants, donations, tuitions, surplus, federal, etc.)	-	-	-	\$12,617,688	9.	
10.	Total offsetting union revenues	-	-	-	\$12,617,688	10.	
11.	Education Spending	-	-	-	\$62,527,071	11.	
12.	Champlain Valley USD equalized pupils	-	-	-	4,057.72	12.	
Education Spending per Equalized Pupil		-	-	-	\$15,409.41		
13.	Less net eligible construction costs (or P&I) per equalized pupil	-	-	-	\$2,704,800	13.	
14.	Less share of SpEd costs in excess of \$50,000 for an individual (per eqpup)	-	-	-	\$68,525	14.	
15.	Less amount of deficit if deficit is SOLELY attributable to tuitions paid to public schools for grades the district does not operate for new students who moved to the district after the budget was passed (per eqpup)	-	-	-		15.	
16.	Less SpEd costs if excess is solely attributable to new SpEd spending if district has 20 or fewer equalized pupils (per eqpup)	-	-	-		16.	
17.	Estimated costs of new students after census period (per eqpup)	-	-	-		17.	
18.	Total tuitions if tuitioning ALL K-12 unless electorate has approved tuitions greater than average announced tuition (per eqpup)	-	-	-		18.	
19.	Less planning costs for merger of small schools (per eqpup)	-	-	-		19.	
20.	Teacher retirement assessment for new members of Vermont State Teachers' Retirement System on or after July 1, 2015 (per eqpup)	NA	-	-	\$50,210	20.	
21.	Excess spending threshold	threshold = \$16,166	threshold = \$17,103	Allowable growth	threshold = \$17,386	21.	
22.	plus Excess Spending per Equalized Pupil over threshold (if any)	+	+	-	+	22.	
23.	Per pupil figure used for calculating District Equalized Tax Rate	-	-	-	\$15,409.41	23.	
24.	Union spending adjustment (minimum of 100%)	-	-	-	152.932%	24.	
25.		based on \$9,285	based on \$9,285	based on yield \$9,701	based on yield \$10,076	25.	
26.	Anticipated equalized union homestead tax rate to be prorated [\$15,409.41 ÷ (\$10,076.00 / \$1.000)]	-	-	-	\$1.5293	26.	
		based on \$0.94	based on \$0.98	based on \$1.00	based on \$1.00		
Anticipated equalized union homestead tax rate with \$(0.10) consolidation incentive					\$1.4293		
Prorated homestead union tax rates for members of Champlain Valley USD		FY2015	FY2016	FY2017	FY2018		
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
27.	Anticipated income cap percent to be prorated from Champlain Valley USD [(\$15,409.41 ÷ \$11,875) x 2.00%]	0.00%	0.00%	0.00%	2.60%	27.	
		based on 1.80%	based on 1.80%	based on 2.00%	based on 2.00%		
Prorated union income cap percentage for members of Champlain Valley USD		FY2015	FY2016	FY2017	FY2018		
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	
#N/A	#N/A	-	-	-	#N/A	#N/A	

- Following current statute, the Tax Commissioner recommended a property yield of \$10,076 for every \$1.00 of homestead tax per \$100 of equalized property value. The Tax Commissioner also recommended an income yield of \$11,875 for a base income percent of 2.0% and a non-residential tax rate of \$1.550. **New and updated data will likely change the proposed property and the income yields and perhaps the non-residential rate.**

- Final figures will be set by the Legislature during the legislative session and approved by the Governor.

- The base income percentage cap is 2.0%.

LEA ID: U056
LEA NAME: CHAMPLAIN VALLEY USD #56

State of Vermont

Announced Tuition FY 2017-2018

Failure to satisfactorily complete and file the Annual Announced Tuition Report on or before January 15th, will result in the current year's announced tuition rate being applied to the next fiscal year per 16 V.S.A. 826(a).

In accordance with Title 16, VSA, Section 826, notice is hereby given that the tuition rate for non-resident students attending REGULAR programs in the above named district will be as follows:		
REGULAR EDUCATION		Total Rate To Be Charged
KINDERGARTEN	Full-time Program Rate OR	14,618
	Part-time Program Rate	-
OTHER ELEMENTARY	(includes grades 1st through 6th)	14,618
SECONDARY	7th through 12th Grades	14,407
FOR VOCATIONAL ONLY In accordance with Title 16, VSA, Section 1552(d), notice is hereby given that the		
Total Technical Center Rate To Be Charged		-
* Hartford Area Career Centers (VC007) allowable tuition Numbers are for Vermont students only		



OUR SCHOOLS

Charlotte Central School (PreK-8)

Hinesburg Community School (PreK-8)

Shelburne Community School (PreK-8)

Allen Brook School (PreK-2)

Williston Central School (3-8)

Champlain Valley Union High School (9-12)

CHARLOTTE CENTRAL SCHOOL
408 Hinesburg Road, Charlotte, VT 05445

www.ccsvt.org

Barbara Anne Komons-Montroll, Lead Principal, Stephanie Sumner, Instructional Leader/Principal
Alicia Kurth, Director of Special Education – Building Based



We are honored to be the leaders of such an extraordinary learning community here at Charlotte Central School. We are continually impressed by our students' commitment to learning and their pursuit of excellence. We are equally impressed by our staff's devotion to the well-being of children and their pursuit of professional distinction in their instruction. It is our intention to foster a vibrant, caring school environment that enables every student to reach their highest potential. We know this goal can best be met by working collaboratively with all stakeholders towards a shared vision of educational excellence. We appreciate your continued involvement as members of the CCS learning community in making this vision a reality.

Climate

The staff at CCS is committed to fostering an environment conducive to the highest levels of student learning. For this reason the CCS Climate Action Plan includes the following three goals: to foster an environment of caring and respect for all; to foster a cohesive community of K-8 students; and to encourage the connection and engagement of families and the greater community.

In order to make these a reality, the CCS staff have recommitted themselves to Positive Behavior Systems (PBIS), a research based multi-tiered system that provides levels of support to students in meeting expectations across all settings of our school. Our consistent expectations across all settings include: Take Care of Yourself, Take Care of Others and Take Care of This Place. Our staff has been working collaboratively with our Behavior Systems Coordinator to identify creative ways to make these expectations the norm. One way we have identified is to acknowledge all CCS students who follow these expectations and to celebrate together at the classroom, grade-level cohort and school-wide levels. We are also continuing our implementation of "Exploratories," K-8 project-based learning labs, monthly K-8 student assemblies led by our Senior Leadership Council, K and 8th graders becoming big/little buddies and the K-8 Open House/PTO potluck event at the start and end of each school year.

We continue to reach out and engage the Charlotte community through our Service Learning in the Community initiative, which is actively occurring at the Charlotte Senior Center, the Charlotte Children's Center and the Charlotte Food Shelf. Since we value communication as a means to connect CCS with our neighbors, we continue to post regularly on Front Porch Forum, our website and via Twitter. We continue to share information about CCS programming and curriculum via "CCS Information Nights" which are a result of our collaboration with our PTO. So far, we have presented on our Behavior System and on Proficiency-Based Learning. Last year we ended the year with a community 'Hopes and Dreams for CCS' night and we will look forward to doing that again this year.

Professional Development

This year's professional development calendar has enabled the CCS faculty and staff to engage in intensive professional collaboration on the primary initiatives CCS is undertaking: Multi-Tiered Systems of Support (MTSS) and Proficiency Based Learning (PBL). Our work on MTSS has focused on the Guiding Principle of Collaboration and Coherence - all teachers working together to meet the needs of all students. Our embedded teams, inclusive of classroom teachers and special educators, work in facilitated teams to examine student data in order to collaboratively plan classroom instruction as well as targeted small group and individual intervention. Teams are facilitated by our Literacy Coordinator, Math Coordinator, PBL Coach and our Behavior Systems Coordinator.

This year's MTSS Leadership Team participated in an on-site graduate course in Facilitative Leadership to support the development of professional learning teams at all grade levels. Our MTSS leadership coaches lead weekly "Looking at Student Work" meetings as well as formal periodic Data Reviews in Literacy, Math and Behavior. Teams are being trained in the use of protocols and practices that strengthen data-based decision making to focus instruction and intervention.

In accordance with Vermont Act 77, Charlotte Central School is moving towards Proficiency Based Learning (PBL). PBL is any system of academic instruction, assessment, grading, and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before moving on to the next subject, class, or graduation. By definition, PBL provides a framework, while giving schools the flexibility to develop tools and assessments that work best for their students. Teachers have been continuing their professional development around PBL. They have been learning to use "learning targets" and "proficiency scales" which are tools used to focus student learning and provide necessary feedback based on where students are in relation to expected proficiencies. Teachers in grades 5-8 have also been training to use a new proficiency-based grading platform, Jump Rope. Much of this professional development has been facilitated by our Proficiency Based Learning Coach, Mary Muroski and CSSU PBL coaches Stan Williams and Emily Rinkema.

Teachers in grades K-4 continue to work on aligning their science curriculum and units of study with the Next Generation Science Standards (NGSS). Professional development in science this year is primarily focused on three-dimensional instruction: integrating science content standards, science practices and skills, and engineering and design. Since grades K-4 focus on developing foundational literacy and language skills, teachers are working to align their Reading and Writing curriculum to support scientific understanding and communication.

The 2015-2016 school year saw the culmination of a multi-year professional development endeavor with Math Best Practices Studios, supported by Teachers Development Group. This year, our teachers have regrouped into two cohorts. K-4 and 5-8 teachers meet two times per year for ongoing professional development focused on Best Practices pedagogy, Math Habits of Mind, Math Habits of Interaction, mathematical learning progressions within the Common Core State Standards and differentiating mathematics for all students.

Curriculum

Students at CCS are immersed in a rigorous, standards-based curriculum in all subject areas. CCS prides itself in differentiating and extending its use of standards-based curricular programs and practices including Readers and Writers Workshop, Foundations, Lucy Calkins Writing Units of Study, Bridges in Mathematics and the Connected Mathematics Project. Our teachers have used their professional development time to learn about, develop and implement standards-based programming in Science, Social Studies, World Language, Music, Physical Education, Art, Health and Guidance, Library/Media and Technology Integration. In all content areas teachers focus on supporting students in developing and growing in terms of the transferrable skills necessary for all successful 21st Century students (and all high school graduates beginning with the class of 2020):

- Clear and Effective Communication;
- Creative and Practical Problem Solving;
- Informed and Integrative Thinking;
- Responsible and Involved Citizenship; and
- Self-Direction.



Our focus on PBL within professional development is in direct support of curriculum and instruction for all students at CCS. As teachers delve into the practices of PBL the differentiation and complexity of instruction continues to deepen for students. Additionally, student choice and opportunity shape curriculum whenever possible in the form of project-based learning, service learning, experiential learning outside of CCS and unique opportunities in programs like I-Lab, where middle level students collaboratively work on a project of choice for six weeks.

Points of Pride

- 90% of CCS 7th graders and 87% of CCS 8th graders achieved proficiency or exceeded proficiency on the SBAC English Language Arts assessment, scoring above CSSU's average and well above the state average.
- All CCS student results on the SBAC English Language Arts assessment were above state averages.
- 83% of CCS 7th graders achieved proficiency or exceeded proficiency on the SBAC Mathematics assessment, scoring above CSSU's average and well above the state average.
- All CCS students achieved above state averages on the SBAC Mathematics assessment.
- 73% of our 4th graders achieved proficiency on the Science NECAP, scoring significantly higher than CSSU and state averages.
- Congratulations to the CCS 5/6 & 7/8 Spelling Bee teams. They both placed 2nd in the 2016 District Spelling Bee in October.
- In the spring, one of our 8th graders earned an Honorable Mention in this year's Hildene Lincoln Essay Competition. Our student was one of thirteen Vermont students honored out of 237 entries.
- Charlotte Central School is proud to have received a School of Merit Award for PBIS (Positive Behavior Systems) implementation over two years.
- Congratulations to one of our students for winning 1st place in the Shelburne-Charlotte Rotary poster contest promoting the importance of voting and to all of the 7th/8th grade students who participated.
- For the first 15 weeks of school we have added 1,616 lbs of food scraps filling 1 bin and just starting another. We are on track to divert ~ 2 tons of food from landfill (as we did last year). By processing these cafeteria post-consumer food scraps onsite we are saving thousands of dollars in reduced hauling fees.
- We are proud to continue our partnership with the Lewis Creek Association with their project "Ahead of the Storm." CCS 7th grade students attended then presented at the Lewis Creek Association Watershed annual meeting. These 7th graders gave an articulate educational presentation to community members from our town and neighboring town dedicated to educating others about the urgency to improve water quality in our region.

Respectfully Submitted,

Barbara Anne and Stephanie

HINESBURG COMMUNITY SCHOOL
10888 Rt. 116, Hinesburg, VT 05461

www.hcsvt.org

Jeff O'Hara, Co-Principal, Suzan Locke, Co-Principal
Alicia Kurth, Director of Special Education-Building Based



Every day at HCS begins by listening to a student recite our guiding mantra- “At HCS, we are more than a place, we are a community of learners dedicated to academic success and safety through Belonging, Sharing, Trust, Accepting Responsibility, and Respect- Be a STAR.” Over the years, many aspects of education change, but these core tenets continue to hold their weight and seemingly get stronger every year. We, the entire Hinesburg Community- students, staff, parents, community members, pride ourselves on living up to these values. We have created an amazingly supportive and conducive learning environment for students and adults alike. With Be a STAR as our foundation, we are able to aspire to greatness, reach for and exceed our goals, and support one another in our individual pursuits. At HCS, we are more than a place, we ARE a community of learners!

Curriculum and professional development:

HCS staff strive to meet the variety of diverse strengths and needs in all our learners. Teachers take courses throughout the summer, work together with their colleagues during the year and respond to the assessment data on students to ensure that the instruction is rigorous and relevant. This takes an expertise which requires all staff to continually grow professionally.

Our early release Tuesday schedule has allowed for us to engage in incredibly targeted professional development. The weekly time allows our entire faculty to learn new information, reflect on instructional practices, collaborate with grade level and vertical teams, and refine their approaches to best help students.

Our focus this year has centered around Proficiency-Based Learning (PBL). As simple as this term may sound, the complexity can't be understated. On the surface, PBL can be seen in changes to our 5th-8th grade reporting platform (JumpRope) and our grading scale (1-4, as opposed to A, B, C, D or 0-100%). Below the surface, all teachers are re-examining their instructional design, creating new learning targets and scales to best guide students towards learning standards, and allowing students to use assessments as a learning tool rather than a scary indicator of progress or failure.

HCS teachers regularly assess students through formative assessments, statewide assessments (Science) and our new national SBAC assessment (Smarter Balanced Assessment Consortium) in reading, writing and math. We are pleased with our students' progress in all these assessments as they continue to perform proficiently in all areas. As a school, we use this information to inform our instruction and to plan meaningful professional development.

Through our work, we have been able to get a much clearer picture of who every child is as a learner. With this understanding, we can differentiate instruction and personalize learning opportunities to best support each child reaching his/her academic potential. It's exciting time in the world of education and our faculty and staff are leading the way!

Social Learning:

We understand that in order to maximize student learning (from students), they need to feel safe, respected, and accepted for who they are as individuals. This broad level acceptance needs to be apparent for them with their close friends, classmates, teachers, and from the greater HCS community. In order to give students a voice and deepen their relationships with friends and faculty, we have been working on implementing aspects of the Restorative Justice practices throughout our grade levels.

With PBL being our focus for the academic side to our learning, creating spaces where students feel they belong and have a purpose has been our focus for the social/emotional side of the equation. Faculty and staff spend one Tuesday a month engaged in new learning around relevant topics in this area and then put this new learning to practice in their classroom environments.

In addition to Restorative Justice, our PBIS (Positive Behavior Interventions and Support) system continues to thrive. The aforementioned “Be a STAR” is at the heart of our system of beliefs. We are now in our 8th year of full implementation for PBIS and this year we received a recognition “for being a VTPBIS Exemplar School for Four Consecutive Years.” VTPBIS has now asked for our PBIS leaders to present during their annual conference so that other Vermont schools can learn from the fantastic work HCS has done in this regard.

With all of the work we do around social learning, we have seen our behavior referrals drop dramatically over the past five years. There are many reasons to love HCS, but we are very proud of the safe space we have created for everyone that walks through our doors. When students feel this safety and security, they're more available to access the academic components being delivered.



School- Physical Environment:

We have worked hard as a school to ensure a welcoming environment for our students, families, staff and community. Our building is inviting with our wonderful student artwork and art installations both inside and outside the school. When giving tours to our new students, parents and families they all remark about how beautiful the school is, how friendly the students and staff are, and how quickly their students have felt the sense of belonging we promote on a daily basis.

Our facility is in excellent shape. We have done a great job in maintaining general repairs as well as big projects. In the past few years we have replaced our boilers, sections of our roof, and renovated interior spaces to make them as conducive for learning as possible. Looking ahead, we will continue to update our five-year capital improvement plan to ensure the building continues to be a great place for learning.

With our building being in great shape, we have turned some of our attention to creating an energy efficient building. Through lots of hard work and commitment to conserving energy as much as possible, Hinesburg Community School was awarded the 2015 Governor's Award for Environmental Excellence. While conserving energy is at the forefront of our decisions, an added benefit is an incredible amount of monetary savings to our taxpayers. With these changes, we have realized over \$100,000 in savings during the past five years. The best reward to creating an energy efficient building, the savings continue for many years to come.

Through our curriculum nights, open houses, harvest and spaghetti dinners, unified arts celebration and the "Family Dance" we work with our wonderful Partners in Education (PiE) group to promote involvement, engagement and community building at HCS. These nighttime "events" are well attended, informational and fun; always centered on a strong sense of community in support of the total educational experience for students and families of HCS. We feel so fortunate to have such a strong and dedicated group of parents who not only lead this group but also encourage others to be involved.

Points of Pride:

- HCS received the 2015 Governor's Award for Environmental Excellence
- HCS achieved the VTPBiS Exemplar School status (Four consecutive years!) from the Agency of Education for the 2015-2016 school year recognizing and demonstrating evidence that sustained implementation of our PBIS goals have shown positive effects in our academic and behavioral performance.
- Beautiful new installations by our students are on display thanks to a grant from the Marie and John Zimmerman Foundation and our art teacher Katie O'Brien.
- We had 5 long time HCS faculty retire last year. Diane Barber, Sally Feussner, Carol Hinsdale, Cheryl Eichen, and Audrey Walsh. Their service and dedication to the students and HCS were unmatched. They are amazing individuals and we wish them only the best in their well-deserved retirement.
- Our amazing parent group, PiE, continues to be an integral part of all we do at HCS. Specifically, their commitment to help raise funds so that all teachers have everything they need to make learning come alive in their classroom and the organization and planning they do for HCS around our parent forums and community night events.
- Our co-curriculars- Our school musicals (4th/5th Grade and 6th-8th Grade), sports teams, clubs, and academic teams. Our co-curricular participation is incredible. It's great having so many options for our students to participate in throughout the year.

HCS is very grateful for all the support given to education from parents, families and the community of Hinesburg. From our kindergarten welcoming ceremony when we welcome our new students to the eighth grade graduation celebration at the end of the year, we know that when we work together all students will continue to be successful in their academic learning and will recognize the importance of participating in a strong and vibrant community. It is truly a privilege to be part of Hinesburg Community School.

Hinesburg Community School Co-Principals
Suzan Locke and Jeffrey O'Hara



SHELBURNE COMMUNITY SCHOOL
345 Harbor Road, Shelburne, VT 05482
www.scsvt.org

Pati Beaumont, Co-Principal, Allan Miller, Co-Principal,
Dawn Gruss, Director of Special Education-Building Based



On-time and on-budget – we so love being able to report that thanks to some incredible teamwork our \$9.2 million dollar renovation project is moving along smoothly. When school opened in August we were able to welcome 90 new kindergartners (the class of 2029!) to five beautiful new classrooms. At this time we are about halfway through renovating the D Wing and will be able to move into the space at the end of Feb. 2017, moving 9 classrooms so that similar work can begin on the E wing. Over the summer we'll wrap up replacing all of the 1967 windows and upgrading the HVAC system in the C Wing as well as doing significant renovation work in the library. We are also pleased to report that even in the midst of

construction, Shelburne Community School continues to be recognized as one of the best PK-8 schools in Vermont on a number of metrics. In our second year of using the new national SBAC assessment, SCS students scored significantly above state averages on every assessment and above CSSU averages in all assessments. We recognize that test scores are just one measure of the great efforts by our students and staff, but it is certainly a measure that we know the community values and one that we celebrate as evidence of work well done.

SCS provides a recognized high quality education at one of the lowest per student costs of comparable schools in Chittenden County and across Vermont. Contrary to statewide trends our population is growing, with our last four kindergarten classes the largest we have seen in the past decade. Our graduates continue to do well at all of the area high schools and we often hear from parents that upon completion of high school they are successfully admitted to some of the most competitive colleges in the country. Key to these student successes is the fantastic faculty and staff of Shelburne Community School, all of whom are highly dedicated to our school's primary work of meeting the strengths and academic needs of all students in an environment that is safe, nurturing and inspiring.

Our Adequate Yearly Progress/Continuous Improvement Plan (AYP/CIP) guides our efforts to help all students grow in their abilities to "learn actively and collaboratively, think creatively and critically, live responsibly and respectfully, contribute positively to their community, and pursue excellence in their individual pursuits." The following three goals were drafted by a committee in conjunction with the Vermont Agency of Education during 2013. Here are some brief updates.

Goal 1: Shelburne Community School will create a highly effective Multi-Tiered System of Supports that uses student learning data and outcomes to ensure that all students achieve at optimal levels. This system finds its foundation in the development of instructional teams (classroom teachers, specialists, special educators, paras) at PreK-5 and 6-8 levels that meet weekly to develop and refine units of instruction that are aligned to the standards-based curriculum.

- This past summer a schoolwide team attended the BEST Institute and has moved to a schoolwide implementation of PBIS – Positive Behavior Interventions and Supports. Implemented in support of the Everyday Expectations of "Be Safe, Be Responsible, Be Respectful" used by all adults and students at SCS, this work has been instrumental in helping students clearly understand, and thereby model, the habits of successful students.
- Last spring, a school wide committee further revised the master schedule to more efficiently include daily blocks of intervention time for students to receive targeted support and enrichment. Our focus continues to be assuring that teachers have weekly time to coordinate with each other in order to meet the diverse needs of students at each grade level. As a result of these MC2 (Meetings for Creative Collaboration) meetings, a regular block of teacher time has been dedicated to reviewing assessment data and other information necessary to help all students maximize their learning in all subject areas.
- Another focus has been the continued integration of all students into the classroom, providing teachers with specialized support and training to meet the broad needs of all students. We continue to move to a service model where each grade level team of core teachers will have a dedicated special educator to work with them providing specialized support for students who are below or above grade level expectations. Our goal is that all students have access to appropriately rigorous academic challenge on a daily basis.

Goal 2: Family Engagement: Shelburne Community School will increase parental engagement and involvement in all aspects of the school community, including visits, homework, grades, communications, and conferences.

- Our Guidance Department, including 5-8 counselor Rachel Petraska, K-4 counselor Katie Tyler, Title I Coordinator Nancy Radley and Literacy Coordinator Jensa Bushey, continue to offer parent education workshops called Grand Rounds for Parents. Offering both dinner and childcare, these evening sessions have brought in over one hundred parents and guardians to learn about and discuss topics ranging from home supports for literacy, communicating with your child, positive discipline, standards based learning, and cyber safety.
- Our 6-8 classroom teachers, as well as teachers in PE, Art, and Music, have begun transitioning to standards based instruction and fully implemented the JumpRope reporting system to share information with families. The primary shift is moving from reporting overall course grades to sharing the levels of student proficiency on specific learning targets and objectives. In December SCS was the first school in Vermont to implement a proficiency based report card organized schoolwide around transferable skills, an expectation of all schools by 2020. This shift allows our reporting to more clearly share with students and families exactly what has been learned and where to target our efforts for growth.

Goal 3: Leadership: Shelburne Community School will significantly restructure its governance to improve student achievement.

We are in our fourth year of a completely revised Leadership Team structure at SCS, with a team of twelve staff members meeting biweekly in order to achieve their stated purpose of *“advising administration in order to establish and support a positive school culture and climate at Shelburne Community School.”* This group has worked on several ongoing projects including:

- developing a ten year vision for SCS supporting many of the initiatives included under the two goals above as well as the bond renovation
- providing input to the budget process in ways to achieve some significant staffing shifts to better support the development of our Multi-Tiered System of Support (goal 1)
- developing a Middle School leadership team which has worked to move these grades forward around four major initiatives: standards based instruction, personalized learning, responsible digital citizenship and improved collaboration. We continue our three year partnership with the UVM Tarrant Institute for Innovative Education that has provided substantial professional development support as we move into a new level of technology integration to support our student’s learning.

We have also continued our work within math, literacy, science, social studies, coordinated school health and wellness, technology and arts integration. Below are some brief updates for each of these important areas:

Math: Our work with CSSU and our math coordinators provides all K-8 teachers of mathematics with ongoing, embedded professional development through the Math Best Practice Studios. The Bridges math program for grades K-5 is well established and making a positive impact on student learning. Middle level teachers, beyond implementing the Connected Math program, continue to align the 8th grade math curriculum with CVU’s Algebra I expectations so that students are well prepared for their high school math courses.

Literacy: The K-5 staff is in their third year of implementation of the Lucy Calkins Units of Study for Teaching Writing which focuses on opinion/argument, information and narrative writing. The middle school focus remains on reading and analyzing complex, informational text, evidence based writing, elaboration, and new strategies for vocabulary development. K-5 teachers, including Unified Arts teachers, are also working on aligning reading instruction throughout the school CSSU Tiered Instruction Leadership Team. Developing common learning targets specifically within argument writing at the middle school level is helping students with the transferable skills of elaboration and analysis.

Science: We continue to work as a school and with CSSU to refine our common assessments (anchor tasks) that both model and assess science inquiry. This year focused inservice time was spent on a review of the Next Generation Science Standards (NGSS), with the goal to further align the K-8 science curriculum with the NGSS. We continue to benefit from our collaboration with the Parent Teacher Organization, which helps provide students in grades K-3 with regular access to the Hands-On Nature curriculum.

Social Studies: Much of our work in social studies has been integrating new reading and writing standards. Specifically this work has targeted expanding students’ ability to read and comprehend informational text by teaching specific strategies using social science content such as geography, cultural studies and current events. Professional development for teachers has focused on strategies for teaching the use of evidence, argument and elaboration to draw and support conclusions.

Arts Integration: Recognizing that music, visual arts, drama and physical activity can enrich student learning in every area; we have been making intentional connections between core concepts of math, literacy, science and social studies and the arts. For the third consecutive year, twelve teachers have been working with artists from the Flynn to incorporate theater, dance and music into their core curriculum using grant funds from the Vermont Arts Council and the PTO. A team of middle school teachers will also be implementing a schoolwide interdisciplinary unit around Revolution in the spring, work that will help us better plan our implementation of project based learning.



School Health and Wellness: Projects such as Walking Wednesdays, Fit February, and Skills4Life have promoted health and wellness opportunities for the entire school community. Expanded afterschool opportunities include Zumba, yoga, mindfulness training, and a fitness club, Kidz. The SCS FEED Committee encourages healthy eating throughout the school, and cares for our incredible gardens.

Technology: SCS continues to expand the opportunities for utilizing technology through continued implementation of Chromebooks, classroom laptops and iPads, library based e-readers for access to online texts, and robotics sets. It is not uncommon for assignments to be turned in, assessed, revised and noted on a grade report for families, without using a sheet of paper. Every middle school student has access to a personal Chromebook, allowing teachers to utilize their technology access whenever it supports the learning objectives of the day. We have also increased the access to Chromebooks at the fourth and fifth grades as well. With the help of Jeff Badillo, our new Technology Integrationist and Kari Ahern, our Librarian, we are building connections between home and school with electronic newsletters, webpages, blogs, Google docs and Jupiter Grades. Lessons on digital communication, cyberbullying and internet safety are intentionally taught at appropriate levels.

We both feel very fortunate to be part of such a great school, and a community that is so incredibly supportive of the work our SCS team does for the children of Shelburne. We thank you all for making this work possible through your continued generosity.

Respectfully Submitted,
Allan Miller and Pati Beaumont - SCS Co-Principals

WILLISTON SCHOOL DISTRICT

www.wsdvt.org

Williston Central School
195 Central School Drive, Williston, VT 05495

Allen Brook School
497 Talcott Drive, Williston, VT 05495

Greg Marino - District Principal, Jackie Parks - WCS Principal, John Terko - ABS Principal,
Carter Smith -Director of Special Education-Building Based



"Creating the Future Today!" We use these words to create a sense of urgency around the work we do each day with our students and as a reminder of how important it is to wisely use every moment we have in educating our children. To make sure our students can compete globally in an ever-changing landscape, we need to continually push the boundaries and framework of education and adopt the innovations our faculty develops to attain this goal.

Facilities - Investing in Our Future - In September of 2016, the work of the WSD Facilities Committee culminated in a proposal to the WSD School Board that a municipal bond in the amount of \$19.85 million be presented to Williston residents to fund a major renovation of Williston Central School. The School Board voted unanimously to adopt this proposal and put the bond to public vote on November 8. On Election Day 2016, the voters of Williston strongly supported this bond and voted in favor of making this major investment in the community asset that is our Williston Central School. The architecture firm, Truex Cullins, was hired by the School Board over a year ago to provide the technical expertise and know-how to help create the proposal that was voted on by the School Board and community. Now Truex Cullins is assisting the committee with the next very important phase of work; building a great renovation team. After the renovation team is in place the next phase of specific design work will take place at an ambitious pace. Actual construction work is expected to begin shortly after the last day of school in June 2017 and continue in phases through the next school year into the following summer. Because this renovation will involve all areas of our large school it will be necessary to divide the work in ways that will allow the construction team full access to certain areas of the school, while other areas remain open for school business. Though this will be no small undertaking that will present some logistical challenges and inconveniences, we look forward to bringing this aged facility up to the standards our students and citizens deserve. In supporting this bond enthusiastically our community reaffirmed the value it places on our schools and its desire to care for one of its most prized assets. The facilities committee will continue to keep stakeholders appropriately informed over the span of the project.

Multi-Tiered Systems of Support, MTSS - At WSD and CSSU we have been engaged for the past several years in developing and refining a tiered system of instruction. We often use the term Multi-Tiered System of Support or MTSS. The purpose of MTSS is to create a snug weave of curriculum, instruction, support structures, and targeted interventions in order to help all students succeed, especially our most fragile learners. We envision three tiers. **Tier one** is high quality first instruction in the classroom. Our goal is to identify students who are struggling as early as possible. In tier one we make classroom based instructional adjustments and monitor progress. Our next step is to use evidence-based more intensive **tier two** intervention and monitoring. If we find that a child is not progressing we look at even more intensive, **tier three** intervention. We understand that for students who struggle there are several key ingredients in their program. First there needs to be a seamless system of intervention between tiers. Secondly we need a high degree of expertise for those providing the intervention. Finally, we need to be skilled at analyzing the data and making decisions about next steps in the process of education and accelerating the learning of struggling learners. There are also numerous programmatic elements that help to make our MTSS weave more supportive for students, including extended day and summer learning opportunities and specialized programs to support students who struggle with emotional / behavioral regulation. Our hope is to use this system of supports to bridge the achievement gap for struggling learners, students who are experience poverty and students identified with disabilities.

Tuesday Early Release / PD - The schools of WSD, along with all CSSU schools have developed an updated approach to professional development for teachers that was implemented during the 16/17 school year. Instead of having sporadic full-days of professional development, we will have an hour early student release each Tuesday. This hour, along with the following hour of designated faculty meeting time, will be used for continuous professional development throughout the year. Topics to be focused on include standards-based learning, personalized learning plans, Common Core standards, Next Generation Science Standards, Positive Behavior Intervention and Support (PBIS), data team and others. WSD has partnered with our Imagine Program, Rec Program and other community organizations to develop student program offerings for this hour.

Technology - We are proud to say that both of the Williston Schools are Digital Citizenship Certified Schools through Common Sense Education. We are helping our students to be safe, responsible and kind digital citizens. All of the WCS students have a Chromebook to use in school this year. Having regular access to a digital assistant has positively impacted learning. Students do not use the devices all day long, but do have access when it is needed. Students and teachers report a noticeable change in how work can be managed and organized and students have an overall better sense of what's required of them. Students are problem solving, collaborating and creating more with the Chromebooks. Our younger students at Allen Brook visit the computer lab on a regular basis, have access to Chromebooks

this year and many engage with iPads for creative learning projects as well. Our students are empowered learners, knowledge constructors, innovative designers, computational thinkers and creative communicators. These are related to national standards. Our students demonstrate these skills on a regular basis.



School Safety - In an effort to continue the important and ongoing work of keeping our schools as safe as possible and in collaboration with local and state emergency responders, our schools have worked to strengthen the Williston School District Safety Committee. We believe that all members of a community need to be aware of the habits, routines, and choices we make each day that can impact safety in our own community. The Safety Committee meets monthly to work on safety-related issues and concerns and accessed expert support from a safety firm contracted by the VT Agency of Education to provide free safety-related consultation to schools and teams like ours. The Safety Committee leads the way in supporting students and staff in both schools in carrying out productive emergency drills, like a school-wide relocation exercise. We have learned that one key element to maintaining safety in an emergency situation is effective communication to families. With this in mind, the Safety Committee prepared the informational letter below entitled, [*Parents Expectations During A School Emergency*](#).

Proficiency Based (Standards-Based) Learning - ("SBL" / "PBL") - The middle school teachers in Williston switched to a new standards-based grading system this year called JumpRope. The JumpRope system, which aligns with CVU grading and assessment practices, uses a 1-4 proficiency scale vs. traditional letter grades. Each learning target (standard) has a 1-4 learning scale that students and teachers use to track their learning. The grade reports that are generated from this system allow students, parents and teachers to see progress on each learning standard, which gives a more accurate picture of the students' progress. In a more traditional system all the scores within an area of content would be averaged together and which content/skills the student's had mastered would not be as evident. In addition, a student's Habits of Learning are scored separately from content. Williston has used their Tuesday professional development time to collaborate together around proficiency based learning.

Early Education Initiative (EEI) - Summer Program -

For the third year in a row, WSD offered an extended school year opportunity for identified "at-risk" preschool age children. The Early Education Initiative Summer Program met three mornings per week for four consecutive weeks and was staffed by an early childhood educator and an elementary special educator. Promoting children's social and emotional development was the central theme for this program.. Providing a language-rich environment with hands-on learning activities plays an important role in helping students achieve school readiness and future academic success. End of program surveys indicated that families and children felt more connected to the school, and the children made gains in experiencing and expressing their emotions appropriately. In September, preschool and kindergarten classroom teachers reported that the participants in the EEI Summer Program showed significant ease with transitioning into the school year.

Unified Sports -

This is the sixth year of Unified Sports at Williston Central School. The program includes bocce and bowling with teams of twenty or more in each sport. Organized by Special Olympics, this activity serves young people with and without special needs who practice together, prepare for a statewide competition in their sport, and form social relationships that carry over into the school day. Williston parents have been involved at every level. Unified Sports motto is "On the field we're teammates and off the field we're friends".

Telling Our Story: We believe that by consistently sharing the amazing things that are happening in and out of classrooms at the Williston School District, we are inviting parents and the community to engage in and celebrate our students' learning. In order to more effectively tell "the story" of our schools, we are using social media tools, like facebook and twitter to celebrate and collaborate around student learning at WSD. Teachers also use other Internet-based communication and collaborative tools such as blogs, video conferencing, wikis, and educational networking to communicate and create projects with other schools and/or professionals. These are supervised by WSD faculty and administration who are diligent about keeping our students safe and protecting student privacy. We believe that by opening up our learning community and celebrating with the broader community around us we can increase family, community, and student engagement and enrich student learning.

Respectfully submitted,

Greg Marino Jackie Parks John Terko Carter Smith

CHAMPLAIN VALLEY UNION HIGH SCHOOL

369 CVU Road • Hinesburg, VT 05461

www.cvuhs.org

Adam Bunting, Principal; House Directors: Katherine Riley (Curriculum & Instruction), Robin Lauzon (Chittenden & Fairbanks), Nick Molander (Nichols & Snelling); Patti Tomashot, Guidance Director; Anna Couperthwait, Director of Special Education-Building Based; Dan Shepardson, Student Activities & Facilities Director

Dear Members of the CVU Community:



The life of a school is rarely told by numbers and statistics. We attempt to quantify learning, but so often the most important lessons in any school are the ones that we don't even know we've earned; they are in the way we live, how we treat one another, how we choose to engage in our everyday.

Most of this booklet should give you a sense of CVU by the numbers. More importantly, I want you to get a *feel* for the place. I interviewed several of our students and teachers asking just that: *What does it feel like to learn in this community?*

Here are responses from the first 20 people I ran into on a random Tuesday afternoon in December:

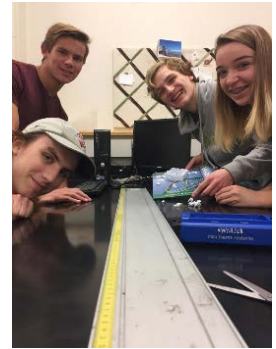
1. CVU feels like it's less about competition and more about choice and option. There is choice in what and how you want to learn. It was exciting to me that I could take so many courses in my interests: Microbiology, Nexus, Holocaust and Human Behavior. CVU differentiates in a way that's not about tracking.
2. For the most part, fun. It feels comfortable. I've never been scared. I feel safe.
3. People are enthusiastic. Things happen because people are excited about a club or an opportunity. There's an exciting environment.
4. We are encouraged and supported to be innovative and to try something different. There's a nice balance between setting high expectations---a high bar in terms of what we expect for one another-- and empathy and compassion and voice and choice. No one is walking around with hall passes.



5. People get excited about ideas. A student last week said, let's grow kumquats. Our response was, let's see how we make that happen.
6. I wanted to direct a musical in American Sign Language and everyone was like, cool let's do it.
7. We are fortunate that our community trusts us. The Board trusts Leadership, Leadership trusts teachers. Teachers trust students. It's a circle. When people are given respect and responsibility they rise, but it doesn't come without effort and work.
8. Speaking from experience, this is community. I chose this school because everyone talked to me. People reached out so I wasn't just a Southerner.
9. If you use your resources, you can't fail. You just can't.
10. Teachers really care. There are a handful of teachers who are over the top caring. Having Rahn around and the Learning Center really helps.
11. It feels hard, but I still like it. I love chorus.
12. It's a supportive, wonderful work environment. I feel like my colleagues reach out and are helpful. You can lean on one another.



13. I feel like I can be myself.
14. I love it. I have 21 years here. I love the kids. I love the faculty. I feel warm, welcomed and loved.
15. Welcoming.
16. We're an inclusive, fun community.
17. You learn, but you have fun learning. It's not just sitting at a desk. We just did a skit to act out cellular respiration.
18. It feels fun every day, even when it's not. Every day is new and different.
19. The help is here if you need it. The place is flexible. The school works with what you want to do, rather than what is expected of you. It's like you can choose your own path. It's efficient.
20. It feels like teachers want you to do well. It's not about scores. It's about how you do compared to yourself.



While there are many connections we can draw amongst the above interviews, there is one thread that is most salient to me: **how we do** is as important as **what we do**. Schools should be ambitious places where the goals are nothing short of shaping the people who will be our neighbors, friends, and leaders. The important lessons, though, the ones that teach people what it feels like to be valued and to value others aren't explicitly taught: they are lessons we experience; they are the lessons we feel.

Sincerely,

Adam Bunting



SUMMARY OF PUPIL ENROLLMENT
12/1/2016

I. Pupils Attending by Grade and Member Town:

Charlotte	Pupils	%
Grade 9	48	
Grade 10	47	
Grade 11	44	
Grade 12	54	
Total	193	16.44%

Hinesburg	Pupils	%
Grade 9	55	
Grade 10	62	
Grade 11	56	
Grade 12	56	
Total	229	19.51%

Shelburne	Pupils	%
Grade 9	94	
Grade 10	71	
Grade 11	75	
Grade 12	77	
Total	317	27.00%

Williston	Pupils	%
Grade 9	119	
Grade 10	110	
Grade 11	109	
Grade 12	97	
Total	435	37.05%

Member Town Total Attending: 1132

II. Tuition Students by Grade and Town:

Town	Grade 9	Grade 10	Grade 11	Grade 12	Total
St. George	14	8	8	14	44
Other*	8	12	13	15	48
					92

**Includes out of district placement, tuition, school choice, teacher benefit, and exchange students.*

III. Pupil Enrollment:

	District	Tuition	Total
Grade 9	316	22	338
Grade 10	290	20	310
Grade 11	284	21	305
Grade 12	284	29	313
Total	1174	92	1266

CVU PUPIL POPULATION PROJECTIONS

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2016-17	338	310	305	313	1266
2017-18	331	343	310	305	1289
2018-19	277	336	343	309	1265
2019-20	308	281	336	342	1267
2020-21	315	312	281	335	1243

ANNUAL REPORT

of the

Champlain Valley Union High School District

District No. 15



REPORT OF CVU SCHOOL BOARD FOR 2016-2017

The Champlain Valley Union (CVU) High School Board has had both a productive yet quiet year. The towns that comprise the Chittenden South Supervisory Union (CSSU) voted to merge on June 7, 2016 into one preK-12th grade school board appropriately named Champlain Valley School District (CVSD). As a result, the responsibilities of the CVU school board have diminished as expected surrounding policy/governance and preparation of a CVU budget for 2017-2018.

In March of 2016 after town elections, the board was reorganized and our newest member elected was Erin Brady from Williston. It should be noted that Dir. Brady replaced Dir. Jeanne Jensen, a long-time member of the board who stepped down last year. The CVU board would like to recognize the many years of excellent service Dir. Jensen gave to our high school community.

The CVU board has heard many presentations by CVU teachers and staff. Highlighted topics focused on the impact of marijuana legalization, NEXUS which is a independent study pilot program, recommendations from the safety committee and approval of international trips to England/Wales/Ireland as well as to Haiti.

Personally, it is with great pride, joy and sadness that I am submitting this last official report from the Champlain Valley Union School Board for the 2016-2017 school year. My goals when I was re-elected in March 2016 was to fully support the merger of the Chittenden South Supervisory Union school boards and gracefully retire the CVU Board. I want to acknowledge my fellow board members: Lorna Jimerson, Lynne Jaunich, Lia Cravedi, Ray Mainer, Joan Lenes, Kim Schmitt, Jeff Solomon, Gene McCue, Cathy Keim and Erin Brady. It has been an honor and privilege to serve with you.

Lastly, CVU has and will continue as an excellent institution that strives to implement the best educational practices. I would like to thank Adam Bunting for leading CVU and our talented staff during this past school year.

Respectfully submitted,
Polly Malik, CVU Board Chair



HIGHLIGHTS OF CVU STUDENT ACHIEVEMENT

Congratulations to Simone Edgar Holmes, Shay Dunlop and Issac Cleveland for their winning performances in CVU's Poetry Out Loud competition in February. Simone and Issac went on to represent CVU in the State Poetry Out Loud Competition in Barre, Vermont where Issac served as runner-up.

The CVU Unified Sports Program has grown tremendously over the past year. Unified Sports teams up student-athletes with disabilities with partner student-athletes to compete in a variety of sports. The CVU Unified Sports basketball team won the inaugural Unified Basketball Vermont State Championship at UVM in the spring. CVU now offers four Unified Sports: Bowling, Snowshoeing, Bocce and Basketball. Our teams are funded by CVU's Penguin Plunge Team; which routinely includes 150 participants jumping into a freezing Lake Champlain. We have been able to turn the school-wide excitement surrounding the Penguin Plunge into increased school-wide awareness, and inclusion of students with disabilities. As a result, membership on all four teams has increased in both Athletes and Partners.

Engineering Club kids presented their hard work at the [3D Vermont Competition](#) at VTC. Team Captain, John Colt, along with Jackson Wilson, Bryan Claussen, Sami Brown, and Willem Hillier (Waldorf student & Hinesburg resident), researched the history and design of the Colchester Reef Lighthouse that now resides in Shelburne Museum. They created a SketchUp CAD model and 3D printed at a 1:200 scale on our school's 3D printer.

Natalie Meyer helped to organize a tutoring training for 40 students from the CVU ROC (Refugee Outreach Club) and other ROC clubs (MMU, Rice, SBHS) at CVU. One of the goals of this club is to foster cultural exchange relationships through tutoring.

The VT JR Iron Chef Competition took place in March at the Champlain Valley Expo Grounds. Madi Tobrocke, Kaitlin Robert, Emily Gilman, Eva Rocheleau, David Roy and Jaida Breck made up two CVU teams. Madi, Kaitlin and Emily made Pesto Eggplant Parmesan and won 'The Crowd Pleaser Award'. They were invited to share their recipe on the WCAX morning show.

Students at CVU have started a chapter working with a program manager at Technology for Tomorrow, a non-profit, to teach senior citizens technology. Charlie O'Brien, Finn McGarghan, Josh Klein, and Evan Michaels represented CVU at a workshop at Wake Robin in Shelburne and worked with students from Rice and SBHS to lead this free technology workshop.



CVU students attended the FBLA Spring Leadership Conference at Lake Morey Resort in March with their teacher Tamie-Jo Dickenson. While at the conference students competed and won in a wide range of business-related competitive events against students from around the state. Here are the

results: Entrepreneurship: 1st Place, Olivia Machanic and Bailee Pudvar; Economics: 1st Place, Alex von Stange; 2nd Place, Lucy Pappas; Hospitality Management: 3rd Place, Olivia Machanic and Bailee Pudvar; Marketing: 1st Place, Alex von Stange and Lucy Pappas; 2nd Place, Dillon Hamrell and Max Hamrell; 3rd Place, Cole Bartlett and David Huber (Yes, CVU swept the event!!); Management Decision Making: 2nd Place, Dillon Hamrell and Max Hamrell; 3rd Place, Cole Bartlett and David Huber; Public Speaking: 2nd Place, Alex von Stange; Sports and Entertainment Management: 1st Place, Dillon Hamrell and Max Hamrell; and Web Design: 2nd Place, Olivia Machanic. While at the conference, Max Hamrell was elected as FBLA State Treasurer, and Dillon Hamrell was elected as FBLA State Reporter.

Erika Barth, Alex von Stange, Izzy Angstman, and Kathy Joseph presented their research in a poster session at the Climate Change Symposium at the Hilton in Burlington in March. These students, along with Science teachers Nicole Gorman and Michelle Pinaud, conducted research on the LaPlatte River in Shelburne and Allen Brook in Williston in association with the VT EPSCoR Program. The data collected is used by the State of Vermont to help guide climate change policy. The students researched a threatened species of catfish, the stonecat, which is common to other rivers in the U.S. but only inhabits the LaPlatte and Missisquoi Rivers in Vermont. This research will continue next year with a new group of student researchers.

CVU Scholars Bowl finished the 2015-2016 season with a 31-8 record, and as Vermont State semi-finalists. Our additional 81 combined wins at the JV level gave us the most overall wins in our team's history. This was the 11th time in the past 15 seasons that our team has reached at least the semifinal round of the State playoffs, an achievement which no other Vermont school can match over the same period. We also won the JV State tournament playoffs for the 2nd time in the past 3 years.

In April CVU French students and 3 CVU teachers immersed themselves in the language and culture of France. The group spent an unforgettable 4 days in Paris and 5 days in Nice, and returned home with some seriously improved language chops and appreciation for all things French!

Eighteen students and four adults went to Winston-Salem, NC over April break to help put the finishing touches on the new Habitat for Humanity dorm house. The dorm, owned by Habitat for Humanity in Forsythe County, will house volunteers while they are helping build homes for Habitat. CVU has been taking this student-funded community service trip for 15 years!

In May the French I and II classes of Genevieve Smith and Polly Vanderputten spent the day in Montréal. They had lunch at the Jean Talon market, saw French-Canadian art at the Musée des Beaux-Arts, did a selfie scavenger hunt in the Vieux Port and had a picnic dinner on top of Mont Royal.

Congratulations to Nicholas Mogielnicki for producing a video that has gone viral in emergency preparedness circles. Nick was invited to join the VT School Safety Committee to present his work.

Madison Hakey, who discovered her passion for Journalism writing for the school paper, did an internship at [The Charlotte News](#) and was a featured speaker at the paper's second annual Writers' Workshop at the Mt. Philo Inn.

59 CVU students from EnACT and Natural Resources attended the first annual Rally for the Planet. What beautiful day for a march, rally and time to talk with Legislators! More than 30 Vermont schools participated.

Congratulations to Vernon Shipway as he was presented with an "Honorable Mention" at the prestigious Congressional Arts Competition in Montpelier for his "Selfie" Watercolor and Pen Piece.

CVU's International Business class held weekly Skype conversations with students from Turkey on a variety of topics ranging from assumptions the Turkish have about Americans, Turkish culture, to student goals and aspirations. In addition to Skype chats, Turkish and American students have been partnered up and have been communicating via email. This allows the Turkish students to practice their English and learn about American culture and a chance for CVU students to learn about another country and culture from their Turkish counterpart.

Morgan Schnell and Kaitlyn Kaplan organized a "Stuff the Truck" event at CVU to benefit Habitat for Humanity. Items were collected to be sold at

ReStore and the proceeds helped fund the construction of houses in Chittenden County by Habitat for Humanity.

Congratulations to Eva Rocheleau and Becca Cottrell (and South Burlington student Fiona Nelson) for their film "Breaking Binary" which won the 'Vermont Folk Life Ethnographic Award' at the Freedom and Unity Film festival. The documentary explores the importance of understanding and breaking the gender binary that exists in our society.

The CVU Rowing Team of Lily Basye, Morgan Blaine, Anna Bosen, Meredith Gove, Eliza Fehrs, Paul Hoeppner, Julia Kahn, Emily Mason, Tony Nguyen, Paige Niarchos, Jacob Mintz-Roberts, Megan Rogers, Finn Wheeler, Wiley Simard and coaches Helen MacAndrews and Linda Burden participated in the Otter Creek Challenge race where they finished 2nd and 4th in the Intermediate division.

CVU Design Tech students produced and painted the posts and frame of the sign for "Twice Is Nice" on Rte. 116 in Hinesburg across from Lantman's. The business the sign advertises is a clothing thrift store, part of the Hinesburg Community Resource Center. All of the profits support the Food Shelf and other projects associated with HCRC.

The CVU Varsity Softball Team found the opportunity to make dinner for those staying at the Ronald McDonald House in Burlington. Eleven CVU players made Dijon chicken, mashed potatoes, corn, pasta salad and cupcakes for about 15 people!

Eight CVU business students were inducted into the CVU National Business Honor Society: Amelia Pflaster, Griffin DiParlo, Trevor Kingston, Olivia Machanic, Benjamin Masson, Matthew Palmer, Max Pudvar and Jenna Caminiti. CVU is the first school in Vermont to establish a National Business Honor Society chapter, and as such, recognizes business students who have met the rigorous criteria established by the organization.

Abby Higginbottom raised over \$100 in the CVU Dunk Tank on Fundraiser Thursday assisted by her classmates Julia Kitonis and Caroline Pastore. This effort was part of Abby's Effective Altruism Project for the Holocaust and Human Behavior class and all her proceeds went to Shakti Samuna, a non-profit organization dedicated to combating the trafficking of women and girls in Nepal and India. Students donated \$2.00 for three tries at dunking teachers Rahn Fleming, Amy Wardwell, Amanda Terwillegar and Mark Pogact. All four teachers reported that CVU students are indeed exceeding the standard in aim and pitching mechanics!

CVU designers Aidan Corcoran, Jenna Baginski, Megan Mahoney, and Campbell Whalen showcased their designs at the Strut fashion show, an Art Hop fashion event.

Fairbanks 9th graders have been immersed in an inquiry project examining what it means to contribute positively to a community. This week we have been out in our community participating in community service. A few of the projects they are involved in are: the New Community Project in Starksboro, Maple Winds Farm in Richmond, the Intervale in Burlington, organizing a food drive and stocking shelves for the Williston Food Shelf and Shelburne Food Shelf, and organizing a clothing drive for Twice as Nice thrift store in Hinesburg.

Since 2013, students in Gary Jedinak's class have made meals to support families going through the Prevent Child Abuse Vermont organization. This group is doing tough work with such a positive attitude.



Mekkena Boyd organized approximately 35 CVU students to fundraise and walk with her in the Making Strides Against Breast Cancer Walk. She ultimately had a team of 43. In the end, they raised \$7,000 coming in 3rd place in donations out of 76 teams.

A group of students from the Life Program volunteered to help plant 600 feet of garlic bulbs for the Vermont Youth Conservation Corps at their Richmond farm. Students participating in this muddy and rainy farming adventure helped the VYCC Farm prepare to feed local families identified as "food insecure" through the VYCC "Healthcare Share" and the Vermont Food Bank. Students John Pellett, Star Berard, Janine Shows, Brendan Cruz, Damion Bothwell, and Robbie Edson also learned about sustainable organic farming, the VYCC mission, potential farm work opportunities...all while earning Graduation Challenge hours for their "Life After High School" Grad Challenge projects.

For the 2nd year the CVU Iron Chef Club and Family and Consumer Science Classes prepared food for the Hinesburg Community School annual Harvest Dinner. The Iron Chef team plans the dinner and organizes the cooking of the food. Students Emily Friedrichsen, Leah Boget, Aaron Dempsey, Olivia Yandow, Reid ZuWallack and coach Eleanor Marsh made Butternut Squash and Caramelized Onion Lasagna, Marinated Beet and Kale Salad, Gluten Free Sugar Cookies and Carrot Cake. Members of the team who were not able to attend that evening: Eva Rocheleau, Kaitlyn Kaplan and Schuyler Edgar Holmes.

Bella Curtis, sophomore, was elected to represent USA Pony Club in a mounted games International Exchange program next summer in Canada!

Advanced Drawing and Painting students completed their memory portrait paintings this week for the Memory project. The Memory Project is a nonprofit organization that invites art teachers and their students to create portraits for youth around the world who have faced substantial challenges, such as neglect, abuse, loss of parents, and extreme poverty. Our students created beautiful paintings of children from Romania.



Congratulations to Nate Bamberger! Nate is one of eight horns from across the country that was chosen to be in the orchestra at the All Nationals Music Festival in Grapevine, Texas. They're playing the fourth and fifth movement of Berlioz's Symphonie Fantastique and Marquez's Danzón No. 2.

Sam Noel was selected by USA Cycling as one of four 17/18 juniors to attend a Cyclocross Development Race Camp in the Netherlands over Thanksgiving break. He will compete in two World Cups and one local race in Belgium.

CVU is the first school to partner with GMP to place a charging station on site. Four students in the Money Energy Power class - Burke Spillane, Colin Osbahr, Jack Reynolds and Jarrett Slote - led the project. The group came up with the idea as a class project to put in an electric vehicle charging station at CVU. They worked with Green Mountain Power to install the station that is now in service. GMP's commitment to a comprehensive statewide EV charging network will help increase Vermont's energy independence and contribute to cleaner air and lower carbon emissions. GMP has installed charging stations in 31 locations, ten of which have a DC Fast Charger. The charging station at Champlain Valley Union High School will serve all electric vehicles (Tesla owners need an adapter) with a dual port Level 2 station that provides up to 24 miles of charge per hour.

The Sophomore Class Council put on one of the biggest CVU annual events in November: The Dodge Ball Tournament! Friday, November 11th, 45 teams of six competed in a double elimination tournament. The final two teams competed in a winner take all game in front of the whole school the following week. Sophomore Class Council raised over \$1300 for charities such as COTS and the Thanksgiving Collection Drive.

2015-2016 SCHOLARSHIPS & AWARDS

- ACCESS CVU Scholarship: Liam Beliveau
- American Mathematics Competition: Kathleen Joseph
- Ancient Greece Awards: Lucy Pappas, James McAllister
- Arthur H. Scott Scholarship Awards: Kimberly Cribari, Pearl Guerriere, Bridget Kerr, Lauren Palmer, Molly Parker, Carmen Fisher-Olvera
- Bryan Daniel Memorial Award: Sadie Otley
- BTC: Presidential Award for Academic Excellence: Kyla Antonioli, Cassidy Price
- Chinese Language Award: Phillip Nguyen
- Coach David Bremner Award: Cooper O'Connell
- Cowboy Lewis Memorial Scholarships: Simone Edgar Holmes, Michaela Flore
- Creative Writing Awards: Ben Recchia, Shea Savage
- CVU Redhawk Football Award: A. Trevor Kingston
- Diligence Awards: Travis Conn, Molly Parker, Zachary Richardson
- Direction Center Awards: Peter Hibbeler, Faibe Achinda
- Donald Moore Cross Country Scholarship: Haley Harder
- Dylan Peters Visual Arts Memorial Scholarship: Olivia Machanic
- El Premio de Español: Loran Stearns, Danielle Peters, Kyle Jaunich
- Environmental Activism Award: Carmen Fisher-Olvera
- Eunice B. Farr Incentive Award: Cooper Bolduc
- Excellence in Science Awards: Ben Recchia, Finn McGarghan, Kathleen Joseph
- Faculty Awards: Lucy Pappas, Xavier Waterhouse
- Family and Consumer Science Award: Madison Tobrocke
- French Language Awards: Tatum Braun, Janina Cuneo, Brigitte Durieux, Jessie Johnson, Katherine Mahoney
- Friends of CVU School Spirit Award: Jeremiah Cory
- Governor Phil Hoff Award: Simone Edgar Holmes
- Greg Cluff Award: Rebecca DeCamp
- Hart Athletic Awards: Amelia Gagliuso, Jeremy Fuller
- Integrity Awards: Carmen Fisher-Olvera, Xavier Waterhouse
- John Philip Sousa Band Award: Jack Dilley
- Kathy M. Stringer Devost Scholarship: Katherine Mahoney
- Kevin Riell Memorial Scholarships: Amanda Daniels, Jeremy Fuller
- Larry Wagner Math Award: Michael Chirgwin
- Master Musician Awards: Jacob Kahn, Cole Marino
- M & R Charities, Inc. Scholarship: Olivia Machanic
- National Merit Finalist: Kathleen Joseph
- National Merit Scholarship Commendations: Tatum Braun, Silas Cleveland, Haley Harder, Joshua Klein, Gregory Levine, Finn McGarghan, Danielle Peters, Emily Ray, Shea Savage
- National Technical Honor Society Member: Max Laudenslager
- North Country Community Service Award: Erica Bouton
- Outstanding Business Student Awards: Olivia Machanic, Grant Kelley
- Outstanding English Student Awards: Annabella Pugliese, Erin Bundock, Simone Edgar Holmes
- Outstanding Essayist Awards: Katherine Mahoney, Danielle Peters
- Palmer Awards: Kathleen Joseph, Jed Morris
- Power Reading Award: Amber Downs
- Principal's Leadership Award: Finn McGarghan
- Prudential Spirit of Community Award: Danielle Peters
- Robert J. Pepper Science Awards: Erica Rosner, James Whitaker
- Sara Grayson Memorial Award: Kimberly Cribari
- School Directors' Awards: Lydia Moreman, William Pinney, III
- Society of Women Engineers: Danielle Peters, Katherine Mahoney, Annabella Pugliese
- Theatre Awards: Max Chlumecky, Pearl Guerriere
- Tom Titus Track and Field Award: Sadie Otley
- Tomorrow's Business Leader Award (FBLA): Bailee Pudvar
- Twenty-First Century Social Studies Awards: William Pinney, III, Lillian Oates
- Vergilian Latin Award: Simone Edgar Holmes
- Vermont Red Sox Scholarship: Danielle Peters
- Visual Arts Department Award: Erin Bundock
- VT Basketball Coaches Association Awards: Annabella Pugliese, Sadie Otley, Madison Randall
- U.S. Presidential Scholar Candidates: Haley Harder, Joshua Klein, Sarah Nelson, Katherine Mahoney
- VSADA Scholar/Athlete Awards: Samuel Belisle, Annabella Pugliese
- Williston Lions' Club Scholarships: Brooke Merchant, Molly Parker
- Williston-Richmond Rotary Scholarships: Dane Whitcomb, Tashia Pashby-Rockwood
- Zeke Kassel Memorial Awards: Alison Spasyk, Jeremiah Cory

Though not participating today, we would like to recognize our senior exchange student and wish him farewell. He is:

Frederik Piche



STUDENT PARTICIPATION

Athletics

Winter 2015-16

WRESTLING

Team: NVAC Champions
2nd place finish at State Meet

NORDIC SKI

Teams: Women – Division I State Runner-Up
Men – Division I State Runner-Up

ALPINE SKI

Teams: Men – 7th place finish at State Championships
Women – 3rd place finish at State Championships

ICE HOCKEY

Teams: Men – Advanced to Semi-Finals Record: 9-6-5
Women – State Champions; Record: 13-6-1

BASKETBALL

Teams: Men – Advanced to Quarter-Finals; Record: 14-5-0
Women – Div. I State Champions; Record: 19-0-0
Record 95 straight wins

GYMNASTICS

Team: 3rd place finish at States; Record: 6-2-0



Spring 2016

TENNIS

Teams: Men – Advanced to Semi-Finals; Record: 13-4-0
Women – Div. I State Champions; Record: 17-0-0

TRACK

Teams: Men – State Champions
Women – 3rd place finish at State Championships

GOLF

Teams: Men – 5th place finish at State Championships
Women – 6th place finish at States

BASEBALL

Team: Advanced to Quarter-Finals; Record: 13-3-0

SOFTBALL

Team: Record: 3-13-0

LACROSSE

Teams: Men – Division I State Champions; Record: 16-1-0
Women – Advanced to Semi-Finals; Record: 12-4-0

Fall 2016

CROSS COUNTRY RUNNING

Teams: Men – Division I State Champions
4th place New Englands
Women: Division I State Champions
New Englands Champions

FIELD HOCKEY

Team: Advanced to Quarter-Finals; Record: 7-4-4

FOOTBALL

Team: Advanced to Semi-Finals; Record: 6-2-0

SOCCER

Teams: Men – Advanced to Semi-Finals; Record: 12-3-2
Women – Advanced to Semi-Finals; Record: 12-3-2

VOLLEYBALL

Teams: Men – Division I State Champions; Record: 10-1-0
Women – Division I State Champions; Record: 12-3-2
Many of our student athletes achieve All New England, All State, and/or All League status



Comparative Data for Cost-Effectiveness, FY2017 Report

16 V.S.A. § 165(a)(2)(K)

School: Champlain Valley UHS #15
S.U.: Chittenden South S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
<http://www.state.vt.us/educ/>

FY2016 School Level Data

Cohort Description: Senior high school
 (27 schools in cohort)

Cohort Rank by Enrollment (1 is largest)
 1 out of 27

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Bellows Free Academy UHS	9 - 12	991	72.54	4.00	13.66	247.75	18.14
	Burlington Senior High School	9 - 12	1,049	92.57	6.00	11.33	174.83	15.43
	Essex High School	9 - 12	1,251	102.50	5.00	12.20	250.20	20.50
	Champlain Valley UHS #15	9 - 12	1,281	89.99	5.00	14.23	256.20	18.00
<- Larger								
Averaged SCHOOL cohort data			628.15	53.36	2.83	11.77	222.08	18.87

School District: Champlain Valley UHSD #15
LEA ID: U015

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

The portion of current expenditures made by supervisory unions on behalf of districts varies greatly. These data include district assessments to SUs. Including assessments to SUs makes districts more comparable to each other.

FY2015 School District Data

Cohort Description: Senior high school district
 (23 school districts in cohort)

Grades offered in School District Student FTE enrolled in school district Current expenditures per student FTE **EXCLUDING** special education costs

Cohort Rank by FTE
 (1 is largest)
 1 out of 23

School district data (local, union, or joint district)

Smaller ->	Bellows Free Academy UHSD #48	9-12	856.10	\$15,611
	Brattleboro UHSD #6	7-12	940.84	\$15,813
	Essex Comm. Ed. Ctr. UHSD #46	9-12	1,145.03	\$15,867
	Champlain Valley UHSD #15	9-12	1,227.05	\$12,827
<- Larger				

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

Averaged SCHOOL DISTRICT cohort data

587.09 \$15,793

FY2017 School District Data

LEA ID School District		Grades offered in School District	School district tax rate			Total municipal tax rate, K-12, consisting of prorated member district rates		
			SchlDist	SchlDist	SchlDist	MUN	MUN	MUN
			Equalized Pupils	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate	Equalized Homestead Ed tax rate	Common Level of Appraisal	Actual Homestead Ed tax rate
					Use these tax rates to compare towns rates.			These tax rates are not comparable due to CLA's.
Smaller ->	U003 Middlebury UHSD #3	7-12	963.73	17,648.27	1.8192	-	-	-
	U006 Brattleboro UHSD #6	7-12	1,117.17	17,349.15	1.7884	-	-	-
	U046 Essex Comm. Ed. Ctr. UHSD #46	9-12	1,144.76	16,313.93	1.6817	-	-	-
	U015 Champlain Valley UHSD #15	9-12	1,275.99	14,510.46	1.4958	-	-	-
<- Larger								

The Legislature has required the Agency of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

WARNING
CHAMPLAIN VALLEY UNION HIGH SCHOOL DISTRICT NO. 15

March 6, 2017

The legal voters of the Champlain Valley Union High School District No. 15, consisting of the towns of Charlotte, Hinesburg, Shelburne, and Williston, are hereby notified and warned to meet at the Champlain Valley Union High School Room 140/142 in the Town of Hinesburg on **Monday, March 6, 2017, at 5:00 p.m.** to transact the following business.

ARTICLE I: To elect the following officers and fix their compensation:

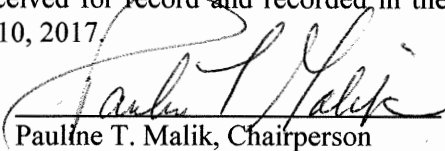
1. Moderator
2. Clerk
3. Treasurer

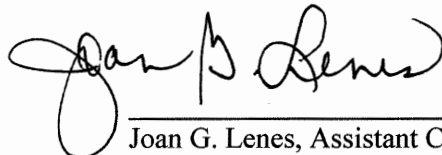
ARTICLE II: To hear and act upon the reports of the Union High School District Officers.

ARTICLE III: To transact any other business proper to come before said meeting.

The legal voters of Champlain Valley Union High School District No. 15 are further notified that voter qualification and registration relative to said annual meeting shall be as provided in Section 706u of Title 16, and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

Adopted and approved at a meeting of the Board of School Directors of Champlain Valley Union High School District No. 15 held on January 9, 2017. Received for record and recorded in the records of Champlain Valley Union High School District No. 15 on January 10, 2017.


Pauline T. Malik, Chairperson


Joan G. Lenes, Assistant Clerk



5420 Shelburne Road, Suite 300, Shelburne, VT 05482
Telephone 802-383-1234 Fax 802-383-1242

January 9th, 2017

Residents of the communities of:

Chittenden South Supervisory Union

Fiscal Audits of Chittenden South Supervisory Union and its member schools are now the responsibility of the Supervisory Union Board.

Audits for Fiscal Year 2015-2016 were completed, reviewed and approved by the School's Board Chair on January 9th, 2017.

Audit copies are available on the web:

<http://cssu.org/cms/lib5/VT01000775/Centricity/Domain/561/CSSU%2016%20FS%20final.pdf>

They are also available by contacting the Chittenden South Supervisory Union Offices directly.

Respectfully Submitted,

Dave Connery
Board Chair, CSSU

Respectfully Submitted,

Robert Mason
Chief Operations Officer, CSSU



5420 Shelburne Road, Suite 300, Shelburne, VT 05482
Telephone 802-383-1234 Fax 802-383-1242

January 9th, 2017

Residents of the communities of:

Champlain Valley Union High School

Fiscal Audits of Chittenden South Supervisory Union and its member schools are now the responsibility of the Supervisory Union Board.

Audits for Fiscal Year 2015-2016 were completed, reviewed and approved by the School's Board Chair on January 9th, 2017.

Audit copies are available on the web:

<http://cssu.org/cms/lib5/VT01000775/Centricity/Domain/561/CVU%2016%20FS%20final.pdf>

They are also available by contacting the Chittenden South Supervisory Union Offices directly.

Respectfully Submitted,

Polly Malik
Board Chair, CVUSD

Respectfully Submitted,

Robert Mason
Chief Operations Officer, CSSU

Chittenden South Supervisory Union
5420 Shelburne Road, Suite 300
Shelburne, VT 05482

Important Dates in our Community

<i>CVSD</i>	Articles voted on February 23, 2017.
<i>CVU</i>	Articles voted Monday, March 6, 5:00 p.m. at CVU in Room 142.
<i>CHARLOTTE</i>	Articles voted Monday, March 6 at 7:00 p.m. in the CCS Multi-purpose Room. Australian ballot vote on Town Meeting Day, March 7. Vote at CCS Multi-Purpose Room.
<i>HINESBURG</i>	Articles voted Monday, March 6 at 6:00 pm in the CVU Auditorium. Australian ballot vote on Town Meeting Day, March 7. Vote at Hinesburg Town Hall.
<i>SHELBURNE</i>	Articles voted Monday, March 6 at 7:00 p.m. in the SCS Gymnasium. Australian ballot vote on Town Meeting Day, March 7. Vote at the Shelburne Municipal Offices.
<i>ST. GEORGE</i>	Articles voted Tuesday, March 7 at 6:00 p.m. at the Red Schoolhouse. Australian ballot vote on Town Meeting Day, March 7 at the St. George Town Hall/Red Schoolhouse.
<i>WILLISTON</i>	Articles voted Monday, March 6 at 7:00 p.m. in the WCS Auditorium. Australian ballot vote on Town Meeting Day, March 7. Vote at the WCS Gymnasium.