

CHAMPLAIN VALLEY SCHOOL DISTRICT



Senate Education Committee

December 2025

WHO IS CHAMPLAIN VALLEY SCHOOL DISTRICT?

Champlain Valley School District (CVSD) is Vermont's largest school district and includes six schools that serve five towns—Charlotte, Hinesburg, Shelburne, Williston and St. George.

Having consolidated into a supervisory district in 2017, CVSD operates at scale as the only school district in Vermont that meets the minimum size requirements of Act 73, the state's 2025 education reform law.

Key Info

preK-12

3,662 total students enrolled in CVSD
904 students who experience economic disadvantage (includes 43 Act 166 UPK students)
113 multilingual learners
20 students experiencing homelessness

	Charlotte Central School (CCS)	Champlain Valley Union HS (CVU)	Hinesburg Community School (HCS)	Shelburne Community School (SCS)	Williston Schools (WS)
K-12 Enrollment	349	1,225	452	664	888
% of CVSD	9.7%	34.2%	12.6%	18.5%	24.8%
Average Class Size	20	17-22 (core classes)	18	19	21
<i>For reference: VT DQS class size maximums are 20 (K-3) and 25 (4-12); Act 73 class size minimums are 10 (grade 1), 12 (2-5), 15 (6-8), 18 (9-12)</i>					
Students on IEPs*	41	209	67	81	125

*IEP = Individualized Education Program

**all data as of October 1, 2025

A photograph of three people outdoors. On the left is a large mascot of a red and white bird with a yellow beak. In the center is a man with grey hair wearing a red shirt with 'CVU' on it. On the right is a woman with brown hair in a braid, wearing a red hoodie and waving. They are holding a large red banner with white text that is partially visible as '...DO THIS'. The background shows trees with autumn foliage.

What are the ingredients of success?

...response to the Redistricting Task Force?

...hopes for this legislative session?

A woman with brown hair in a braid, wearing a red hoodie with 'CIVIC' on it, is smiling and waving her right hand. She is holding a large red banner with white text that says 'Do This'. The background shows trees with autumn foliage and a silver pickup truck.

What is education like

in a high school
where the principal can't
know every student's
name?



ABOUT US



Kevin Conger



Talking about Games with Kevin is essentially talking about me! I've been a big fan of game shows since I was very young. My first time hosting a game show was for my seventh birthday party where I hosted *Family Feud*; and from that year on 'til high school, every one of my birthday parties was based on a TV game show or similar, that I was hooked on at the time. Some of these were *Family Game Night*, *Zoom*, *The Olympics*, *American Gladiators* and more!

In high school, I found an opportunity to host *Family Feud* once more, during our Winter Carnival event. It was very successful all three years I did it! After graduation, I became a part of a special needs agency that included client-led activities at one of their locations. I reached out wondering if I could host *Family Feud*. The director said yes and that first

<https://www.instagram.com/reel/DKj-506OmCD/>



senior class in a family feud showdown. So anyone who is willing to compete. Please reply possible before winter carnival if you want to compete.

Thank you for your time,



“I don’t want
to hear about a
unicorn.
**I want a
herd of
unicorns!”**

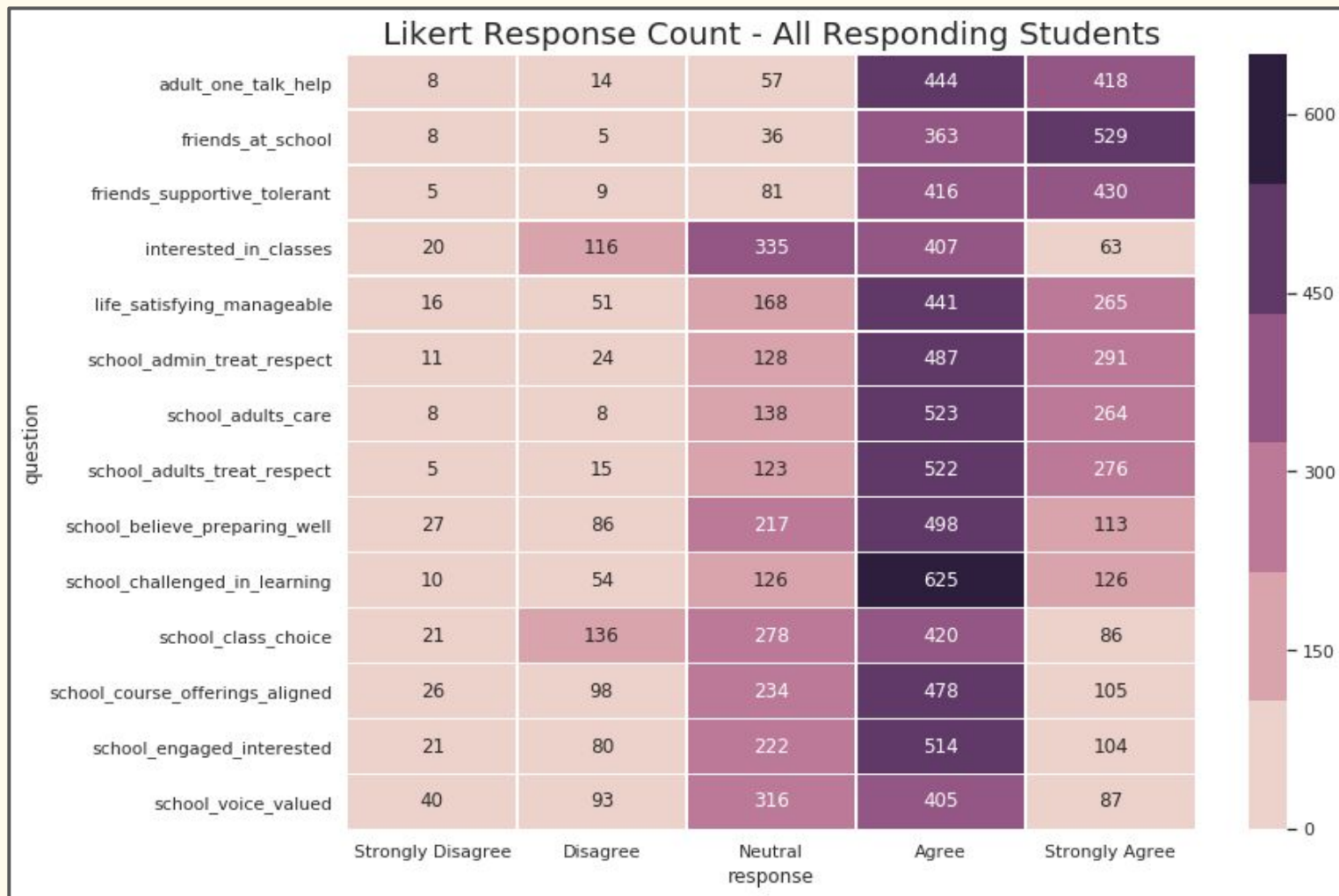
–Meghan
Metzler

Guiding Principles 2025



1. **At the heart of learning is story;** we seek the story to honor identity, forge connection, build proficiency, and inspire direction.
2. **Belonging grows from authentic relationships;** we take the time to know our learners deeply so every student feels seen, valued, and safe.
3. **All learners have strengths and genius;** we uncover and grow those strengths in collaboration with them—respecting autonomy, voice, and agency.
4. **Learning is most powerful when students are active participants;** we design experiences that promote agency, purpose, and joy.
5. **How we see a learner is often how they see themselves;** we hold high expectations for ourselves, our colleagues, and our students.
6. **Struggle is part of learning;** we help students view challenges as opportunities to reflect, adapt, and build resilience.
7. **The needs of learners are always changing;** we stay flexible, curious, and committed to growing alongside them.
8. **Students thrive in a rich web of relationships;** we see colleagues, caregivers, and students as partners in the learning journey.
9. **Reflection and evidence help us do better;** we use them to shape decisions and improve learning for every student.
10. **We strive to be anti-racist and anti-biased** in our policies, practices, and pedagogies. We create learning spaces that represent, value, and celebrate all learners, especially those from historically marginalized backgrounds and identities.

At the heart of
learning is story; we
seek story to
honor **identity**,
forge **connection**,
build **proficiency**, and
inspire **direction**.



ICPD ENGAGEMENT FRAMEWORK

Champlain Valley School District seeks to map and maximize student engagement through a system that honors identity, forges connection, builds proficiency, and inspires direction.

honor

IDENTITY



Understanding and valuing self and others.

Students develop a sense of self, recognizing their unique strengths, values, and cultural backgrounds, and schools foster systems to see all students.

**Who am I?
What matters to me most?**

forge

CONNECTION



Building meaningful relationships and support systems.

Students form supportive relationships with peers and adults, fostering a sense of belonging and agency.

**Who am I with?
What am I a part of?**

build

PROFICIENCY



Developing skills and knowledge with awareness of progress.

Students build academic and personal skills, tracking their growth over time.

**What can I do?
What am I getting better at?**

inspire

DIRECTION



Developing a sense of purpose.

Students gain insight into interests, goals, and future pathways through relevant learning experiences.

**Where am I going?
Why does it matter?**

ICPD ENGAGEMENT INDICATORS

CVSD has been measuring student engagement for more than a decade. Using these indicators (some of which are highlighted below), we respond acutely and systematically to maximize student engagement.

honor IDENTITY



90%

CVU students surveyed say they feel like they belong at school.

86%

Grade 3-8 students surveyed say they can be themselves at school.

forge CONNECTION



96%

CVSD students surveyed say they have friends at school who treat them with kindness and respect.

94%

CVSD students surveyed say they have at least one trusted adult at school.

build PROFICIENCY



96%

CVU's four-year graduation rate for 2025. CVU's six-year graduation rate is 97%.

87%

CVSD students who scored proficient or above on standardized literacy assessments.

inspire DIRECTION



91%

CVU students surveyed say they have access to supports & opportunities to prepare them for after high school.

83%

Grade 3-8 students surveyed say their learning is helping them now and for their future.

- **48%** of 3-8th grade students who are chronically absent were not proficient on literacy iReady. **28%** of those students said school work is rarely or never interesting.
- While 80% of students in grades 3-8 agree that school is important, only **64%** of them say they see themselves in the curriculum.
- According to the Engage Survey, about **35%** of CVU students with IEPs **do not feel represented** by the students in school leadership positions and on committees.
- While students generally agree that school is helping them, they are significantly less likely to agree that school is connected to their lives outside of school.

The Narrative

We knew when we started this process that none of this would be easy.

But we all agreed it was long past time to fix the broken system because the longer we wait, the harder it gets.

GLOBE MAGAZINE

New England schools are failing — and ‘nobody seems to care’

Our math and reading scores have been declining for a decade. The “Southern Surge” should be a wake-up call.

By Christopher Huffaker
Globe Staff, Updated October 1, 2025, 10:16 a.m.



Mississippi and Louisiana have overtaken Maine and Vermont in early reading

Average Grade 4 reading scores on the Nation's Report Card show opposite trends in the far North versus the deep South.

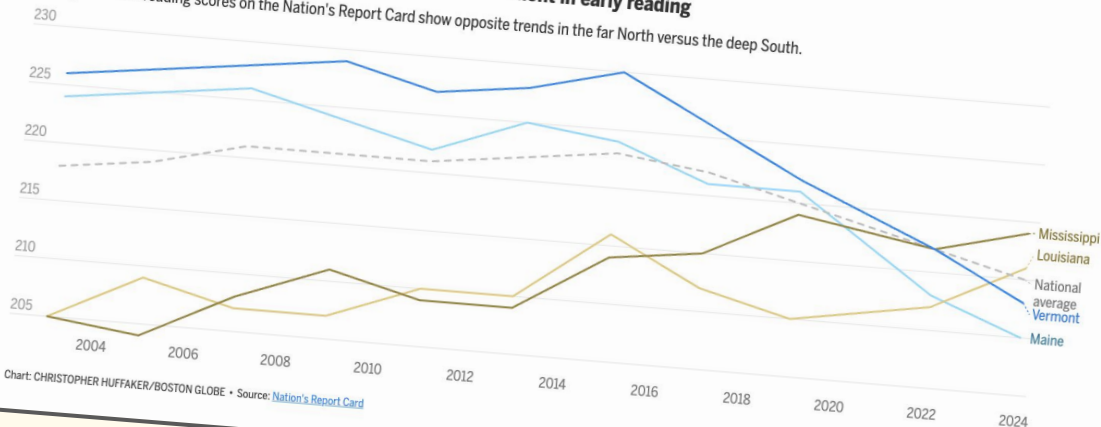


Chart: CHRISTOPHER HUFFAKER/BOSTON GLOBE • Source: [Nation's Report Card](#)



And a few other topics...

Districts vs. Supervisory Unions - 7 to 1 (14!)

Comprehensive High Schools - 2014 Prom

Strategic ~~Voluntary~~ Mergers - 2022 Mt Abe and Addison NW



Meagan Roy

Cooperative Education Service Areas - Beware the overhead

Foundation Formula - Robust Modeling, please!



A few of my hopes...

Commissioner

HHB

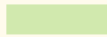
Housing, Health Care, and Economic Development

\$16, 980, 960

+47.5% since FY21



The CVSD Misconception



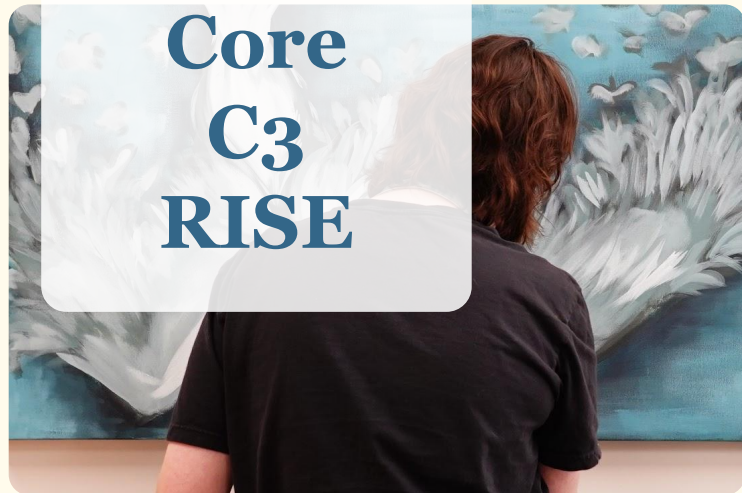
906 families who experience
economic disadvantage

100 ML students





House
Advisory



Core
C3
RISE

