



THE HAWKS' NEST

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MARCH 2026



Courtesy of: Peter Warrington
Vermont's mud season, as shown through its impact on unpaved roads.

Mud Season Hits Vermont

Lukas Maceyka
Staff Writer

When you think “mud season”, what do you see? Maybe you think of, well, mud. Or maybe that period in March when it seems like Spring is here, but all of a sudden, it snows again. Or maybe you think of that nice smell that always seems to come with the thawing ice and snow, drifting on a fresh, warm breeze as soon as it hits fifty degrees. But what really is mud season?

The term “mud season” is primarily used in northern New England and much of Canada. However, in Canada, this time is often referred to as “Breakup”, focusing on the thawing process of the ice as winter relinquishes its grip on the lakes and streams. Mud season is often used to

describe most of early March, but it actually has a technical meaning. “Mud season” formally refers to the period between the first snowmelt and Memorial Day, where the deeper soil is still frozen solid but the top layers are already thawing.

Ground thaws from the top down, meaning that the top layers quickly become saturated with water because the lower layers are still too frozen to allow water to permeate deeper into the soil. This also contributes to the excessively high water levels in streams and rivers during early spring.

This often wreaks havoc on dirt roads (basically a Vermont trademark), making them incredibly muddy and full of aggressive ruts and potholes.

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Implementation of Digital Technology in the Classroom

Noah Westman
Staff Writer

At CVU, lessons can be taught in two different ways: online or on paper. Paper and books have been educational tools for centuries, but the internet and computers are relatively recent additions to schools' academic resources. With the help of teachers who have been teaching since the introduction of such resources, we can learn more about the role of technology in schools, how it has changed over the decades, and when it is or is not a valid teaching tool.

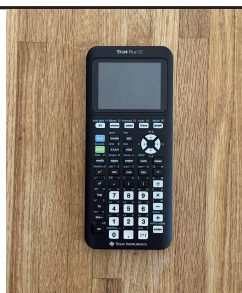
Computers can complete many jobs which previously required separate tools and can be a resource for communication, writing, calculation, and so much more; but can technology really replace its analog counterparts?

Experienced teachers at CVSD have seen in real time the rapid growth of technology in the school landscape, and the many different ways it is implemented here.

According to **Allison Sherwin**, a math teacher, “personal access to the internet” has led to a dramatic shift in mathematical education “from computation to conceptualization”.

In simpler terms, a lot of mathematical education has shifted from basic calculator functions, such as long division or finding square roots, to understanding more complicated mathematical functions and formulas, such as fractals and complex curves.

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Digital Learning

Read about CVU's use of tech in learning on pages 1, 4, and 5.



Mud Season

Learn more about mud season across Vermont on pages 1 and 4.



Sports

Read the winter wrap-up of the season on page 7.

Seniors Attend to End-of-Year Requirements

Karmen Wilbur
Managing Editor

This interview, featuring a conversation between The Hawks' Nest and Snelling House Director Amy Wardwell, has been edited for length and clarity.

Hawks' Nest: What are the requirements that seniors should be aware of?

Amy Wardwell: There are three components that students will do. The first component is the reflection activities, and they're doing those in advisory this week. The hope is that in those advisories, they'll have time to do the different topics. If not, they can keep working on those in advisory over the next couple of weeks. That's the setting the stage and kind of getting people thinking about [questions like] "Where have I been?" "Where am I going?"

The second part is the interview, and they do that with their co-advisors individually. They'll choose a half an hour time slot on the afternoon of March 27th, and they'll sit down and really just have kind of a conversation. We have a list of different questions that we ask the seniors to pick from. The advisors might ask some of the questions and the

students might look at the list and say I want to talk about this.

That interview is sort of a way for the advisors and the students to think about what the story is that you're going to want to tell people in your presentation. How do you want to frame your journey through high school and what are the highlights that you're going to want to talk about and tell your audience? [This is judged] based on the reflection the [students] did and what your advisor has seen in your PLP [Personalized Learning Plan] portfolio or your PLP slideshows over the last few years.

After the interview, students will ... go through their four years of PLP slideshows and pick out a couple slides that they want to use. They'll think about the reflection activities that they did, and they will craft a presentation that they will give on May 1st to their fellow senior advisees, their co-advisors and their caregivers, and any other people that they want to invite.

It's a very celebratory, exciting day. You stand up and you're going to tell your story of who you have been, who you were, who you are now, and where you're going in terms of your high school experience. That's the Senior Exit Experience.

HN: Could you explain the reflection requirements?

AW: There's a menu of different options, and they're broken up in the four categories.

You look at the menu and say "This one speaks to me, "I like this one, and you do the activity. [In] the direction one, for instance, is you could do a career interest inventory, you could do a Myers-Briggs personality test. You choose an activity that you think is kind of interesting or that helps you reflect on that part of your story.

Then you're going to take whatever result you get from the activity, and you're going to add a slide to your current PLP. You'll talk about what you did in those activities in your meeting with your advisor on the 27th. You'll

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The Hawks' Nest

*The student-run newspaper of
Champlain Valley Union High School*

Published monthly during the academic year

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Photo credit: Juanita Galloway

CVU won the Crowd Pleaser Award on Saturday March 14th at the Jr Iron Chef VT Competition. Left to Right: **Brodie Norman, Maja Halliburton, Rorrie Jay, Clara Anderson and Charlie Adams.**

Seniors Attend to End-of-Year Requirements

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basically make four new slides in your PLP—one's an identity activity, one's a direction, one's a proficiency and one's a connection.

HN: What do you hope students get out of doing the Exit Experience?

AW: I hope partly a sense of accomplishment and pride. The purpose of this is to really think about how you have grown and changed or how you've stayed the same and solidified who you are as a person.

It's a way for people to sort of look back and think, “Wow, I did a really good job over the last four years. These are the things I'm really proud of, these are the things I've learned over the course of high school.” [I]t might be academic things, and it might be things that people have learned about themselves or figured out. It helps them to think about where are they going after CVU, qnd how have the experiences that they've had here been impactful in helping them find a direction for where they want to go next

So, a little bit of pride, a lot of

accomplishment, a lot of sense of, “This is my story, this is who I am, and this is where I'm going after I leave CVU.”

HN: How have you seen what students do for their Exit Experience change over the years?

AW: It's changed pretty dramatically. We used to have something called Grad Challenge ... instead of the Exit Experience.

I loved Grad Challenge because students identified a project or an experience and worked on it their entire senior year. They had to write an eight to twelve page research paper about it. They had to interview people, and then they had to do a presentation on what they did, and seniors hated it and complained about it all through senior year, and then had this amazing presentation day where they kind of looked back and were like, “wow, I accomplished something really, really cool.” Kids were often really proud.

One of my favorite advisees from way back in the past did glass blowing and learned how to be a glass blower. He is now a

professional glass blower. He sells glass pieces for thousands and thousands of dollars, and he started that career because of his Grad Challenge project.

Another one of my advisees decided she wanted to do something with her dad, and so they took ballroom dancing classes together. They did ballroom dancing all year long. She's like, it's the best bonding experience ever with my dad, and we had so much fun, and you know, learned a lot. So we used to do something that was a pretty extensive, year-long kind of project.

We stopped doing that during COVID because kids couldn't get out to have a community experience. As a district, we also were shifting to that idea of [a] student story and knowing student stories really well. That was also when the state of Vermont was putting in the PLP legal requirements where every school has to have their students think about their personalized learning plan and think about, like, “What is my path after high school? How is high school leading me to something afterwards?”

So the Exit Experience kind of is the

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Grace Warrington
Editor-in-chief

Crossword

Answers on page 8

Across

1. Legume grown for fodder
8. Remy, in "Ratatouille" e.g.
11. Waffle type
12. Team ____
13. "You promised!"
14. Bucket partner
15. Airport agcy.
16. Home of the Grand Canyon
18. Joseph's spouse
20. Current zodiac sign
21. Courageous figure of the Trojan War

23. Virginia ____
25. "Will do"
27. Year in Mexico
30. Kind
31. Went by
33. Game piece in Monopoly
34. Hoodwink
35. Consume consommé?
36. The Biltmore and Mount Vernon

Down

1. Some
2. 400mm f/5.6, e.g.

3. Swap meet
4. Cheddar datum
5. Tesla lack
6. Grimm specialties
7. Not pro
8. "We hear..."
9. In sync
10. Spanish snacks
17. Actor Efron
19. ____ throwing
21. Onstage remark to an audience

22. Child chef?
24. Put into law

1	2	3	4	5	6	7		8	9	10
11								12		
13								14		
15				16			17			
		18	19				20			
21	22				23	24				
25				26				27	28	29
30				31			32			
33				34						
35				36						

26. Give up
28. Actress Campbell of "Scream"
29. Dedicated poems
32. Pod resident

Mud Season

Continued from page 1

During this period, it can also become cold enough during the night hours to freeze up the topsoil, and therefore create mud during the day. This mud can then further mess with dirt roads. Vermont's weather is really a perfect storm for mud season, which is likely why it is so prevalent here. Clay-based soils, or other soils with naturally poor drainage, are especially prone to the phenomena of mud season. Less water would drain away in clay-based soils anyway, even without adding the freeze factor. The state of Vermont reported that it costs roughly

\$140,000 per mile to redo dirt roads after mud season. This quickly adds up when we look at the fact that over half of Vermont's roads are dirt, and they need to be redone every year.

Specifically, Vermont has 15,760 total miles of roadways, and 8,534 of those miles are unpaved. That's 55% of the network, the most in the US. Mud season also has a significant impact on Vermont's hiking and biking trails, with most becoming completely un-usable, and many are closed each year to prevent excessive damage from people using them while the soil is in such a fragile state. The Vermont Department of Forests, Parks,

and Recreation has an entire webpage dedicated to recreation during mud season. They recommend not using the trails at all, or being prepared to turn back if you encounter a large muddy area. They highlight the damage that hiking on muddy trails can do, and ask that everyone follow all posted signage.

Visit the Vermont Department of Forests, Parks and Recreation for more information, including how to volunteer to help maintain the trails. Be careful driving on muddy roads, you don't want to get your car stuck in the muck!

Impact of Digital Technology

Continued from page 1

There are both pros and cons to this; on the one hand, doors are opened to teaching more advanced, previously less-accessible math. On the other hand, students are less likely to understand the logic of basic functions, as they can just enter numbers into a program and get a result without understanding why.

Technology has drastically shifted how most things work in classes, with many previous teaching resources having been scrapped since the addition of newer, more effective programs and systems.

This leaves many tools as relics of the past, such as how motion pictures used to be shown to a class with cassette tapes, then later DVDs—all of which have been replaced by streaming, according to science teacher **Sarah Strack**.

In the early days of digital computing, all school computers were locked up in a computer lab only accessible by reservation.

According to **Jeff Hindes**, a social studies teacher, these early computers had almost no programs pre-installed. Because of this, to do something as simple as digitally type up an essay, you had to code a program that would allow you to do so. This meant that any class that used computers also gained coding experience.

This is in stark contrast to our modern computers, which are very polished and easy to use, having everything pre-coded

with clean interfaces. Even though more people use computers now than ever before, fewer people than ever understand the inner workings of the technology they use and depend upon every day.

While computers and the internet are not perfect, they provide many valuable teaching tools, some of which are totally unique and can't be replicated by any other classroom materials.

To start, computers are a great way to display information. They are great for writing, since typing is much faster and creates more polished documents than traditional pen and paper. This is especially

useful for making projects or presentations to display learning. "My students use [the internet] for making a slideshow that is their final product," said **Scott Bliss**, a wellness teacher.

For **Lisa Bisbee**, a special education teacher at Williston Central School, technology has been a truly revolutionary addition. It has created opportunities for many students who have struggled in a traditional learning environment. Technology has given "a voice to students" who have trouble speaking, allowing them to communicate with people in ways previously unimaginable. It has also provided students

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Photo credit: Charles MacFadyen
Two students engaging in digital learning at CVU.

Digital Learning at CVU

Continued from page 4

who struggle to read and write with the previously-unavailable tools they need to succeed. Technology has been the “ultimate equalizer” for education, allowing students of all abilities to have better opportunities.

Digital transfer of video and projectors have also played a large role in changing whole-class lessons by making information easier to share. With overhead projectors and screen-sharing, one can show an entire class something that would have in the past been only visible to one person, “In the past, only one person could see on a microscope [and we've gone] to now being able to display that for a whole class.” said Strack.

An idea shared by many teachers, including Hindes, is that early comprehension of concepts is best done with physical resources such as pen and paper. The motion of writing what you are learning or turning the pages of a book acts as a cognitive connector between your body and your brain. This body-mind coordination is

great for teaching all sorts of new material in any class. This is something that typing on a keyboard or scrolling through a digital dictionary cannot provide.

Artificial intelligence (AI) is one of the most rapidly growing topics when it comes to technological change and development, with mixed feelings about its implementation. One of the biggest concerns related to AI is academic dishonesty. Sherwin said, “When students simply type things into Gemini and copy that down, they are not allowing themselves the opportunity to practice problem solving.” This serves as a good reminder that learning cannot happen when students try to bypass work.

Some articulated a growing concern that AI could devalue education. When teachers assign work to be completed it is to teach a concept, not just to keep you busy. While schools don't currently have a good understanding on how AI fits into the larger educational puzzle, staff are already thinking about how it impacts student learning and the skills required for success. “We have a Digital Learning Committee and an AI

committee at CVU that are actively working on this,” said **Charlie MacFadyen**, CVU's Digital Learning Leader.

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Courtesy of: Alison Novak

Theo Novak '28 competing at State Finals for Poetry Out Loud competition at the Flynn Center on March 5th.

Immigration and Customs Enforcement (ICE) Operations

*Lou Turner
and Vivien Nelson
Staff Writers*

This is the second part of The Hawks' Nest's Op-ed on ICE and the recent national protests.

Between the murders of Good and Pretti, on January 20 in Minnesota, a five year old boy who has famously been called, “The boy in the blue hat” his real name being Liam Conejo Ramos, was detained by ICE on his way home from school.

Ramos and his family were from Ecuador, immigrating to the U.S. in 2024. The agents took the boy to his house, using him as bait to get his family to open the door. Ramos and his father were then taken to the Dilley Immigration Processing Center in Texas. The family had gotten into the U.S. legally and had an active asylum. While in the camp, the boy became very sick due to the harsh

Op-Ed

conditions and the food that would be moldy, expired, or rotten. This is a common occurrence that has happened throughout U.S. history in camps and prisons. In these camps, people haven't been able to get what they need such as good food, and other necessities. Due to those issues, 32 people died in ICE custody in 2025. Thankfully, on February 1, Ramos and his father were able to come home.

Since the murders of Good and Pretti, protests against ICE have broken out around the U.S. These protests are peaceful protests that contain people walking down the streets with signs, chanting in unison. However, during these protests, ICE has used tear gas, force, rubber bullets, pepper spray, and more against protesters. Many protesters have also been arrested along with journalists.

Protests have also taken place in Vermont. For instance on Saturday, January 31st, a total of around 360 people protested “the nationwide crackdown on immigration and to stand in solidarity with Minnesota”, as

protest organizers told WCAX. A lot of protests in Williston are surrounding the town's ICE presence.

Protesters have repeatedly gathered on Harvest Lane, where ICE operates a surveillance center within a discreet office building. On top of that, on Friday, January 30, at 3 PM people gathered at the Burlington City Hall to protest. People were encouraged to not go to work, school, and to not shop as a strike to stand with Minnesota.

Most recently, protests arose in South Burlington in response to an ICE raid on Dorset Street on March 11th. A detailed account of these events were published by Vermont Public on March 12th.

To end, there are many ways to help and do your part to help others. To start, you can call Congress and ask them to defund ICE. You can also join protests to speak out and to go on strike. There are also petitions you can sign, such as the American Civil Liberties Union, “Stop ICE's Attacks On Our Communities.” Simply staying informed about what is happening helps.

Digital Learning at CVU

Continued from page 5

With screens dominating life inside and outside school, there has been a rapid decrease in person to person interaction.

Bisbee shared, “I’ve realized that while kids are great at navigating apps, they’ve forgotten how to navigate people.” This reveals to us a very stark reality. The social skills that were once a keystone element of primary and secondary education have been pushed to the back burner to accommodate high-speed, more efficient, and information-dense ways of teaching made available by the internet.

The need for social skill development has led to some teachers like Bisbee to pull back on online resources, reinstating a focus on in-person lessons to make sure students do not lose their interpersonal connection skills.

There is no doubt that technology has played an incredibly important role in education here at CVSD over the years, from the introduction of computers in a lab to every student having 24/7 access to a

March Arts Programming: Celebrate the Arts

Celebrate the Arts’ March 24 Activities

Theater Performances	Cafeteria Performances	Other Activities
CVU Combined Bands & Student Composition Presentation	CVU Dance Team	CVU RoboHawk Presentations
Williston Central School Varietones	CVU Chamber Music Ensembles	Open Studio: Design, Tech and Welding Demos
Shelburne Community School Chorus	CVU Modern Band	Open Studio: Ceramics
CVU Treble Choir and Chorus	CVU Jazz Band	3D Art and More Presentations
CVU Acting Students		Visual Art Displays
Into the Woods		Community and Family Resources and Food Options

computer and the whole internet.

It is nothing short of amazing how technology has reshaped the learning landscape, for better and for worse.

Technology has strengths in information access and display, though it is not very good for social interaction and comprehension. CVSD has seen so many

fascinating changes within a few decades, with more huge innovations soon to come with AI.

What direction these changes will go in and how they will change learning is anybody's guess. But one thing is certain: CVSD will continue to adapt, and new technology will be smoothly incorporated into a modernized world of education.

Senior End-of-Year Requirements

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culmination of that state PLP process that we engage in now. It might shift in the future again.

It's great for the community to come in and hear all of the really cool stuff that goes on in a student's high school experience. It's a really good and very affirming time for the community to hear all the good things that people are doing.

HN: Do you have a preference between the Grad Challenge and Exit Experience?

AW: I don't know if I have a preference. In my ideal world, it would be some kind of hybrid of both of them. [The Grad Challenge] was kind of like Nexus and every senior did a Nexus project in some ways.

So I think that part was really powerful and a

lot of kids found a really powerful and very personalized learning experience. But I also really love the opportunity that we have now for people to be really reflective and mindful about how they've grown and what they've learned and where they're going.

I think those stories are equally powerful, and it's an important process for people to go through. So I don't know if I have a preference. I like them both, but for different reasons.

HN: What is your role within the Exit Experience?

AW: As an advisor I'm sort of the student's guide. So, I'll be the one that does the interview and sort of helps them think about ... what it is [they] really want to talk to people about. How do we identify, in identity, connection, and proficiency how [you have] grown and changed?

In terms of my job in administration at CVU, I'm the administrator that oversees the PLP process and the Senior Exit Experience

process. So I'm part of a group that's been designing the PLP tasks that we've done this year, and then thinking about how to design the Exit Experience in a way that feeds back [to] the PLP work that everybody's done.

HN: What else would you like seniors to know?

AW: I would love seniors to take this as a real opportunity to stop and think, and to stop and and really kind of pause before you move on to this next exciting adventure in your life. Really pause and think about: “Where am I going? And why do I want to do that? Why is that important and meaningful to me? How does it relate to who I am, my values, my identity, the things I think are important in life? And how did I get here? How did I become the person that I am now?” I’m sure that a lot of seniors are like, ugh, hoops to jump through and like, “Why? Why am I doing this?”

[The Exit Experience] has been really powerful for people if you sort of slow down and take the opportunity to let it be powerful.

Social Media Posts Reshape Game Day

Jordan Kramer-Nison
Staff Writer

What was supposed to be one of the most anticipated basketball games of the season was unusually quiet behind both teams' bleachers. On January 27, students at school received the disappointing news that no student fans were permitted to attend the Rice vs. CVU boys basketball game later that afternoon.

Renee Breault, CVU's athletic director, explained in an email to the student body that harmful posts had been discovered on Instagram—posts affiliated with CVU and its high schoolers involving multiple accounts and schools. She wrote, "We take matters of student safety, dignity, and community impact seriously. These posts do not reflect the values of our community, and while these posts were made on private accounts, their misuse of the CVU name makes them appear as endorsed by our community—they do not represent the values we believe in, and we know that we can do better."

While the exact content of the posts was not shared with students, the posts had reportedly extended beyond competitive rivalry and included behavior strictly not tolerated at school. As a result of the posts, law enforcement would be present at the game, and only adults and family members were allowed to attend. The posts jeopardized the safety of the players and all students who were featured and targeted. The decision had a significant impact on the

atmosphere of the anticipated game.

"The players were ready for the game, but the atmosphere was too calm, and there was less energy in the gym." **Owen Scott '27**, co-captain of the basketball team, explains, "It was sad because there were no [student] fans to celebrate the win."

In a follow up email sent by Principal **Katherine Riley** and Breault, it was shared that these messages weren't necessarily instigated from opposing teams; they had originated inside of CVU and were closely affiliated, creating a worthwhile reason for the school to become involved.

CVU worked closely with law enforcement and the Vermont Principals' Association, while also involving schools and internal resources to determine the source of this speech. The accounts and posts have been taken down, with an investigation underway. Students were being exposed, featured in, and a part of these posts, creating an even bigger impact inside the community which prompted scripted advisory discussions throughout the building the following Monday.

The Nest talked with a CVU multi-sport athlete **Ethan Whitcomb '28**, who had been negatively featured in posts created by Rice students. "My initial reaction was a little surprised, but not shocked. I was a little thrown back [about the posts] but not overly distraught. It changed definitely how I looked at Rice as a school." He adds, "[Trash]-talking is starting to shift over to online, which is a little scary in my opinion because online is forever."

While students recognize the gravity of these posts, some wanted to share that there has also positivity in sports-affiliated social media from CVU. "On social media, we use our posts to encourage people to come to our games, and let them know what to wear for our themes—and it also hypes us up as well, and makes us feel ready for the game," says **Ellie Antonucci '28**, varsity soccer player. She shares that the team often takes point fives post-game, recognizes the "player of the game," and overall uplifts each other's energy on social platforms. Hypehawks, an account dedicated to keeping fans in the loop for upcoming games and getting students excited to support their peers, also does something similar

So what do these posts mean for the future of student fan participation at CVU? In the immediate future, there will continue to be an increase in staff and administration presence at CVU sporting events. This is to protect the players and keep the environment respectful and safe while still having fun supporting teammates and peers.

Rivalries and competition are a big aspect of high school sports, especially at CVU, but they are intended to bring excitement, not harm, to the community. Incidents like this one serve as an important reminder that what students say and share online can have a very big impact on not only them but the entire community.

Moving forward, it is crucial that we rebuild a positive sports culture where we can be respectful in supporting our teams. How students choose to represent CVU through social media will continue to affect the future of our sporting events and the presence of a student section.

Brief Winter Sports Wrap-Up

Cordelia Thomas
Sports Editor

Although it was a great winter season for the Hawks, many teams fell short in the playoffs. CVU continues to dominate in skiing with the CVU Boys Alpine Ski team winning their fifth State Championship in a row. Several individuals were added to the Vermont Principals' Academy Alpine All-State Teams including: **Sebastian Bronk '26**, **Sawyer Lake '27**, **Jack Thorley-Doucette '27**, **Heather Pelletier '28**,

Rachel Bialowoz '26, and **Leta Candon '28** (honorable mention). **William Wallace '26** clinched the Division I individual Nordic state title. The girls came in 3rd place overall in Nordic skiing with **Lilyanna Mittelstadt '26** claiming fifth place in both the classic and freestyle races.

The girls' basketball team lost in quarterfinals to North Country and ended the season with a 15-7 record, while the boys were knocked out by Essex in a

surprising upset and finished the season with a 12-7 record.

The boys ice hockey team lost 2-1 to BFA-St. Albans in the quarterfinals, and finished the season with a record of 13-7-1. The girls team (combined with Mount Mansfield Union High School and South Burlington High School), was defeated by Bellows Free Academy-St. Albans 4-1 in the semifinals, ending their season with a 12-8-1 record.

Dear Amber

Dear Amber receives and responds to questions as submitted in advance of publication. If you have questions for Amber, please consider submitting. The questions (Q) and answers (A) are posed anonymously. Dear Amber is a regular feature of The Hawks' Nest.

Q: Dear Amber,

I did the SAT this past week and I think it didn't go well. I'm sure I'll retake it, but I don't know how to improve it!

A: Dear Reader,

There's about a million resources on the internet to help you with the SAT, just take your time, check your answers and I'm sure you'll do great.

Please remember that these results don't define you-a number won't determine your

future or how good of a person you are.

Best,
Amber

Q: Dear Amber,

I've been having trouble with one of my teachers who thinks I'm causing trouble. I'm trying to be quiet but I think at this point my teacher just doesn't really like me and I hate it. I tried talking to my guidance counselor to discuss it but it didn't really help. I was crying so much because I just wanted it all to be over. I just wanted to keep my head down and GET THROUGH the last few months. I don't know what to do...

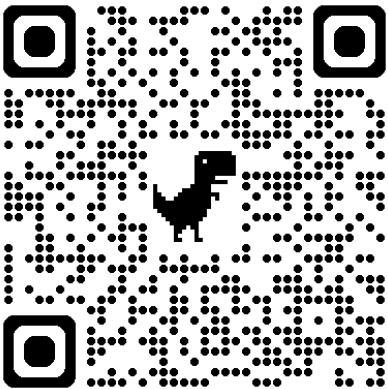
A: Dear Reader,

That sounds so awful and I'm sorry you've gone through that. This sounds like a stressful situation. I get not wanting to talk to anyone, but speaking to a trusted adult is a good way to make sure this type of thing

doesn't happen again. We all deserve to feel respected at school no matter what.

Best,
Amber

For future submissions to Amber, please either scan the QR code or email directly to cvuhawksnest@cvsdvt.org.



Courtesy of: Canute Hoehn



"ooo! universal donor."



Answers from Puzzle

From page 3

A	L	F	A	L	F	A		R	A	T
B	E	L	G	I	A	N		U	S	A
I	N	E	E	D	I	T		M	O	P
T	S	A			A	R	I	Z	O	N
			M	A	R	Y		A	R	E
A	J	A	X				T	E	C	H
S	U	R	E	C	A	N			A	N
I	L	K					E	L	A	P
D	I	E					D	E	C	E
E	A	T					E	S	T	A



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