THE HAWKS' NEST

Volume II, Issue 2 NOVEMBER 2025



Courtesy of: Greg Warrington
The cast at Saturday, November 15th's matinee performance of *Into the Woods*, CVU's fall musical.

CVU Students Advocate for a Pollinator Garden

Mamta Rimal
Staff Writer

Students at CVU have been advocating for the creation of a pollinator garden of our own. Efforts have emerged across multiple areas—from Natural Resources classes with **Dave Trevithick**, to the Environmental Action Club (EnAct), the Bird-Watching Club, and even a student group collecting native seeds to plant in safe spaces away from lawns and animal enclosures.

This collaboration represents more than a school project. It's a reminder of the reality of climate change and of the care students have for Vermont's native species. It also stands as a symbol of hope, showing that young people are ready to take action to preserve the land around them. Modern agricultural practices have unfortunately caused harm to species that depend on pollen to survive. **Emma Lee** from Eastern Kentucky University explains how the "Pollinators' nesting areas have been damaged or taken away altogether because agricultural production has removed the resources available for the pollinator, such as flower rewards needed to survive." Many small insects that rely on our native species face similar dangers.

A student leader from EnAct mentioned that pollinator gardens help reduce rain runoff, increase biodiversity, and "improve people's well-being." Creating a pollinator garden here at CVU would demonstrate resilience and care from our students, not only for the sake of the environment but also for the health of our communities. According to **Mara Koenig** from the U.S. Fish & Wildlife Service, "Native plants are the ideal choice because they require less maintenance and tend to be hardier… It's essential to choose plants that have not been treated with

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Federal Government Shutdown Ends

Lou Turner
Staff Writer

From October 1 to November 12, 2025, the government was shut down, an event that affected numerous federal jobs. It lasted 43 days, making it the longest government shutdown in US history.

The last shutdown was in 2018-2019 during Trump's first term as president and lasted 35 days (formerly the longest). The 2025 shutdown began due to Congress not being able to pass a budget regarding healthcare funding. AP Government teacher **Tyler Alexander** said, "the Republicans wanted to cut subsidies for Obamacare which would increase the cost of healthcare for millions of Americans, and Democrats want to keep those in place." The government was shut down in order to come to an agreement between the two parties. According to many news outlets, this led to 670,000 workers being sent home without payment, along with 730,000 workers having to continue working without pay. These workers included ones from The Education Department, Labor Department, State Department, Health and Human Services, Transportation, Veterans Affairs, and more.

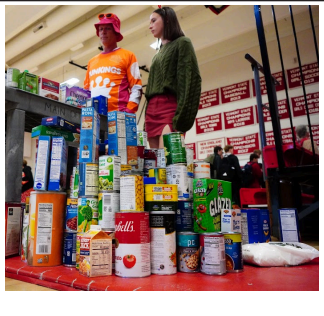
Many people with non-federal jobs were also impacted, causing nearly 60,000 people to lose their jobs. Thousands of flights have been cancelled and delayed due to air traffic controllers not getting paid. However, active-duty military and Immigration and Customs Enforcement (ICE) workers continued to be paid during the shutdown. According to an October NBC poll, 52% of registered voters blame the Republican party.

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CVU Musical

Find out about the fall musical on page 4-5.



Community Resources

Learn more about community support on page 8.



Winter Auction

Find out more about The Nest's *auction on page 8.*

H.E.R.: Bringing HER into HIStory

Vivien Nelson
Staff Writer

H.E.R. (Her Education Required) is a student-led club at CVU which advocates for the inclusion of women's history and rights in the school's curriculum. The club was founded by **Amelie Fairweather '27**, upon learning that this subject was not covered in the CVU curriculum, at least not until AP Government. This realization stemmed from her freshman year, while doing a crash course on different minorities not traditionally covered, and realizing they never learned about women's history or the suffrage movement. More than a year later, after the election, political opinions became much more relevant in students' conversations, and in debates held by the school on topics such as abortion rights.

The H.E.R. club wants women's history taught in the classroom in order to fight against the biases present in other sources, such as social media. In Fairweather's words, "We are hoping instead that students have enough unbiased education and background so that they can make these stances for themselves—regardless of the media, social media, our parents, and what the students around us say."

As a C3 club, H.E.R. was officially started by Fairweather, **Eloise Glasscoe '27**, and **Lily Mae Seidlecki '27**, and now has members from all grades. Their mission is to make women's history a required unit. This would be implemented into the 10th grade Humanities curriculum. In fact, there is already a planned KUD (Know, Understand, Do) and unit plan, which covers the suffragette movement, the Civil Rights Act, sexism and gender inequality today, and more. Last year, members of the club presented a "crash course" on women's history to several ninth grade and middle school classes. Other work they've done includes presenting to the school board, to social studies teachers, and meeting with the superintendent.

They find this education not only something that will help students understand and hold more respect for one another, but something that will empower young women to stand up for their rights. "We also hope that all students understand the suffering generations of women endured to gain the freedoms they have today. Young girls deserve role models, and young boys need respect for the women around them," said Fairweather at an event held by H.E.R.

This event, the Event to Include Women in the Curriculum, took place at the Pierson Library on November 12th. It included a slideshow on H.E.R., many moving and empowering student speeches, some trivia riddled with trick questions and surprising answers, and a free response. It was held in order to raise awareness for the club's cause and celebrate efforts within the community and out. Dinner was provided by Folino's while people were given a chance to mingle and talk about what they'd heard. Afterwards was a speech by Christina Asquith on her experience as a female journalist, a poem by CVU student **Malashie Tonoki**, and a speech given by state Representative Chea Water-Evans.

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Courtesy of: Lee Krohn
Top row: Caitlyn Reed '27, Willow Kehr '27, Lily Mae Siedlecki '27, Sara DiGuglielmo '27, Olivia Cieri '27, Dasha Gaina '27, Allyson Gutierrez '27, Theo St. Peter '27
Bottom row: Eloise Glasscoe '27, Amelie Fairweather '27, Malashie Tonoki '27, Ava O'Brien '27

The Hawks' Nest

The student-run newspaper of Champlain Valley Union High School

Published monthly during the academic year

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Photographs and Images This Issue Courtesy of: Tyler Cohen, Lee Krohn, Emily McLean, Greg Warrington, Dave Westman

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HERstory

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This event helped strongly support the idea of how important is that women's history and rights are taught in schools. "In order for change to happen, to not let the younger generation go unknown of our full history, to keep the young fully educated, we have to hold our institutions accountable and demand that every student is able to gain a clear, complete, and inclusive understanding of how our country was built, by everyone, for everyone," stated Seidlecki during a speech.

While women's history and rights are incorporated into some aspects of CVU curriculum, students are asking whether the integration is enough to truly understand what women's rights are today, and what was done to get them. "Here in America, we have a history of overlooking different groups of people," expressed **Allyson Gutierrez '27** at the event. "I believe the only way we can all see each other at eye level is by understanding why we looked at each other differently in the first place. Education is the only answer."

H.E.R. is working hard for women's rights and history to become part of our curriculum. "I see CVU as a progressive community. Time and time again, CVU values student voice and the opportunity to make positive change. I believe this is another opportunity," said Gutierrez. Their club hopes that our community can be one open to making positive change and hearing out what its students have to say.

In an interview, Snelling Core social studies teacher **Rachel Cohen** stated, "It is fun to be a teacher because it is constantly giving us the opportunity to revise and revamp our curriculums and I just would add that I love when students come to educators about what they would like to see represented more in the curriculum, that presents an opportunity for an exciting partnership."

To be involved, individuals can join the H.E.R. club in room 134 during C3 Wednesdays. Also, individuals can sign a petition to include women in the social studies curriculum. For more details, visit their website at hereducation.org!

Pollinator Gardens

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pesticides, insecticides, or neonicotinoids."

EnAct students have already begun collecting varieties of milkweed from behind the school, near the goats, with the hope of planting them in a safe place where they will not be disturbed. These steps may seem insignificant, but together they represent hope, a collective effort to protect pollinators and preserve Vermont's natural beauty.

A group from Natural Resources has been focused on the impact that our bees have been experiencing due to the declining rate in pollen. **Gerald Posner**, a member of the local community who works with bees, said during an interview, "We need non-native plants." Though there is hope from students and our community about the potential pollinator garden, we are left uncertain of whether we can cultivate our native plants and flowers within our gardens for much longer. Climate change is only going to rise at a rapid rate beyond what's in our reach, to an extent that our native plants may not survive for much longer in their homeland.

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Crossword

Answers on page 8

Grace Warrington
Editor-in-chief

Across

1. Word after mood or porch

6. Dances (about)

11. Pacific island country since 1994

12. Purple flower

13. ____ a Pet

14. Feminine side, in Jungian philosophy

15. Monk counterpart

16. Muddy road feature

18. Balloon contents

19. Pointy Seattle landmark

22. M*A*S*H character, _____ O'Reilly

23. Read *The Hawks' Nest*, perhaps

29. 2022 film starring Cate Blanchett

30. Vietnamese Lunar New Year

31. Long actor?

32. BBQ bug?

34. Former SNL cast member Bill

36. Precursor to a photocopier

37. Seat

38. Wood protector

39. Lyft lifts

Down

1. Bridges

2. Crumple, as paper

3. Rugby player ____ Maher, Burlington native

4. Forty winks

5. Initial response

6. Someone outside of science's sphere of influence?

7. "Hamilton" creator, ____-Manuel Miranda

8. Poem written by Homer

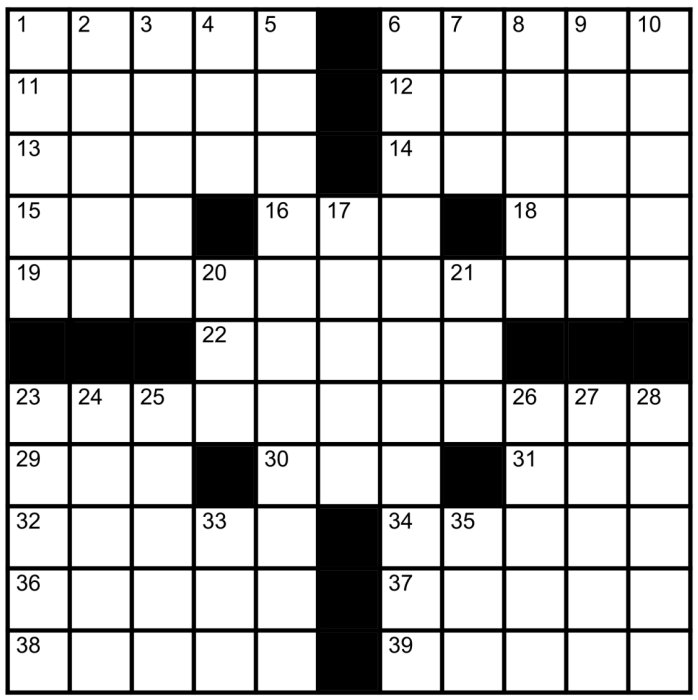
9. Language spoken primarily in India

10. Frighten

17. Overmuch, as a burden

20. Sob

21. Make a mistake



23. Flower stalks

24. Understood

25. Bakery product

26. Finished

27. Arya Stark, vis-à-vis Benjen

28. Bakery items

33. Luau necklace

35. Comedian Wong

Arts

CVU Stages *Into the Woods*

Grace Warrington
Editor-in-chief

Into the Woods, originally written by Stephen Sondheim and first performed in 1986, was brought to life again by our talented CVU Theatre cast and crew. Topping out at nearly three hours, the full length of the original came alive on stage with its magical set.

The musical itself is a twist on the modern fairytale, and combines the stories of Cinderella (**Stephanie Miskavage ‘26**), Jack and the Beanstalk (Jack was played by **Alex Carr ‘28**), Little Red Riding Hood (**Tessa Gordon ‘27**), and Rapunzel (**Raea Coakley ‘28**), among others. The witch, whose role is present in all the stories, was played by **Marin Walsh ‘26**. Connecting all of the plots is the tale of a baker (**Bill Fidler ‘26**) and his wife (**Molly Silvia ‘26**), who long for a child.

Though by the first act everything seems to have concluded, the second act denies the characters the happy ending they achieved. Returning for another year as CVU Theater Director is **Eliza Van Duyne**, who also has helped our school in its successes with *Footloose* and *Newsies*. The Music Director this year is chorus teacher **Cameron Brownell**. Director of the pit orchestra is Digital Learning Leader **Charlie MacFayden**, and set design was headed up by Visual Arts teacher **Jason Fearon**.



Courtesy of: Greg Warrington
Marin Walsh '26 playing the witch in the November 15th matinee performance.



Courtesy of: Greg Warrington
Molly Silvia '26, Bill Fidler '26, Alex Carr '28, and Nathanael Axelrod '28 in a scene from *Into the Woods* on November 15th.

Inside *Into the Woods*: How a School Musical Comes Together

Lena Ingalls
Staff Writer

On November 14th, 15th, and 16th, the CVU theater department presented the play *Into the Woods*. This play is a mixture of old Grimm's fairytales, including Jack and the Beanstalk, Little Red Riding Hood, Cinderella, and Rapunzel.

It follows the story of a childless baker and his wife hoping to end the curse on their house that prevents them from having a family. The witch living next door had cast this spell because the baker’s father had stolen her beans and greens from her precious garden. To undo the spell they must go into the woods and collect four items: a cow as white as milk, a cape as red as blood, hair as yellow as corn, and a slipper as pure as gold. Characters go on different grand adventures where their paths all collide during some part of the story. The moral? To be careful of what you wish for.

Process of the Play:

Auditions were held in the last two weeks before the end of August, and results were posted on August 31st. Rehearsals started the first week of school on Monday, Wednesday, and Friday. Tech and crew work on Tuesdays and Thursdays to build the set and bring the show to life. Each rehearsal calls different actors and they usually start at the end of the school day and end at 5:30pm, times being the same for tech and crew.

On predetermined days the company of actors did practice rehearsals of acts one and two, meaning actors had to be off book, memorizing most of their blocking (where they will stand on stage in parts of the show). Help was still provided when it needed to be. Five Saturdays were used for set building and rehearsals.

In the last two weeks before the show, the actors get introduced to the pit band and start practicing with live music, especially on a certain day is called the *sitzprobe*. This is where all actors practice opening musical numbers and run through the show to familiarize themselves with the band's accompaniment. This happened on the 3rd of November. As the weeks go on, tech and crew start frequenting the play's rehearsals in order to focus on lighting and finishing up the final touches to the set.

Also in the last two weeks of the show's

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Arts

CVU Introduces Unified Art Program

Grace Warrington
Editor-in-chief

New at CVU next semester is a class called "Unified Art," a sister program to our Unified Sports. There has been an advent of additional art blocks due to a decrease in Introduction to Art sections. As such, the Art department can now run two new classes, "Unified Art" and "Alternative Art." The art teachers have been attempting to get Unified Art off the ground for several years now, and it will be available to students come Spring.

The Wellness department and the Art department have collaborated on this new course, which will be taught by Visual Arts teacher **Emily McLean**. McLean stresses the alternate approach taken by this course, compared to classes like Intro to Art.

McLean shared, "[Unified Art is] not about everybody getting to the same standardized skill level but it is running through a very similar curriculum that we do in Intro where we tend to base it on the elements of art. … Learners can learn from each other about different ways to experience and work through the artistic process of 'we have an idea, how do we communicate [it], and then how do we reflect back?'"

The Wellness aspect of the course is being designed by Special Educator **Janelle Moynihan**. The model of the Unified Art class itself will teach many of the fundamental aspects of an introductory art course, along with learning communication skills and practicing mutual respect.

The curriculum is somewhat based on the Intro to Art curriculum, with analysis of shape, form, and color. Students will have a chance not only to explore their own interests, but also to collaborate with their fellow classmates on joint pieces.

According to Moynihan, the goal of the class' curriculum is "to be more process-oriented versus product oriented [by] learning about the artistic process and different elements of art." They aim to create "an environment that feels really supported and participatory, where [the students] can meet people who they wouldn't normally cross paths with."

As opposed to more traditionally structured classes, the Unified classes are "intentionally design[ed] for more universal access for all the learners that are in the classroom," as per McLean. Instead of "retrofitting" preexisting classes to accommodate diverse learning pathways, these Unified classes allow them to be built into the course from the beginning.



Courtesy of: Emily McLean
Janelle Moynihan (left) and Emily McLean, the teachers behind CVU's new Unified Art class.

The school already has several Unified Sports programs, including Unified PE, Unified LTS, and additional extracurriculars. Unified Sports is a national program whose goal, as Moynihan says, is "to promote inclusion so that a wide range of people can participate [within a course]." The art teachers, according to McLean, looked at the success of previous Unified LTS programs and thought they should create "something like that for art." This course would be the school's first Unified program in another discipline.

Inside *Into the Woods*

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prep are the cue-to-cue's and dress rehearsals.

Cue-to-cue is when the tech crew focuses on staging the lighting. This is a long process as the show has to be lit in each direction that actors move about the stage and during certain dances in the big finale numbers. Sound cues also have their own associated lighting patterns.

Dress rehearsals are when the actors, pit band, and tech crew run through the entirety of the show without stopping to fix minor things. This is to finalize everybody with how the final show will look for their audience.

Tech week is the most intense and important part of the play process. This is the week before the actual performances. Rehearsals' endings can extend anywhere from 5:30 pm ending to 8:00pm, and everybody will be called and needed. The company runs through the play multiple times and prepares costumes and makeup. This effort is designed to finalize the show. Tech week this year happened on the 9th through the 13th of November.

Each week since September, play rehearsals have been occurring, and each rehearsal actors have blocked staging, memorized hundreds of lines. They also learned new choreography to big dance numbers.

The crew and tech worked continuous and long hours on the set so as to make it the most entrancing that it could be to an audience.

The directors and stage managers worked just as hard putting this show together, while the pit band toiled with all of the musical numbers and learned the notes. The volunteers gathered food to feed the company during tech week. Further, certain parents and other students from the community were involved with costume making and makeup. Their creativity can be seen in the clothes and designs.

Overall, a show of this magnitude has many moving parts that are needed to put on a production successfully. A show such as this is very time consuming but is also enjoyed by all people who participate and watch these productions.

Congratulations to the successful production of *Into The Woods* 2025!

Pollinator Gardens

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Posner noted, "Anything that flowers works, we need everything we can have." Survival of our beloved plants may become an ongoing struggle for the next few years, but for now, with the unfolding efforts to achieve the pollinator garden our students and some staff have been hoping for, it will be up to our communities and the support we hopefully have, for the well-being of our people, our native plants, and animals, specifically bees & birds. Vermont is known for its mountains and its greenness. Within that greenness lie pollinator gardens, places rich in native plants that sustain the life of pollinators. Pollen is vital for the growth and development of fruits and crops, yet many bee species are becoming endangered due to the decline in pollen sources. This loss has led to fewer flowering plants.

Government Shutdown

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The bill was approved by the House of Representatives with a vote of 222-209. The government has been reopened since President Trump signed a bill on November 12. This bill will only give the funding to keep the government going until January 30, 2026 (meaning there could be another shutdown when that ends), and did not mention extensions to healthcare subsidies. As such, the Democrats are prepared to bring the subject up again in the future.

As the shutdown ends, some things will go back to normal, but not everything will continue as it was. Federal workers should be returning to work, as the bill states that if they worked throughout the shutdown without getting paid, they should expect pay soon. Next, flight schedules will slowly go back to how they were. Still, flights will still be off schedule due to the changes that had to be made during the shutdown. The bill also brings the Supplemental Nutrition Assistance Program (SNAP) back, giving the program funds until September of next year. This will improve the lives of the approximately 42 million Americans who use this program to get food.

Due to the length of the shutdown, life won't go back to normal immediately. Some things could return quickly, while others could take weeks. We will likely see the lasting effects of this government shutdown far into the future.

The Extreme Sport of Paragliding

Noah Westman
Staff Writer

Have you ever seen a mountain and wondered, "What if I could fly off of that?" Well I have, and one day my dad and I were driving by Mt. Mansfield when I saw a paraglider fly off of the top. He landed amongst his friends who had just landed in a field off the side of the road. Naturally, we stopped, got out of the car, and asked them about their sport. What I learned from them was so cool and inspiring I decided to research the sport of paragliding.

As wild as it may sound to glide off of a mountain, with the proper gear and knowledge, it is doable. Paragliding in New England is the perfect summer sport for thrill seekers who miss the exhilaration of skiing.

Paragliding allows you to fly from the top of mountains and cliffs, covering long distances, flying for extended periods of time, and gaining great height. One of the paragliders I met told me his longest flight was six hours and he has gained altitude as high as 10,000 feet!

Paragliding is a form of unpowered flight, meaning there is no motor involved. To know the history of paragliding you must know the story of hang gliding. The first unpowered flight was achieved with hang gliders in the late 1800s, around the turn of the century.

The wings for the original hang gliders, which later inspired paragliding, were designed after Leonardo Da Vinci's ideas for flying machines. These early wings went on to be the foundation for the invention of the airplane. While hang gliding mostly stayed dormant for the first half of the twentieth century, it really took off in the 1960s and '70s.

Hang gliding was very dangerous at the time, but new safety measures were soon implemented, making the sport progressively safer. Around the same time that hang gliding started to become really popular, a parachutist named Pierre Lemoigne made modifications to conventional parachutes, allowing for their directional movement to be controlled by cutting slots in the canopy.

Over the course of the 1960s additional improvements were made to the modified parachute, such as making it rectangular for better maneuverability and lift. This paragliding parachute is now known as a parafoil. In the 1970s, paragliding began gaining popularity, eventually making it to the 1979 World Hang Gliding Championships. This championship brought paragliding to what it is today: a thrilling way to traverse the skies with no motor required!

So how does paragliding work? Takeoff may sound scary, but it is actually a very controlled process. There are many important safety checks to complete before starting the flight.

Prior to taking off, the pilot raises the wing of their parafoil into the wind, checking to make sure the central part of the canopy is arced, and the canopy is symmetrical, ensuring it will fly correctly. This should be done at least twice.

Next, make sure there are no sticks or knots in the lines which would impact the brakes (strings used to turn or slow down), making it harder to steer once airborne. It is also important to make sure the wing can lift off the ground easily so that it does not get caught on something while taking off.

A final important safety check is to pull the string that controls the leading edge of the wing and each of the brakes to make sure the wing can be controlled. Once all is ready the pilot attaches their harness, which also acts as a seat, and waits for favorable winds.

When taking off, the pilot doesn't jump, instead they lift their wing and begin to move forward. If there is wind they should be running into oncoming wind in order for the wing to lift off the ground. When the wing has been raised symmetrically above the pilot's head, the pilot should head for a good stretch of downhill area and run, letting the lift of the wing carry them into the air.

Once the pilot is in the air, fully supported by the wind, they can sit down inside their harness. When fully airborne, the pilot must either find a good place to land and move towards it, or search for updrafts to gain altitude. Updrafts most commonly occur near mountains, as mountain slopes tend to push

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Sports

Fall Sports Wrap Up

Cordelia Thomas and Annika Scott
Sports Editors

Once again CVU didn't fail to disappoint with the hardware our teams brought home this fall season.

CVU has twenty-one recognized fall sports teams across Football, Cheerleading, Soccer, Golf, Cross Country Running, Bass Fishing, Field Hockey, and Volleyball. Hundreds of students participate in these activities with incredible support from coaches and staff. While fall sports wrap up as November comes to a close, winter sports are lining up for the chance for victory.

CVU had several Redhawk teams that secured big wins at states this fall. Accordingly, The Nest *is taking a closer look at four of these teams in this issue's Fall Sports Wrap Up.*

Girls' Soccer

Defending champions CVU girls' soccer secured a massive victory over Colchester on Saturday night, finishing their impressive season off with a record of 14-1-1.

Top-seeded CVU built a four-goal advantage by the 51st minute and then held off No. 7 Colchester's late push to secure a 5-2 win at Virtue Field. This was the highest-scoring championship game in Division I tournament history, a testament to the ease at which the Hawks played with, and for, each other and the school.

Golf

The CVU boys' golf team were the runner-ups to this year's state championship, and the Hawks' **Cooper Guerriere '26** qualified for the New England Championship. Meanwhile, the girls achieved their 3rd straight championship title, led by medalist **Rylee Makay '27** with a round of 83 followed by teammate **Stella Rakochy '26** with a round of 92. This totaled two person score of 176 beat the runner-up Mount Anthony, according to the *Burlington Free Press*. Mount Anthony achieved a score of 97.

CVU's Makay, Rakochy and **Riley Dunn '27** qualified for the New England Championship. In the New England Championship, held at Mohegan Sun golf course, Guerriere shot ten over for the boys. As for the girls, Makay shot 21 over, and Rakochy shot 24 over. Overall the both teams took home big wins for CVU.

Boys' Cross Country

On the boys' side, CVU managed a win over four-time defending champion St. Johnsbury in this past season. **Ben Holoch '27** led the way, winning the race in 16:32.40, followed by strong finishes from **Cole Hart '27** in fourth, **Treson McEnaney '27** in eighth, **Jack Snyder '27** in 11th, and **Charlie Meisenzahl '28** in 25th.

An overall strong turn out and great team win from these quick Hawks!

Girls' Cross Country

Girls' cross country took home the title this past month at the state meet. They are currently ranked at number sixteen in the nation, according to the latest Dyestat list. They have won for the fourth year in a row, earning themselves their ticket to New Englands.

The Hawks' **Charlotte Crum '26** brought home the individual title champion at a time of 19:15.20 followed by runner up **Lydia Donahue '26**, **Audrey Neilson '26** (4th), and **Isabella Gravina-Budis '26** (9th). They totalled 25 points to runner-up Essex's 62 and brought home the New England title again.

Last year, for the 2024 season, the girls had the opportunity to travel to Oregon for the national championship. They achieved 19th place, solidifying themselves as a pronounced program.

Once again the girls will get their chance to prove themselves as they brought home the regional championship again this year.

The girls were led again by Crum and Donahue, placing in the top ten leading the hawks to their third consecutive championship title beating runner up Cumberland of Rhode Island by thirty points.

Paragliding

Continued from page 6

up the air, but rising air can also be formed by warm air lifting from the ground. Steering and navigating is done with the brakes as they also change the direction of the wing, serving as a way to turn.

Once a pilot is ready to land or has not been able to find an updraft, they should prepare for their descent by finding an open field that is safe for landing. From there they may have to circle their landing area in order to land in the right spot. Touchdown is simple, pull the brakes, slow down, and land on your feet!

In all, paragliding is quite an extreme sport, and though it is still a gamble to jump into the wind off of a mountain and trust a single wing with your life as you glide over the world around you, there are many people every year who realise the dream of, "What if I could fly?"



Courtesy of: Dave Westman
A paragliding adventure from the *Nest's* reporter.

Community Resources Available Over Holidays

Willow Martin
Staff Writer

Winter break is an exciting time, but for some students, it can also be a challenge. Cold weather, limited access to food, and other basic needs can create stress for families. Luckily, CVU and our community can step up during these times to help students. The Nest *has compiled some resources for families in the community.*

Cold Weather and Essential Needs
Every year, as colder climates approach, there is an increase in students needing new winter gear. “This time of year, there’s a big uptick in demand for coats, boots, and winter gear,” said CVU social worker **Laurie Berryman**, “winter coats are probably the easiest thing to get donated, but boots and shoes are the hardest.”

You can help by donating new or gently used winter coats, hats, gloves, and boots. Or perhaps organize a winter coat drive at school or in your community. Encourage each other to bring items that help students stay warm.

Food Support & Community Care
Food insecurity affects many students year-round, and school breaks can make the problem worse. CVU relies on community donations and grants to support families in need. “The best way people can help is by donating gift cards for local grocery stores-Shaws' or Hannaford's,” Berryman encouraged. “Gift cards allow us to respond quickly to students and families who need a little extra help. To help, donate grocery cards or funds to support students' basic needs, and encourage your advisory, class, or family to start a small fundraiser to help community cares

What is Community Cares?
Community Cares is a program at CVU that helps students and families with basic needs during the school year and over breaks. The program focuses on short-term support for things like food, winter gear, and other essential items. “Community Cares helps fill gaps when families need a little extra support,” said Berryman. Because CVU doesn't have a food shelf or a large supply of donated clothing, the program largely relies on donations from students, families, and the community. This allows social workers like Berryman to quickly provide grocery cards, coats, boots, and other essentials to students who need them.

Local Food Shelves and Resources
Families can access long-term support through local food shelves.

Charlotte—charlottevtfoodshelf.org
Hinesbur—hinesburgresource.org/food-shelf.html
Shelburne—shelburnefoodshelf.org/give
Williston—willistonfoodshelf.com
Vermont Food Bank—vtfoodbank.org

Why Your Help Matters
Every donation—whether a coat, boots, or a giftcard—helps students like you feel safe, warm, and included. Your generosity strengthens the entire community! Take action, donate, organize, and encourage others to support.

Need last-minute holiday gifts? We have you covered!

Join us for The Nest's First Annual ONLINE WINTER AUCTION



- Local businesses donated ~$1,000 in gift cards, clothing, food & more!
- The auction will run from December 5-12.
- A link to the event will be posted at CVU and on Front Porch Forum.

Element Nail Salon *Open Tues - Sun*



Nail Art w/Cora Thurs-Sat only
Flawless manicures, pedicures and jaw-dropping nail art



Sports Massage * Facials * Nail Extensions
Fills * Waxing * Lash & Brow Tinting
802-482-PEDI (7334) • *Appointments Required* • Gift Certificates Available
www.elementnailsalonvt.com ElementNailSalonVT@gmail.com 90 Mechanicsville Rd., Hinesburg, VT
Play in Hinesburg * Enjoy Hinesburg * Work in Hinesburg * Learn in Hinesburg

Answer from Puzzle

From page 3

S	E	D	I	R	■	N	I	A	T	S
T	C	E	L	E	■	O	E	M	I	M
R	E	D	A	H	■	I	L	O	C	E
A	I	N	■	T	E	T	■	R	A	T
T	N	E	R	U	C	Y	A	T	S	
■	■	■	R	A	D	A	R	■	■	■
E	L	D	E	E	N	E	C	A	P	S
R	I	A	■	T	U	R	■	N	U	N
A	M	I	N	A	■	T	P	O	D	A
C	A	L	I	L	■	U	A	L	A	P
S	T	I	L	F	■	G	N	I	W	S