



Main Campus
51 Charles Ave
Middlebury, VT 05753
North Campus
372 Mainelli Rd
Middlebury, VT 05753

Student and Family Handbook

2024-2025

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MISSION STATEMENT

We provide students with rigorous, hands-on, and classroom instruction, robust community partnerships, and project-based learning opportunities that empower and inspire them to build strong work habits, relevant, innovative technical skills, and a sense of personal responsibility as local, national, and global citizens while ensuring equity for all participants.

VISION STATEMENT

We envision a career and technical center that empowers students to be inquisitive, caring, and open-minded citizens of local, national, and global communities. These students will engage as lifelong learners, understanding and accepting different viewpoints and perspectives.

CORE VALUES

1. **Equity:** We believe in providing equitable access and opportunities for all students, ensuring a fair and inclusive environment.
2. **Excellence:** We strive for excellence in all aspects of education, emphasizing rigorous academics, technical proficiency, and personal growth.
3. **Community:** We foster a sense of community among students, staff, and partners, promoting collaboration, respect, and civic responsibility.
4. **Innovation:** We embrace innovation and creativity, encouraging forward-thinking approaches to learning and problem-solving.
5. **Diversity:** We celebrate diversity and multicultural perspectives, valuing differences and promoting understanding among all members of our community.
6. **Integrity:** We uphold honesty, integrity, and ethical behavior in all interactions, setting a foundation of trust and accountability.

BELIEFS

1. **Student-Centered Learning:** We believe in a student-centered approach to education that integrates rigorous academics with hands-on, project-based learning.
2. **Career and Technical Education:** We believe in the power of career and technical education to prepare students for successful futures in a global economy.
3. **Lifelong Learning:** We believe in fostering a love of learning and curiosity that extends beyond the classroom, supporting lifelong learning and personal growth.
4. **Global Citizenship:** We believe in cultivating responsible, compassionate global citizens who understand and appreciate diverse perspectives and cultures.
5. **Partnerships:** We believe in the strength of partnerships with industry, community organizations, and families to enrich learning experiences and opportunities.

LEARNING EXPECTATIONS

1. **Academic Rigor:** Students will engage in rigorous academic coursework that prepares them for post-secondary education and careers.
2. **Technical Proficiency:** Students will develop relevant technical skills through hands-on learning experiences and industry partnerships.
3. **Critical Thinking:** Students will critically analyze information, solve complex problems, and make informed decisions.
4. **Communication Skills:** Students will effectively communicate ideas verbally, in writing, and through digital media.
5. **Collaboration:** Students will work collaboratively in teams, respecting diverse perspectives and contributing to shared goals.
6. **Personal Responsibility:** Students will demonstrate personal responsibility, accountability, and resilience in their academic and professional endeavors.
7. **Cultural Competence:** Students will understand and appreciate cultural diversity, demonstrating empathy and respect for others.
8. **Community Engagement:** Students will actively participate in community service and civic engagement activities, applying their skills and knowledge to benefit society.

These Core Values, Beliefs, and Learning Expectations reflect the mission and vision of Patricia A. Hannaford Career Center, guiding students to become well-rounded, compassionate, and skilled individuals ready to contribute positively to their communities and the world.

STATEMENT ON DIVERSITY

At Patricia A Hannaford Career Center, we dedicate ourselves to fostering a community that values diversity, equity, and inclusion in all aspects of education and school life. We believe that diversity in race, color, national origin, creed, marital status, disability, age, sex, gender identity, sexual orientation, socio-economic background, and more enriches our learning environment and strengthens our community.

We are committed to creating an inclusive space where all students, staff, and families feel welcomed, respected, and supported. We design our programs, policies, and curricula to reflect diverse perspectives and experiences, helping to prepare students for success in a global and interconnected world. We actively work to remove barriers to education and ensure equitable access to opportunities for all.

We also strive to promote continuous growth and accountability in our diversity efforts, encouraging feedback, self-reflection, and collaboration across our community. Together, we aim to cultivate a culture of belonging and equity that empowers everyone to thrive.



2024-2025 School Calendar

| August 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| September 2024 | | | | | | |
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| October 2024 | | | | | | |
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| November 2024 | | | | | | |
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| December 2024 | | | | | | |
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| January 2025 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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| Patricia A. Hannaford Regional Technical School District 51 Charles Avenue Middlebury, VT 05753 (Office) 802-382-1012 (Fax) 802-382-1330 | |
|--|--|
| Aug 19 | New PAHCC Staff Orientation |
| Aug 20-23 | Professional Development Days |
| Aug 26 | First Day of School for Students |
| Sep 2 | School Break |
| Oct 4 | First Progress Report |
| Oct 9 | Early Release Day AM |
| Oct 10 | Professional Development Day |
| Oct 11 | School Break |
| Oct 28-Nov 8 | Student/Parent/Teacher Conference Window |
| Nov 1 | Professional Development Day |
| Nov 13 | Early Release Day PM |
| Nov 25-29 | Thanksgiving Break |
| Dec 11 | Early Release Day AM |
| Dec 23-31 & Jan 1 | Winter Break |
| Jan 10 | Semester One Ends |
| Jan 20 | School Break |
| Jan 21 | Professional Development Day |
| Feb 12 | Early Release Day PM |
| Feb 24 -28 | February Break |
| March 10-21 | Student/Parent/Teacher Conference Window |
| March 3 | School Break |
| March 4 | Professional Development Day |
| March 31 | Professional Development Day |
| April 9 | Early Release Day AM |
| April 21-25 | April Break |
| May 14 | Early Release Day PM |
| May 26 | School Break |
| May 29 | Celebration of Learning |
| June 12* | Anticipated Last Student Day |
| June 13,16 | Professional Development Days |
| June 16* | Anticipated Last Teacher Day |
| Student First Day*/Anticipated Last Day | |
| School Breaks | |
| Early Release Days for Students | |
| Student/Parent/Teacher Conference Windows | |
| Professional Development Days - Teachers Only / (Comp Day) | |
| Semester One ends on 1/17 | |
| <input type="checkbox"/> | Progress Reports Sent |
| <input type="checkbox"/> | Celebration of Learning |

**For every unscheduled school closing day, one day will be added to the June calendar.*

176 Student Attendance Days
187 Teacher Work Days

| February 2025 | | | | | | |
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| March 2025 | | | | | | |
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| April 2025 | | | | | | |
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| May 2025 | | | | | | |
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| June 2025 | | | | | | |
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| July 2025 | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

DAILY SCHEDULE

TECHNICAL PROGRAMS - MAIN CAMPUS

Morning Programs: 8:45 AM - 10:45 AM

- Addison Repertory Theater - Performance I, II
- Construction Technology I
- Human Services - Early Childhood Education
- Medical Professions I
- Welding I

Afternoon Programs: 12:10 PM - 2:10 PM

- Addison Repertory Theater - Stage Technology I, II
- Construction Technology II
- Design & Illustration
- Human Services Teaching/Helping Professions
- Industrial Design & Fabrication I, II
- Medical Professions II
- Natural Resource Management - Forest Science

Full-Day Programs: 9:25 AM - 2:10 PM

- Culinary Arts I, II

Technical Communications for Culinary Arts: 8:45 AM - 9:25 AM

Technical Communications for Any Program: 11:15 AM - 11:55 AM

TECHNICAL PROGRAMS - NORTH CAMPUS

The North Campus schedules vary slightly to accommodate transportation to North Campus.

Morning Programs: 9:00 AM - 11:00 AM

- Automotive Technology - Auto 101/102
- Diesel Power Technology I
- Sustainable Agriculture I, II

Afternoon Programs: 12:20 PM - 2:20 PM

- Automotive Technology - Auto 103/104
- Diesel Power Technology II
- Sustainable Agriculture I, II

PRE-TECH PROGRAMS - MAIN CAMPUS

A/ODD/MAROON DAY

MORNING PROGRAMS FOR MUHS: 8:45 AM - 10:05 AM

- Introduction to Agricultural Sciences
- Introduction to STEM

MORNING PROGRAMS FOR ALL OTHER SCHOOLS: 8:45 AM - 10:45 AM

- Mechanical Science
- Visual Communications

AFTERNOON PROGRAMS FOR MUHS: 12:01 PM - 1:21 PM

- Mechanical Science

B/EVEN/WHITE DAY

MORNING PROGRAMS FOR MUHS: 8:45 AM - 10:05 AM

- Visual Communications

MORNING PROGRAMS FOR ALL OTHER SCHOOLS: 8:45 AM - 10:45 AM

- Introduction to Agricultural Sciences
- Introduction to STEM
- Mechanical Science

AFTERNOON PROGRAMS FOR MUHS: 12:01 PM - 1:21 PM

- Mechanical Science

FACULTY AND STAFF

| Name | Title | Email |
|----------------------|---|-----------------------|
| Mike Adaman | Special Needs Coordinator | madaman@pahcc.org |
| Daniel Arensmeyer | Industrial Design & Fabrication Instructor Introduction to STEM Instructor | darensmeyer@pahcc.org |
| Dan Callahan | IT Coordinator | dcallahan@pahcc.org |
| Nick Cantrick | Construction Technology Instructor | ncantrick@pahcc.org |
| Carl Crawford | Introduction to STEM Instructor (VUHS) | ccrawford@pahcc.org |
| Julie Clark | Teaching Assistant | jclark@pahcc.org |
| Ultima Danforth | Human Services Instructor | udanforth@pahcc.org |
| Jessica Danyow | Work-Based Learning Coordinator | jdanyow@pahcc.org |
| Amy Dorsey | School Counseling Coordinator | adorsey@pahcc.org |
| Rebecca Goulet | Business Manager | rgoulet@pahcc.org |
| Jill Huizenga | Culinary Arts Instructor | jhuizenga@pahcc.org |
| Fred Jimmo | Custodian | fjimmo@pahcc.org |
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| Eric Kennison | Custodian | ekinnison@pahcc.org |
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| Steven Lohrenz | Teaching Assistant | slohrenz@pahcc.org |
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| David Mills | Diesel Power Technology Instructor | dmills@pahcc.org |
| Kelley Mills | Sustainable Agriculture Instructor | kmills@pahcc.org |
| Mitchell Patterson | Assistant Director for Adult Education | mpatterson@pahcc.org |
| Zach Piper | Teaching Assistant | zpiper@pahcc.org |
| Dr. Wendy Pratt | Assistant Director | wpratt@pahcc.org |
| Allen Pulsifer | Facilities Supervisor | apulsifer@pahcc.org |
| Lisa Rader | Design & Illustration Instructor Visual Communications Instructor | lrader@pahcc.org |

| | | |
|--------------------|--|-----------------------|
| Eric Reid-St. John | Addison Repertory Theatre Instructor | estjohn@pacc.org |
| Alyssa Rittendale | Instructional Support Assistant | arittendale@pahcc.org |
| David Roberts | Grants Coordinator | droberts@pahcc.org |
| AnnaJo Smith | Teaching Assistant | asmith@pahcc.org |
| John Seguin | Custodian | jseguin@pahcc.org |
| Melissa Sullivan | Registrar Adult Education Administrative Assistant | msullivan@pahcc.org |
| Hayden Thomsen | Mechanical Science Instructor | hthomsen@pahcc.org |
| Shannon Thurber | Executive Secretary | sthurber@pahcc.org |
| Aaron Townshend | Natural Resource Management Instructor Introduction to Agricultural Sciences Instructor | atownshend@pahcc.org |
| Bill Van De Weert | Introductions to Agricultural Sciences Instructor (VUHS) | bvandeweert@pahcc.org |
| Dr. Joy VerPlanck | Assistant Director for Adult Education | jverplanck@pahcc.org |
| Dylan Vose | Welding Instructor Teaching Assistant | dvose@pahcc.org |
| Stefanie Wilbur | Medical Professions Instructor | swilbur@pahcc.org |
| Gillian Zieger | Curriculum Director Technical Communications Instructor | gzieger@pahcc.org |

ADMISSIONS PROCEDURE

Patricia A Hannaford Career Center (PAHCC) has established the following admissions procedure to ensure equitable access to secondary career and technical education (CTE) programs.

Students seeking enrollment in PAHCC technical programs must be recommended by their sending school counselor, have an acceptable attendance record, meet any prerequisites for the program to which they are applying, and have a four-year plan to ensure they meet graduation requirements.

The priority application deadline for the 2024-2025 school year is February 14, 2025. PAHCC will consider applications received after this date based on availability.

ELIGIBILITY FOR PROGRAMS

Students seeking enrollment in our technical programs need to be recommended by their sending school counselor. They must have an acceptable attendance record, meet any prerequisites required for the program they are applying to, and have a four-year plan to meet graduation requirements.

The [Vermont State Board of Education Rules Series 2370 - Career and Technical Education State Board Regulations](#) cite eligibility rules for special populations as described below:

- PAHCC can admit 10th-grade students if space is available and if the student is determined to be mature enough to participate successfully in the technical education program.
- Technical education programs shall be available to students under age 16 or below the 10th grade only with the Commissioner's prior approval.
- Sending schools shall determine if students identified as eligible for services under the Individuals with Disabilities Education Act or reasonable accommodations under Section 504 of the Rehabilitation Act would benefit from placement in technical education. If the sending school's IEP/504 Team determines that the student would benefit from placement in technical education, the student may apply for admission to PAHCC. PAHCC's admission process is blind to a student's IEP/504 status. PAHCC has a Special Needs Coordinator who works with all students requiring special education services and their program instructors to meet each student's IEP/504 Plan.

If there is a question concerning a student's eligibility, PAHCC may request additional information from the sending school. Information requests may reference attendance, grades, discipline, personal growth, development, or other pertinent information necessary for PAHCC to make an informed decision.

PRIORITY ADMISSIONS FOR TECHNICAL PROGRAMS

Eligibility, in priority order, will be as follows:

1. Students returning to complete a technical program.
2. New students in the following order:
 - a. For one-year programs:
 - i. Seniors
 - ii. Juniors
 - iii. Sophomores with state-approved waiver
 - iv. Adults without a high school diploma
 - v. Adults with a high school diploma
 - b. For two-year programs:
 - i. Juniors
 - ii. Sophomores with state-approved waiver
 - iii. Seniors
 - iv. Adults without a high school diploma
 - v. Adults with a high school diploma

Students seeking to return to PAHCC for a second year must be recommended by their program instructor, have a good attendance record, and demonstrate a minimum proficiency level of 2.0 in academics and work habits.

PROCEDURE FOR FINALIZING CLASS LISTS

The Admissions Committee includes the Guidance Coordinator, the Assistant Director, the Director of Adult Ed, and faculty representatives. This committee determines admissions into PAHCC technical programs. PAHCC may also conduct the following procedures to determine admissions:

- If program instructors want to interview prospective students, they should arrange this with the Guidance Coordinator. Instructors may need to travel to the sending schools to conduct the interviews.
- The Special Needs Coordinator and respective program instructors will attend IEP/504 meetings to determine appropriate accommodations for students requiring special education services.
- The Admissions Committee may arrange additional meetings with sending school personnel on a case-by-case basis.

PAHCC will send acceptance letters to students and class lists to sending school counselors by March 28, 2025.

PAHCC has the following procedures in place for particular admissions circumstances:

- If a program's class size has reached capacity, PAHCC will place qualified applicants on a waitlist.
- PAHCC permits late enrollment up to ten days into each semester if space is available.



WORK HABITS

| | | |
|-----------------|----------------|---|
| SOCIAL SKILLS | COLLABORATION | <ul style="list-style-type: none"> • I actively participate with peers and teachers in a way that increases productivity and learning and helps everyone to solve problems efficiently. • I understand my own opinion, those of others, and my role in the group. • I am a respectful, effective, active participant and group member. |
| | RESPECT | <ul style="list-style-type: none"> • I recognize individuality and differing points of view. • I am mindful of my use of resources. • I wait my turn. |
| | EMPATHY | <ul style="list-style-type: none"> • I value the strengths and challenges we all bring to class, showing concern and interest in others to enhance community life. |
| SELF-MANAGEMENT | RESILIENCE | <ul style="list-style-type: none"> • I persevere with courage in challenging situations. • I learn from mistakes, take risks, and fail well. • I advocate for myself. |
| | SAFETY | <ul style="list-style-type: none"> • I take responsibility for personal decisions and actions to regulate and maintain a safe environment. |
| | WORK ETHIC | <ul style="list-style-type: none"> • I demonstrate initiative in setting and meeting goals and standards, making decisions, and assessing the quality of my work. • I am motivated and persistent. |
| | RESPONSIBILITY | <ul style="list-style-type: none"> • I act with honesty and integrity. • I establish, prioritize, and maintain respectful/professional relationships with others. • I am present, prepared, and meet deadlines. |

SUPPORT SERVICES

Specialized and individualized instruction in reading, writing, speaking, reasoning, mathematics, and measuring is available to enable each student to master the essential skills related to their technical program. Please contact Mike Adaman, Special Needs Coordinator, at madaman@pahcc.org for more information.

STUDENT ORGANIZATIONS

Technical students have the opportunity to participate in Career Technical Student Organization (CTSO) activities affiliated with their program. These activities, which develop leadership skills, may occur during or outside regular class time. Organizations affiliated with our programs include FFA, HOSA, and SkillsUSA.

MILITARY/POSTSECONDARY RECRUITERS

PAHCC hosts various postsecondary education recruiters throughout the school year, including military representatives, to inform students of available opportunities. PAHCC will not release student names or contact information to military or other postsecondary recruiters without prior family and student consent.

HEALTH AND SAFETY

To prevent the spread of infectious illnesses, we require students and staff to stay home if they have any of the following:

- Vomiting or diarrhea
- Symptoms of COVID-19, such as cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Fever (temperature higher than 100.4°F)
- Significant new rash, especially when other symptoms are present
- Large amounts of nasal discharge in the absence of an allergy diagnosis

If these signs and symptoms begin at school, the student or staff member must go home as soon as possible.

Students and staff must stay home until they are no longer considered contagious.

- Students and staff with a fever greater than 100.4°F and no specific diagnosis should remain at home until they have had no fever for 24 hours without using fever-reducing medications (e.g., Advil, Tylenol).

For additional information about health and safety procedures for the 2024-2025 school year, please refer to the document shared separately with families. You can view this document [here](#).

ATTENDANCE PROCEDURES

A student builds a successful and rewarding educational experience in school based on regular, punctual attendance and active participation in instructional activities. We also understand and value educational experiences beyond the classroom. PAHCC does not include classes missed due to school-related activities, such as field trips, counselor meetings, sports, fine arts activities, etc., in the accumulated absences. However, students are responsible for making up missed work.

Each semester, we count absences on a class-by-class basis. PAHCC expects students to complete missed classwork and assignments promptly. Making up missed work may require students to stay after school to make up the work. It is the student's responsibility to check in with their teachers regarding each excused and unexcused absence.

[Vermont schools excuse students](#) who take educational trips with their families for up to 10 days a year. Families must submit a waiver for approval to the PAHCC main office at least 21 days before the trip. The student must complete a presentation of what the student learned on the trip. The student will work with their teacher to establish what this presentation will consist of.

Students on the absence list must have their absence verified by phone, email, or written note in the main office.

- A parent or guardian must contact BOTH the sending school and PAHCC main offices to report an absence or late arrival to ensure proper recording.
- A parent or guardian must contact the PAHCC main office regarding a student's early dismissal PRIOR TO THE STUDENT LEAVING SCHOOL.
- A doctor's note is required if a student is absent for three (3) or more days due to illness.
- If a student is going to be absent or late due to a doctor's appointment, a note from the provider's office is helpful.

Please see this [attendance procedures document](#) for specific steps taken based on a student's total percentage of absences.

GRADING EXPECTATIONS/GUIDELINES

To reflect our focus on proficiency-based learning and assessment, the grading scale used by PAHCC for the 2024-25 school year will be:

1. Beginning
2. Developing
3. Proficient
4. Extending

Progress reports will be emailed to each student and their parent/guardian approximately every three weeks during the school year. PAHCC uses a comprehensive approach to assessing students based on proficiency attainment. Therefore, students at the beginning level will be encouraged to seek support from classroom teachers and the student learning center. PAHCC will recommend support for students performing at level 1 at the midpoint of the quarter.

The Vermont Agency of Education identifies program proficiency standards. PAHCC notes proficiency attainment on completion certificates for all program completers. This competency rating indicates the level of success in each significant skill area in the program, in addition to PAHCC's [Work Habits](#) guidelines.

PAHCC continues to use proficiency grading to make our grading system more straightforward and focused. This way, we can measure student progress based on occupational readiness criteria.

See the [PAHCC Grading Guidelines & Expectations](#) document for complete grading information.

STUDENT PERMISSION TO DRIVE

The right to drive to PAHCC is a privilege granted on a limited basis to students who demonstrate a specific need to drive. Students must have permission from their parent/guardian, high school administrator, instructor, and career center administrator to drive to or from the career center.

Families must sign a permission form, [linked here](#), to keep on file with PAHCC's main office before the student can have driving privileges. Middlebury Union High School (MUHS) students who attend PAHCC must park in the MUHS student parking lot. There is a bus to take students from all sending schools, including MUHS, from Main Campus to North Campus. No other students are allowed to ride with students with permission to drive.

Students who wish to drive their cars for service in the automotive shop must plan and first secure permission from the automotive instructor. Before driving that day, the student must get the other necessary signatures on the form from the parties listed above.

Students must follow all motor vehicle laws. To maintain the privilege to drive, students must consistently demonstrate safe and appropriate driving behavior on and off their sending school and PAHCC campuses. Any unsafe or problematic driving will result in a meeting and possible revocation of driving privileges for the remainder of the school year. Student & parent/guardian signatures on the permission form signify understanding and agreement with these expectations.

Being tardy to class 3 times a quarter will result in losing the privilege to drive.

STUDENT CONDUCT AND BEHAVIOR EXPECTATIONS

PAHCC observes basic rules of good citizenship to maintain a safe and orderly learning environment. Working together, we can create an atmosphere of trust and cooperation that will result in a quality education. The following is a list of student conduct expectations:

1. Conduct yourself in a safe manner.
2. Respect others and their property.
3. Engage in non-disruptive behavior.
4. Refrain from using profanity.
5. Be positive and prepared to work.
6. Actively participate in all program activities.
7. Be honest.
8. Follow the expectations laid out in the [PAHCC Work Habits](#).

School administrators may adjust behavior consequences to accommodate the circumstances of specific situations. Parents/guardians will be notified in writing or by phone of disciplinary action taken or proposed. In all cases, PAHCC instructors/administrators will allow students to be heard before students receive consequences for behavior infractions.

The following table includes infractions by category. It also includes possible consequences, including in-school suspension (ISS) and out-of-school suspension (OSS), as well as expectations for repairing the harm the student caused.

| ATTENDANCE | | | |
|--|--|--|--|
| | 1 st Referral | 2 nd Referral | 3 rd Referral |
| Tardiness | School personnel meet with the student when tardy for class, up to four separate instances, to discuss what the student needs for on-time arrival. | After five tardies, PAHCC sends a letter home; administrator may put an attendance contract in place. If tardiness continues, it could result in dismissal from the program. | After ten tardies, meeting with the student, parent/guardian, administrator, and counselors to determine what is needed to ensure on-time arrival; attendance contract; question of workplace readiness. |
| Cutting class (Willful intent to not attend class) | School personnel call home; work session is scheduled with the instructor to make up missed work. | School personnel call home; instructor schedules a make-up work session; parent/guardian meeting to determine program appropriateness. | After three class cuts, meeting with student, parent/guardian, and counselors to determine program appropriateness. |

| CONDUCT | | | |
|--|--|---|---|
| | 1 st Referral | 2 nd Referral | 3 rd Referral |
| Inappropriate behavior (Including but not limited to class disruption, use of degrading or vulgar language/gestures, use of profanity, or disregard for redirection) | Removal from class/event for processing; apology; conference between student and instructor; instructor phone call to family; meet with school Counseling Coordinator; plan to correct with restitution. | Removal from class/event for processing; apology; plan to correct; instructor phone call to family; meet with school Counseling Coordinator; administrator contact with sending school and family. 1 day ISS. | Removal from class/event for processing; apology; plan to correct; instructor will contact family; meet with school Counseling Coordinator; parent/guardian meeting; review program fitness. Reentry meeting will be held with possible behavior contract. 2 day ISS. |
| Bus behavior violations | Conference with student; apology; administrator phone call to family; administrator contact with sending school. | Conference with student; apology; administrator phone call to family; administrator contact with sending school; develop a plan to correct. 1-3 day bus suspension. | Conference with student; apology; administrator contact with sending school and parent/guardian; parent/guardian meeting to develop a plan to correct. 3 day bus suspension. |
| Academic dishonesty (Forgery, plagiarism, misrepresentation, etc.) | Instructor phone call to family; administrator contact with sending school; instructor, administrator, and student conference to create a plan to redo work. | Instructor contact with family; administrator contact with sending school; parent/guardian meeting to create a plan to avoid future incidents and to redo work. | Administrator contact with sending school and family; parent/guardian meeting to create a plan to avoid future incidents and review program fitness; work must be redone. |
| RESPECT | | | |
| | 1 st Referral | 2 nd Referral | 3 rd Referral |
| Inappropriate dress (Including but not limited to inappropriate slogans, such as alcohol, or images on clothing) | School personnel will address the situation. Student removes, replaces, or covers inappropriate clothing. | School personnel will address the situation. Administrator contact with family and sending school. | School personnel will address the situation. Administrator contact with sending school and parent/guardian meeting to create a plan to avoid future incidents. |
| Inappropriate conduct or language toward staff | Removal from class; apology; plan to correct in future and restore relationship; administrator contact with sending school and family. 1 day ISS. | Removal from class; apology; administrator contact with sending school and family; parent/guardian meeting to review program fitness. OSS until a meeting can occur. | Removal from class; apology; administrator contact with sending school and family; parent/guardian meeting to review possible removal from program. 5 day OSS. |

| | | | |
|---|--|---|---|
| Refusing a reasonable request (Including but not limited to cell phone use, class work/task, safety) | Instructor phone call to family; administrator contact with sending school; administrator, instructor, and student develop a plan to correct; written apology; if about a distracting device, it may be confiscated. | Plan to correct; written apology; instructor phone call to family; administrator contact with sending school and family; if about a distracting device, it may be confiscated. 1 day ISS. | Administrator contact with sending school and family; parent/guardian meeting to review program fitness. 3 day ISS. |
| Excessive public display of affection | Warning from school personnel. | Administrator contact with sending school and family; meeting with counselor; plan to correct and avoid further incidences. | Administrator contact with sending school and family; parent/guardian meeting to develop plan. |
| Willful disobedience to the authority of the school | Apology; administrator contact with sending school; parent/guardian meeting; plan to correct. 1-2 day ISS/OSS (based on severity). | Apology; administrator contact with sending school; parent/guardian meeting to review program fitness; make reentry plan. 3 day OSS. | Apology; administrator contact with sending school; parent/guardian meeting to review possible removal from program or 5 day OSS. |

BULLYING, HARASSMENT, & HAZING

These procedures apply to in-person incidents and incidents online, in texts, on social media, etc. Further policy information on [Bullying](#), [Harassment](#), and [Hazing](#) are in this handbook.

| | 1st Referral | 2nd Referral | 3rd Referral |
|--|---|---|---|
| Bullying, harassment, or hazing | Apology; administrator contact with sending school and family; parent/guardian meeting; plan to correct. 1 day ISS/OSS (based on severity). | Administrator contact with sending school and family; parent/guardian meeting with student to review fitness to continue in program. 3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review removal from program. 5-10 day OSS. |

PHYSICAL CONTACT & THREAT

| | 1st Referral | 2nd Referral | 3rd Referral |
|-----------------------------------|--|--|---|
| Threatening other students | Student will write an apology letter including a plan to make changes and stop the behavior; administrator contact with family. 1 day ISS. | Administrator contact with sending school and family; parent/guardian meeting to review fitness to continue in program. 1-3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review removal from the program. 5-10 day OSS. |
| Threatening staff | Student will write an apology letter including a plan to make changes and stop the behavior; administrator contact with sending school and family; parent/guardian meeting. 1-2 day ISS/OSS (based on severity). | Administrator contact with sending school and family; parent/guardian meeting to review fitness to continue in program. 3 day OSS. | Review for possible removal from program; 5-10 day OSS. |

| | | | |
|--|--|---|---|
| Physical aggression (student to student) | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting; reflection on behavior changes and plan to stop. 1-3 day ISS/OSS (depending on severity). | Administrator contact with sending school and family; parent/guardian meeting to review fitness to continue in program. 3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review for possible removal from program. 5-10 day OSS. |
| Physical aggression (student to staff) | Administrator contact with sending school and family; parent/guardian meeting to determine program fitness; reflection on behavior changes with plan to stop. 3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review removal from the program. 5 day OSS. | |
| Cruelty to animals | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting; plan to correct. 1 day ISS. | Administrator contact with sending school and family; parent/guardian meeting to review possible removal from program. 3 day OSS. | |
| Fighting | Instructor contact with family; administrator contact sending school and family; parent/guardian meeting; reflection on behavior changes and plan to stop. 1-2 day ISS. | Administrator contact with sending school and family; parent/guardian meeting to review fitness to continue in program. 3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review possible removal from program. 5-10 day OSS. |
| Contributing to fighting or assault | Instructor contact with family; Administrator contact with sending school and family; parent/guardian meeting; reflection on behavior changes and plan to stop. 1-2 day ISS. | Administrator contact with sending school and family; parent/guardian meeting to review fitness to continue in program. 3 day OSS. | Administrator contact with sending school and family; parent/guardian meeting to review possible removal from program. 5 day OSS. |
| PERSONAL & SCHOOL PROPERTY | | | |
| | 1st Referral | 2nd Referral | 3rd Referral |
| Willful damaging of school property | Instructor contact with family; administrator contact sending school; student will write an apology and make restitution. 1 day ISS. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to create plan to correct behavior and make restitution; review program fitness. 1-3 day OSS. | Instructor contact with family; administrator contact sending school and family; parent/guardian meeting to make restitution and review possible removal from program. 3-5 day OSS. |

| | | | |
|--|--|---|--|
| Theft | Instructor contact with family; administrator contact with sending school; return stolen article; police referral as appropriate. 1 day OSS. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting; return stolen article; plan to correct; counseling; police referral as appropriate. 3 day OSS. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to review possible removal from the program; police referral as appropriate. 5 day OSS. |
| Fire-related offenses | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting; pay for damages; police referral as appropriate. 1-3 day OSS. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to review fitness for program; pay for damages; police referral as appropriate. 3-5 day OSS. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to review possible removal from program; police referral as appropriate. 5 day OSS. |
| Inappropriate use of or damaging technology | Instructor contact with family; administrator contact with sending school; apology; plan to correct; reparations; 1 week loss of use. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to review tech privileges and appropriateness of consequences. | Instructor contact with family; administrator contact with sending school and family; parent/guardian meeting to review loss of unsupervised technology use at school and review program fitness. 3 day ISS. |

CONTROLLED SUBSTANCES: TOBACCO/VAPE/DRUGS/ALCOHOL

Each of the following includes a referral to law enforcement. The term “drugs” refers to inhalants, prescription medication, illicit drugs, and mood-altering substances, including alcohol.

| | 1st Referral | 2nd Referral | 3rd Referral |
|---|--|--|--|
| Possession of tobacco or e-cigarette/vape materials | Administrator contact with sending school and family; confiscation; fine from civil citation per Title 7. 1 day ISS. | Administrator contact with sending school and family; confiscation; parent/guardian meeting; fine from civil citation per Title 7. 2 day ISS. | Administrator contact with sending school and family; confiscation; parent/guardian meeting to plan to correct offenses; fine from civil citation per Title 7. 2-3 day OSS. |
| Use of tobacco or e-cigarette/vape materials on school grounds | Administrator contact with sending school and family; confiscation; fine from civil citation per Title 7. 1 day ISS. | Administrator contact with sending school and family to discuss referral to smoking cessation program; confiscation; parent/guardian meeting; fine from civil citation per Title 7. 2 day ISS. | Administrator contact with sending school and family; confiscation; parent/guardian meeting to create a signed plan to correct behavior and referral smoking cessation; fine from civil citation per Title 7. 2-3 day OSS. |

| | | | |
|---|---|---|---|
| Possession or use of drugs or alcohol (including being under the influence on school grounds) | Referral to law enforcement; administrator contact with family; parent/guardian meeting to discuss referral to substance abuse counseling; confiscation. 3 day OSS. | Referral to law enforcement; administrator contact with family; parent/guardian meeting to discuss referral to substance abuse counseling, screening, and program fitness; confiscation. 5 day OSS. | Referral to law enforcement; administrator contact with family; parent/guardian meeting to discuss referral to substance abuse counseling, screening, and removal from the program; confiscation. 10 day OSS. |
| Distribution of drug paraphernalia | Referral to law enforcement; administrator contact with sending school and family; parent/guardian meeting; confiscation. 5 day OSS. | Referral to law enforcement; administrator contact with sending school and family; parent/guardian meeting to review program fitness; confiscation. 10 day OSS. | Referral to law enforcement; administrator contact with sending school and family; parent/guardian meeting to discuss removal from program; confiscation. 10 day OSS. |
| Possession w/intent to sell, buying/selling drugs or alcohol, or conspiracy to buy/sell drugs or alcohol | Referral to law enforcement; administrator contact with sending school and family; referral to Superintendent for expulsion proceedings. | | |

DRIVING

See also section on [Student Permission to Drive.](#)

| | 1st Referral | 2nd Referral | 3rd Referral |
|--|--|--|--|
| Driving without permission | Warning; administrator contact with sending school and family; possible loss of driving privileges for 3 days. | Administrator contact with sending school and family; parent/guardian meeting; loss of driving privileges for remainder of school year. | |
| Driving a passenger without permission | Warning; administrator contact with sending school and family; possible loss of driving privileges for 3 days. | Administrator contact with sending school and family; parent/guardian meeting; loss of driving privileges for remainder of school year. | |
| Riding in a car without permission | Warning; administrator contact with sending school and family; delivery to the bus after programming. | Administrator contact with sending school and family; parent/guardian meeting to discuss program fitness. | Administrator contact with sending school and family; parent/guardian meeting to discuss program fitness. 3 day ISS. |
| Traffic violation on campus (speeding, parking, etc.) | Warning; administrator contact with sending school and family; possible loss of driving privileges for 3 days; police referral as appropriate. | Administrator contact with sending school and family; loss of driving privileges for remainder of school year; police referral as appropriate. | |

| SAFETY | | | |
|--|---|--|--|
| | 1 st Referral | 2 nd Referral | 3 rd Referral |
| Leaving campus without permission | Instructor contact with family; plan to correct; if a student driver, potential one-week suspension of driving privileges. | Administrator contact with sending school and family; parent/guardian meeting; potential two-week suspension of driving privileges. 1 day ISS. | Administrator will contact sending school and family; parent/guardian meeting to discuss potential for loss of driving privileges for rest of year. 2 day ISS. |
| Deliberate unsafe conduct with potential for injury | Immediate removal from class; administrator will call parent/guardian to pick up student; administrator contact with sending school; parent/guardian re-entry meeting. 3 day OSS. | Immediate removal from class; administrator will call parent/guardian to pick up student; administrator contact with sending school; parent/guardian re-entry meeting and review possible removal from program. 5 day OSS. | |
| EXPELLABLE BEHAVIOR | | | |
| | 1 st Referral | 2 nd Referral | 3 rd Referral |
| Threat with or possession of a weapon (See weapons section) | Referral to law enforcement; referral to Superintendent for expulsion proceedings; administrator contact with sending school and family; parent/guardian meeting. 10 days OSS. | | |

STUDENT SUSPENSION

At the administration's discretion, detentions and in-school suspensions (ISS) may occur at the sending school. Before determining the consequences, PAHCC administrators attempt to contact sending schools to determine previous behavior violations that may have resulted in referrals at those schools. Student behavior that repeatedly interferes with the right of any member of the school community to learn or work in a safe and orderly climate may be considered willful disobedience to the authority of the school.

PAHCC has developed reasonable disciplinary procedures, as seen below, and implements them fairly and consistently. At PAHCC, we include logical consequences and reasonable opportunities for students to learn from those consequences.

1. The PAHCC administrator will recommend suspension in cooperation with the sending school administration. Out-of-school suspension from PAHCC is reciprocal with the sending school. Out-of-school suspension from either is out-of-school suspension from both.

2. The PAHCC administrator and the sending school administrator will work out in-school suspensions. These are not necessarily reciprocal with the sending school.
3. Students are responsible for class assignments and work missed due to out-of-school suspensions.
4. The PAHCC administrator, by Vermont statute, can suspend a student for one to ten days without the involvement of the sending school board. These suspensions are usually cumulative and always done with the awareness of the parent/guardian.
5. PAHCC follows these procedures for all suspended students:
 - a. Administrators hold a conference with the student. We inform the parent/guardian of the conference as soon as possible.
 - b. The student will be allowed an opportunity to give their interpretation.
 - c. Administrators will tell the student the suspension conditions, including duration, date of return, etc.
 - d. A student may appeal any suspension to the PAHCC School Board.
6. The PAHCC School Board may expel a student using the procedure defined by their sending school.

RESPONSIBLE USE OF ELECTRONIC RESOURCES

The Patricia A Hannaford Regional Technical School District (PAHRTSD) will provide students with the opportunity to use networked computer services and devices if they (and in the case of minors, their parents) agree to the PAHRTSD Responsible Computer, Network & Internet Use Policy as it pertains to students as outlined below. This agreement must be signed and submitted to the PAHCC administration. The Acceptable Use Agreement to be submitted and kept on file can be found [here](#).

Students, teachers, and staff members will use the school district's digital devices, networks, and software only for educational purposes and activities. All communications and information within the school district's digital devices, networks, and software shall NOT be considered private.

While using these tools, students, teachers, and staff members will act as responsible digital citizens. A responsible digital citizen:

- Respects Oneself
 - Maintains appropriate standards of language and behavior when accessing information and images online.
 - Refrains from distributing personally identifiable information about themselves and others.
- Respects Others
 - Refrains from using technology to bully, tease, or harass other people.

- Will report incidents of cyberbullying and harassment per the district's policies on bullying and harassment.
- Will refrain from using another person's system account or password or presenting themselves as another person.
- Protects Oneself and Others
 - Protects oneself and others by reporting abuse and not forwarding inappropriate materials and communications. Individuals are always responsible for properly using their account by not sharing their system account password.
- Respects and Protects Intellectual Property
 - Suitably cites all uses of websites, books, media, etc.
 - Requests to use the software and media others produce.
- Respects and Protects Property
 - Cares for the devices that the school owns.
 - Immediately reports any damage to a teacher or administrator.

Failure to abide by these expectations may result in disciplinary action, and in some cases, actions may constitute a criminal offense resulting in legal action.

ELECTRONIC DEVICES

We understand that cell phones are a part of our students' lives and often facilitate important communication with family members and employers. We also acknowledge that cell phones can be valuable tools in a learning environment for such functions as research, calculations, note-taking, etc. However, when cell phones distract students, impede their ability to learn, or pose a safety risk due to such distraction, their utility is outweighed.

In all learning spaces, PAHCC expects students to use cell phones only to facilitate learning and if the instructor deems it appropriate. Our instructors and staff reserve the right to declare their learning spaces "cell phone free" or to collect a student's cell phone until the end of class if it has become too distracting. Students who refuse to comply with an instructor or staff member's cell phone procedures will be cited for refusing a reasonable request.

PAHCC prohibits cell phones, cameras, and other digital devices from recording, videotaping, or taking pictures of students, faculty, or staff without prior permission.

Consequences for inappropriate or unauthorized cell phone or other electronic device use, in order of increasing impact, include:

1. Receiving a warning.
2. Leaving the phone in the main office or a secure location with the instructor for the class period.
3. Additional infractions will result in more extended periods when the student must turn in the phone during class.
4. The student will not be allowed to have the phone or other device in the program for the rest of the term or school year.

TREATMENT OF STUDENTS

The School Board Executive Limitations Policy 2.1 regarding the Treatment of Students is as follows:

1. With respect to interactions with students or those applying to be students, the SUPERINTENDENT shall not cause or allow conditions, procedures, or decisions that are inequitable, unsafe, untimely, undignified, or unnecessarily intrusive.
2. Further, the SUPERINTENDENT shall not:
 - a. Elicit information for which there is no clear necessity.
 - b. Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the material elicited.
 - c. Fail to operate facilities and programs with appropriate accessibility and privacy.
 - d. Fail to establish with students and their guardians a clear understanding of what may be expected and what may not be expected from the service offered.
 - e. Fail to inform students of this policy or to provide a way to be heard for persons who believe they have not been provided a reasonable interpretation of their protections under this policy.

FERPA/CONFIDENTIALITY RIGHTS

The Family Educational Rights and Privacy Act ([FERPA](#)) is a federal law designed to protect the confidentiality of student records. FERPA gives parents/guardians the right to inspect their student's education records, seek to amend records, and consent to disclosures of personally identifiable information.

When a school administrator contacts a parent/guardian about the school district's response to a bullying incident, they may discuss information about an investigation and corrective action taken to the extent that it will not disclose information about any students other than the student subjected to the bullying.

LOCKER PROCEDURE

Lockers are available for storing books and clothing and are assigned to students by request to the main office. A school locker is not a student's personal property. Any illegal items that might endanger the safe or orderly operation of the school are subject to confiscation and could result in disciplinary action against the student. Lockers may be opened and inspected by any member of the administration or designee.

SUBSTANCE USE

There shall be no use of illegal substances. Smoking is prohibited. Any violations will be subject to corrective action, including fines, referral to screenings and counseling support, and possible referrals to law enforcement.

WEAPONS

Any student who brings a weapon to school will be referred to the Director/Superintendent. If, following an investigation and hearing, it is determined that the student has violated the School District's Weapon Policy or any Federal or State laws applying to weapons, the Director/Superintendent shall recommend to the School Board that the student be expelled from PAHCC.

HARASSMENT POLICY

It is a violation for any person to harass another through offensive or discriminatory conduct or communications. Following the school board policy, PAHCC maintains a learning and working environment free from harassment. Any form of harassment is prohibited.

DEFINITIONS

Harassment - means an incident(s) of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, gender, sexual orientation, or disability. Harassment can objectively and substantially undermine and detract from or interfere with a student's educational performance or access to school resources. Harassment can create an objectively intimidating, hostile, or offensive environment.

- Examples of harassment include but are not limited to, physical aggression or force, the threat of physical aggression or force, demeaning comments or behavior, slurs, mimicking, jokes, gestures, name-calling, graffiti, circulation of written or visual material, stalking, sexual advances, use of nicknames emphasizing stereotypes, comments on manner of speaking, negative references to customs, and derogatory comments regarding surnames.

Sexual harassment - is a form of harassment that involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when one or more of the following conditions is present:

1. Submission to that conduct is either explicitly or implicitly a term or condition of that person's position.
2. Submission to or rejection of such conduct by a person is used as a component of the basis for decisions affecting that person.
3. The conduct has the purpose or effect of substantially interfering with a person's performance or creating an intimidating, hostile, or offensive environment.

REPORTING

A student who believes they have been harassed or witnesses conduct they think might be harassment should report it to a designated employee or any other school employee. Complaints are immediately processed and reported to school administrators. Parents/guardians are also encouraged to report allegations of harassment.

PAHCC has designated the following people responsible for handling harassment complaints:

Amy Dorsey, School Counseling Coordinator
(802) 382-1007
adorsey@pahcc.org

Mike Adaman, Special Needs Coordinator
(802) 382-1027
madaman@pahcc.org

ACTION

Upon receipt of a complaint from a student, parent, or school personnel and an investigation by a designated employee, an administrator will resolve, either formally or informally, any complaints that involve only students within ten days.

Action taken may include a reprimand, written warning, detention, suspension from school, training, education, counseling, or recommendation to the School Board for expulsion. If the complaint involves school personnel, the Director/Superintendent shall inform the parents/guardians of all students involved, conduct a formal investigation, and report the investigation outcome within ten school days of receipt of the complaint.

Upon completing an investigation and upon determining that an employee has committed harassment, the Director/Superintendent will take appropriate action, including, but not limited to, a warning or written reprimand, remedial action such as counseling, training, or education, a suspension from duties, or a recommendation of dismissal to the School Board.

Except in the case of suspension, non-renewal, or dismissal, the Director/Superintendent will meet separately with the complainant and the school personnel involved to secure their written acceptance of the actions to be taken. If both parties agree to the intended actions, the Director/Superintendent will carry out the actions and complete a report of the actions for the employee's personnel file.

If the student complainant, their parent/guardian, or the school employee involved disagrees with the proposed actions, the Director/Superintendent will make their recommendations for action directly to the School Board for appropriate hearings and action.

If an adult files a harassment complaint against a student, a designated administrator will investigate and attempt to resolve the complaint, either formally or informally, within ten days of receiving the complaint. If a formal investigation is pursued, a designated administrator will inform parents/guardians of all students involved.

If the formal investigation finds harassment has occurred, the administration will take appropriate action. Actions may include reprimand, written warning, detention, suspension from

school, remedial action such as training, education, or counseling, or recommendation to the School Board for expulsion.

INFORMAL RESOLUTION

If the complainant and respondent are both students, they may agree to a meeting facilitated by a school employee. If each student involved agrees that the meeting has resolved the situation, the school employee will report to the Director/Superintendent only that the matter has been resolved informally. If any student involved does not agree that the situation has been resolved, the student may proceed to a formal investigation by making such a request to a designated employee.

OTHER REPORTING

In addition to, or as an alternative to filing a harassment complaint according to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the following addresses:

Vermont Human Rights Commission
135 State Street
Montpelier, VT 05644-6301
Phone (802) 828-2480 or (800) 416-2010
Email human.rights@state.vt.us

Director, Compliance Division Area II, Office of Civil Rights, U.S. Dept. of Ed.
33 Arch Street, Ninth floor
Boston, MA 02110
Phone (617) 289-0111
Fax (617) 289-0150

BULLYING POLICY

Bullying is a form of dangerous and disrespectful behavior. It may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and discipline. Behaviors that do not rise to the level of bullying, as defined below, may still be subject to intervention or discipline as appropriate.

DEFINITIONS

Bullying - is any overt act or combination of acts that:

1. occurs during the school day on school property, on a school bus, or at a school-sponsored activity;
2. is intended to ridicule, humiliate, or intimidate the student; and
3. is repeated over time.

PROHIBITION AGAINST BULLYING

The Patricia A Hannaford Regional Technical School District (PAHRTSD) recognizes that students should have a safe, orderly, civil, and positive learning environment and that bullying has no place and will not be tolerated in its school. The PAHRTSD shall:

1. Include the prohibition against bullying in the student or school handbook, and in other ways, make students aware of the prohibition against bullying, the penalties for engaging in bullying, and the procedures for reporting bullying.
2. Develop strategies for school staff to prevent and intervene in bullying.

REPORTING, INVESTIGATING, AND NOTIFICATION

To address bullying, PAHRTSD:

1. Encourages students to report bullying personally or anonymously to teachers or school administrators.
2. Encourages parents/guardians to file written reports of suspected bullying.
3. Requires teachers and other school staff who witness or receive student reports of bullying, to promptly notify the School Counselor or Assistant Director.
4. Requires the School Counselor and Assistant Director to accept and review all reports of bullying, including anonymous reports. If, after initial inquiry, an anonymous or oral report appears to warrant further investigation, the District shall promptly continue with an investigation. The Director/Superintendent shall investigate all written reports.
5. As with any other disciplinary action, school staff must notify the parent/guardian of a student who commits a verified act of bullying. Staff will explain the school's response and consequences that may result from further acts of bullying.
6. To the extent permitted under the FERPA, school staff must notify parents/guardians of a student who is a target of bullying and inform them of the action taken to prevent any further acts of bullying.
7. Any student who knowingly makes false accusations regarding bullying may be subject to disciplinary action.

PAHRTSD has designated the following persons responsible for handling bullying complaints:

Amy Dorsey, School Counseling Coordinator
(802) 382-1007
adorsey@pahcc.org

Mike Adaman, Special Needs Coordinator
(802) 382-1027
madaman@pahcc.org

DATA GATHERING

PAHRTSD delegates the responsibility of bullying-related data collection to the Director/Superintendent. They shall collect data on the number of reported and verified bullying incidents and make such data available to the Vermont Department of Education Commissioner and the public.

HAZING POLICY

The Patricia A Hannaford Regional Technical School District (PAHRTSD) has a policy to provide safe, orderly, civil, and positive learning environments. PAHRTSD will not tolerate hazing.

DEFINITIONS

Hazing - means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the PAHCC and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts occurring on or off school grounds.

- Examples of hazing include but are not limited to any type of physical harm or activity that puts a student at risk or negatively affects their mental or physical health. Hazing can also involve forcing a student to eat or drink something, including alcohol or drugs, that puts them in danger. It may also include making a student do something illegal or dangerous.

REPORTING

A student who believes they have been hazed or witnessed conduct they think might be hazing should report it to a designated employee or any other school employee. Complaints are immediately processed and reported to school administrators. Parents/guardians are also encouraged to report allegations of hazing.

PAHCC has designated the following people responsible for handling hazing complaints:

Amy Dorsey, School Counseling Coordinator
(802) 382-1007
adorsey@pahcc.org

Mike Adaman, Special Needs Coordinator
(802) 382-1027
madaman@pahcc.org

ACTION

Upon receipt of a complaint from a student, parent/guardian, or school personnel, the Director/Superintendent will resolve, either formally or informally, any complaints that involve only students within ten days.

Action taken may include a reprimand, written warning, detention, suspension from school or extracurricular activity, training, education, counseling, or recommendation to the School Board for expulsion.

If the complaint involves school personnel, the Director/Superintendent shall inform the parents/guardians of all students involved, conduct a formal investigation, and report the outcome within ten working days of receipt of the complaint. Acts of hazing may also constitute unlawful conduct and may be prosecuted under 16 V.S.A. §570.

INSURANCE

The individual student is responsible for obtaining accident insurance. PAHCC insures only itself against negligence in case of injury. Families can get medical insurance very reasonably through each sending school if needed. Families are urged to participate in your school's student insurance plan. PAHCC provides accident insurance to all enrolled students in unpaid school-sponsored work experience activities.

ADULT TECHNICAL EDUCATION

This section will help you understand your rights and responsibilities as an adult student and welcome you to our adult learning community.

ADMISSIONS PROCEDURE

With few exceptions, evening, post-secondary adult education programs are open admission. Exceptions are generally related to statutes, such as requiring medical professions students to have vaccinations. Classes may post recommendations for minimum reading levels, proficiency levels, or prerequisites. PAHCC fills adult education classes on a first-enrolled and first-paid basis.

For the safety of all, adult education programs are subject to the following age requirements:

- Students under 10 are not permitted.
- A parent/guardian must accompany any student under 14. The Instructor will guide appropriateness and program readiness. These students may not attend lab-based classes.
- PAHCC allows students aged 14-16 in non-lab classes with signed parental consent. Examples would be online courses or computer classes.
- PAHCC permits students aged 16-18 in lab-based classes with signed parental consent. Examples would be LNA, welding, forklift safety, etc.

Secondary, daytime programming at PAHCC is also open to adults regardless of age or diploma status. Information about programs, including applications, can be found at www.hannafordcareercenter.org. Refer to the [Admissions Policy](#) section for technical education programs for further details.

SUPPORT SERVICES

PAHCC complies with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. No otherwise qualified individual with a documented disability shall, because of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of PAHCC.

In cases where students need accommodation, PAHCC has established the following procedures for requesting accommodations to provide equal access to educational programs and to maintain appropriate documentation for all students with disabilities:

1. The adult student is responsible for informing PAHCC of a documented disability and the need for accommodation(s).
2. There must be evidence that the disability substantially limits one or more major life activities related to learning.
3. To allow reasonable time for arranging services, the student should provide documentation to PAHCC as soon as possible, preferably four weeks before the beginning of the class.
4. The ADA Coordinator may deny the accommodation request (s) if the requested accommodation fundamentally alters the nature of the program, if it can be demonstrated that the cost would place an undue financial burden on PAHCC, if the request would be unduly burdensome administratively, if the student poses a substantial risk of harm to them self or others, the accommodation(s) would give an unfair advantage over their nondisabled peers, or if the provision of the accommodation(s) would render the student not otherwise qualified.

ATTENDANCE

A successful and rewarding educational experience in school is built on regular, punctual attendance and active participation in instructional activities. Please notify your instructor in advance if you know you cannot attend class. Programs leading to completion exams, certification, or licensure may have minimum attendance requirements. PAHCC may have to ask students not on track to meet these requirements to leave the program.

STUDENT DRIVING AND PARKING

Students may park for evening classes in front of or behind the building, whichever is more convenient. For daytime classes, students should stop in the PAHCC main office and request a parking pass, which should be displayed when parking anywhere on campus.

Adult students may not give rides to any PAHCC student under 18 without express written consent from the student's legal guardian. The student driving request form can be found here.

STUDENT CONDUCT

Working together, we can create an atmosphere of trust and cooperation that will result in a quality education at PAHCC. The following is a list of student conduct expectations:

- Conduct yourself in a safe manner.
- Respect others and their property.
- Engage in non-disruptive behavior.
- Refrain from using profanity.
- Be positive and prepared to work.
- Actively participate in all program activities.
- Be honest.

Students who fail to meet these expectations may be asked by their instructor to leave the program. Instructors will report repeated occurrences to the Assistant Director for Adult Education, who will meet with the student and instructor. The Assistant Director for Adult Education will refer continued or egregious violations to the Director/Superintendent for further action, including possible recommendation to the School Board for removal from the course or program.

GRADING SYSTEM

Adult education classes are generally ungraded or pass/fail. If you require a course grade for any reason, please discuss this with the instructor at the beginning of the course.

SUBSTANCE USE

State law prohibits tobacco use on all school campuses, including parking lots. Use or possession of illegal drugs on school grounds is a violation of federal law. PAHCC reports violations of these regulations or laws to law enforcement.

Students who appear physically or cognitively unable to perform critical functions of the classroom, lab, or clinical setting will be asked to leave and will be marked as absent, regardless of the cause of that behavior.

INSTRUCTOR CONTACT

Adult education instructors may share their personal contact information with students to coordinate class schedules, provide additional technical support, and for other academic or workforce development reasons. Students should only contact them respectful of professional boundaries regarding purpose, time of day, and frequency. Our instructors are highly committed and generous with their time, and students should not abuse the ability to contact them.

STATEMENT OF NON-DISCRIMINATION

Patricia A Hannaford Career Center (PAHCC) is open to students from grade 9 through adulthood. PAHCC does not discriminate on the basis of race, color, national origin, creed, marital status, disability, age, sex, gender identity, or sexual orientation in its programs and activities.

Pursuant to 34 C.F.R., if any student believes they may have experienced discrimination at PAHCC, the following personnel have been designated responsible for receiving complaints:

Amy Dorsey, School Counseling Coordinator
(802) 382-1007

adorsey@pahcc.org

Mike Adaman, Special Needs Coordinator
(802) 382-1027

madaman@pahcc.org

Grievance procedures include informing the administration, contacting parents/guardians, conducting an investigation, and resolving the complaint or referring it to another agency for further review and resolution. Students, staff, or parents/guardians may submit complaints.

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
2. **Fax:** (833) 256-1665 or (202) 690-7442
3. **Email:** Program.Intake@usda.gov