

Patricia A. Hannaford Career Center
Student/Parent Handbook
2021-2022

Welcome to the Patricia A. Hannaford Career Center (PAHCC) in Middlebury, VT.

MISSION STATEMENT

The mission of the Patricia A. Hannaford Regional Technical School District is to provide educational experiences that prepare secondary and adult students with the knowledge and skills to enter the workforce in careers that are high-skilled, in high demand, that pay a livable wage and continue their education.

TABLE OF CONTENTS

| | |
|--|----|
| <u>Important Dates for 2020-2021</u> | 1 |
| <u>2021-2022 Daily Schedule</u> | 2 |
| <u>Statement of Nondiscrimination</u> | 3 |
| <u>Admissions Procedure</u> | 3 |
| <u>Support Services</u> | 4 |
| <u>Student Organizations</u> | 4 |
| <u>Military/Postsecondary Recruiters</u> | 5 |
| <u>Health and Safety</u> | 5 |
| <u>Attendance Procedures</u> | 5 |
| <u>Grading Expectations/Guidelines</u> | 6 |
| <u>Student Driving</u> | 7 |
| <u>Student Conduct and Behavior Consequences</u> | 7 |
| <u>Student Suspension</u> | 18 |
| <u>PAHCC Responsible Use of Electronic Resources</u> | 19 |
| <u>Electronic Devices</u> | 20 |
| <u>Treatment of Student</u> | 21 |
| <u>FERPA/Confidentiality Rights</u> | 21 |
| <u>Locker Procedure</u> | 22 |
| <u>Substance Use</u> | 22 |
| <u>Weapons</u> | 22 |
| <u>Harassment Policy</u> | 22 |
| <u>Bullying Policy</u> | 25 |
| <u>Hazing Policy</u> | 27 |
| <u>Insurance</u> | 28 |
| <u>Adult Technical Education</u> | 28 |

IMPORTANT DATES FOR 2021-2022

| | |
|------------------------|---|
| August 25 | First Day of School |
| September 6 | Labor Day - No School |
| October 6 | Early Release Day (AM Classes) |
| October 7 | PAHCC Open House (4:00-7:00 PM) |
| October 8 | First Progress Reports Emailed/Mailed |
| October 15 | School Break |
| October 29 | Progress Reports Sent |
| November 5 | School Break |
| November 1-12 | Student/Parent/Teacher Conference Window |
| November 10 | Early Release Day (PM Classes) |
| November 22-23 | Teacher Professional Development (No School) |
| November 24-26 | Thanksgiving Break - No School |
| December 8 | Early Release Day (AM Classes) |
| December 17 | Progress Reports Sent |
| December 23-31 | Winter Break - No School |
| January 14 | End of Semester 1 |
| January 17 | Martin Luther King, Jr. Day - No School |
| January 18 | Teacher Professional Development (No School) |
| January 19 | Progress Reports Sent |
| February 2 | Early Release Day (PM Classes) |
| February 3 | Open House Showcase (4:00-7:00 PM) |
| February 11 | Progress Reports Sent |
| February 21-25 | February Break - No School |
| February 28 - March 11 | Student/Parent/Teacher Conference Window |
| March 9 | Early Release Day (AM Classes) |
| March 11 | Progress Reports Sent |
| March 25 | Teacher Professional Development (No School) |
| April 1 | Progress Reports Sent |
| April 6 | Early Release Day (PM Classes) |
| April 18-22 | April Break - No School |
| April 29 | Progress Reports Sent |
| May 4 | Early Release Day (AM Classes) |
| May 20 | Progress Reports Sent |
| May 30 | Memorial Day - No School |
| June 2 | Celebration of Learning (Time & Location TBD) |
| June 8 | Anticipated Last Student Day of School |

2021-2022 DAILY SCHEDULE

Main Campus:

| | |
|---|-------------------------|
| AM Classes | 8:45 a.m. - 10:45 a.m. |
| PM Classes | 12:10 p.m. - 2:10 p.m. |
| Full-Day Programs | 9:30 a.m. - 2:10 p.m. |
| English Class for Culinary Students | 8:45 a.m. - 9:25 a.m. |
| English Class for Main Campus Students | 10:45 a.m. - 11:25 a.m. |
| English Class for North Campus Students | 11:30 a.m. - 12:10 p.m. |

North Campus:

For students taking the Automotive Technology or Diesel Power Technology program, the AM and PM class schedules are altered slightly to accommodate busing to north campus.

| | |
|-------------|------------------------|
| AM Classes: | 9:00 a.m. - 11:00 a.m. |
| PM Classes: | 12:20 p.m. - 2:20 p.m. |

STATEMENT OF NON-DISCRIMINATION

The Patricia A. Hannaford Career Center is open to students from 9th grade through adult and does not discriminate on the basis of race, color, national origin, creed, gender, age, sexual orientation or disability.

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

Brenda Logee, School Counseling Coordinator
(802) 382-1007
blogee@pahcc.org

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

Jay Stetzel, Assistant Director
(802) 382-1001
jestetzel@pahcc.org

Grievance procedures include informing administration, contacting parents/guardians, conducting an investigation, and resolving the complaint or referring it to another agency for further review and resolution. Complaints may be submitted by students, staff or parents.

ADMISSIONS PROCEDURE

To ensure equal access to regular secondary career technical programs, the following admissions procedure has been established.

Students seeking enrollment in PAHCC technical programs need to 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 in place to ensure they meet graduation requirements.

The priority application deadline for the 2022-2023 school year is February 15. Applications received after this date will be considered on a space available basis.

Priority admissions for technical programs:

Students returning to complete a technical program.

New students in the following order:

For one-year, full day or half day programs:

1st seniors

2nd juniors
3rd adults without a high school diploma
4th adults with a high school diploma

For two-year, half day programs:

1st juniors
2nd seniors
3rd adults without a high school diploma
4th adults with a high school diploma

The full Technical Program Admissions Policy is on file in the main and school counseling offices at PAHCC.

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

Once the class size is reached in a program, qualified applicants will be placed on a waitlist. In the event that there are insufficient openings available, students with disabilities and disadvantaged students will be subject to the same nondiscriminatory selection procedures as all other applicants.

Late enrollment to a program is permitted up to ten (10) days into each semester, on a space available basis.

The Patricia A. Hannaford Career Center ensures equal employment and educational opportunities regardless of race, color, creed, gender, age, disability, national origin, or sexual orientation, in compliance with federal and state law. Any persons having inquiries concerning the PAHCC's compliance should contact the main office at 802-382-1012.

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 as they relate to his or her 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 that are affiliated with the program in which they are enrolled. These activities, which develop leadership skills, may occur during and/or outside of regular class time. Organizations affiliated with our programs include: FFA and SkillsUSA.

MILITARY/POSTSECONDARY RECRUITERS

Throughout the school year, the PAHCC hosts a variety of postsecondary education recruiters, including military representatives, for the purpose of informing students of available opportunities. PAHCC will not release any student names or contact information to military or other postsecondary recruiters without prior parental consent.

HEALTH AND SAFETY

Students and staff will be excluded from in-person school activities, if they:

- Are experiencing vomiting or diarrhea
- Show symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Have been in close contact with someone with COVID-19 in the last 14 days
- Have a fever (temperature higher than 100.4°F)
- Have a significant new rash, particularly when other symptoms are present
- Have large amounts of nasal discharge in the absence of allergy diagnosis

If these signs and symptoms begin while at school, the student (or staff member) must be sent home as soon as possible.

- Students and staff need to stay home until they are no longer considered contagious.
- Students and staff with fever greater than 100.4°F and no specific diagnosis should remain at home until they have had no fever for 24 hours without the use of fever reducing medications (e.g., Advil, Tylenol).

For additional information about health and safety procedures for the 2021-2022 school year, please see this [document](#).

ATTENDANCE PROCEDURES

A successful and rewarding educational experience in school is built on regular, punctual attendance, and active participation in instructional activities. We also understand and value educational experiences beyond the classroom. Classes missed due to school related activities such as field trips, school counselor meetings, sports dismissals, school sponsored travel, fine arts activities, etc. are not included in the accumulated absences, however students are responsible to make up missed work.

Each semester, absences will be counted on a class-by-class basis. Students are expected to complete missed class work and assignments in a timely manner; this may require students to stay after school in order to make up the work.

Students are expected to check in with their teacher at the start of every class, even if they have a pass to attend a meeting. Students on the absence list, who did not have their absence verified by phone, will be expected to bring a note into the office the next day.

- Parent/Guardian needs to contact **BOTH the home high school and PAHCC main offices** to report an absence or late arrival to ensure proper recording. Call 802-382-1012 or email Patrice Alexander at palexander@pahcc.org in the PAHCC main office.
- Parent/Guardian needs to call or send a note for an early dismissal PRIOR TO THE STUDENT LEAVING SCHOOL. Failure to do so will result in the student receiving a class cut.
- On the day of return, a note from the parent/guardian or a home high school ADMIT slip must be presented to the PAHCC main office. The student will then be given a PAHCC ADMIT slip.
- 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 appointment, a note from the provider's office is most 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 continuing shift toward proficiency assessment, the Grading Scale used by the Patricia A Hannaford Career Center for the 2021-22 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. As the Career Center continues the move towards a comprehensive approach to assessing students based on proficiency attainment, students who are at the beginning level will be encouraged to seek support from classroom teachers as well as the student support center. Students who are performing at level 1 at the

midpoint of the quarter will be recommended for support.

Occupational Readiness Records are issued to all program completers. This competency rating indicates success in each major skill in the program area, in addition to work attitudes. It can be used when applying for a job. Our continuation of proficiency grading for the 2021-22 school year is designed to provide a more consistent and cohesive reporting system that focuses on assessment that is aligned with Occupational Readiness criteria for our students.

For more information on the PAHCC Grading Expectations, please see this [document](#).

STUDENT DRIVING

No students may drive or ride with another student driver to or from the PAHCC without written permission from their parent and high school principal or assistant principal. Student Permission to Drive and/or Ride forms are located in the PAHCC main office or at this [link](#). The permission form, signed by parent and principal, will be brought to the PAHCC main office prior to driving to PAHCC. All signatures must be obtained on the form and filed in the PAHCC main office before a student may drive.

Students qualifying for parking must have a vehicle identification tag issued by the PAHCC main office. This tag will be issued once the driving permission form is signed by all parties and filed in the PAHCC main office. MUHS students are required to park in the MUHS student parking lot and secure permission to drive from MUHS.

Driving to field trips requires advance written permission from parent/guardian and the sending high school assistant principal or principal.

STUDENT CONDUCT AND BEHAVIOR EXPECTATIONS

In the PAHCC, as is true in any group of people who spend a good portion of time together, certain basic rules of good citizenship must be observed 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.

School administrators may adjust behavior consequences to accommodate the circumstances of specific situations. Parents/guardians will be notified either in writing or by phone of disciplinary action taken or proposed to be taken. In all cases, students will be afforded the right to be heard prior to receiving consequences for behavior infractions. Instructors/administration reserve the right to add log entries at any point in the referral process. The following table includes infractions by category as well as resulting consequences.

| ATTENDANCE | | | |
|---|--|--|---|
| | 1st Referral | 2nd Referral | 3rd Referral |
| <i>Absences and tardies are recorded each day in JumpRope. In all cases, students are responsible for obtaining and completing any missed work.</i> | | | |
| Tardiness | School personnel meets with student when tardy for class (up to four separate instances) to discuss what is needed for on-time arrival. | After 5 tardies, a letter is sent home. An administrator may put an attendance contract in place; Detention may be assigned. | If a student is tardy 10 times in a semester, an administrator will convene a meeting with the student, parents/guardians, an administrator and counselors to determine what is needed to ensure on-time arrival to class. Detention will be assigned and an attendance contract will be put in place and the question of workplace readiness may be addressed for continuing in the program. |
| Cutting class <i>(Willful intent to not attend class.)</i> | School personnel call home; Detention is scheduled by an administrator and a work session is scheduled with the instructor to make up missed work. | School personnel call home. Detention is scheduled by an administrator and a work session is scheduled to make up missed work. School personnel will schedule a parent/guardian/school meeting to determine appropriateness of | After 3 class cuts, an administrator will convene a meeting with the student, parents/guardians, and counselors to determine appropriateness of program. |

| | | program. | |
|---|--|--|--|
| CONDUCT | | | |
| | 1st Referral | 2nd Referral | 3rd Referral |
| Inappropriate behavior (including and not limited to: class disruption, use of degrading or vulgar language/gestures, 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. | Apology; Plan to correct; Instructor phone call to family; Meet with School Counseling Coordinator; Administrator contact with sending school, and family; 1 day ISS. | Apology; Plan to correct; Instructor will contact family; Meet with School Counseling Coordinator Administrator will schedule parent/school meeting; Review program fitness. |
| Bus behavior violations | Conference with student; Apology; Instructor phone call to family; Administrator contact with partner high school. | Instructor phone call to family; Administrator contact with partner high school and parent/guardian; Conference with student to develop a plan to correct, 1-3 day bus suspension. | Administrator contact with partner high school, parent/guardian and schedule parent/guardian/school 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 partner high school; Instructor, administrator, and student conference to create a plan to redo work. | Instructor phone call to family; Administrator contact with partner high school and schedule parent/guardian/school meeting to create a plan/agreement to avoid future incidences and to redo work. | Administrator contact with partner high school and family to schedule a parent/guardian/school meeting to create a plan/agreement to avoid future incidents and review fitness for program; work must be redone. |

| RESPECT | | | |
|----------------------|--------------------------------|--------------------------------|--------------------------------|
| | 1st Referral | 2nd Referral | 3rd Referral |
| Inappropriate | School personnel | School personnel will | School personnel will |

| | | | |
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| dress (including but not limited to inappropriate slogans, images on clothing) | will remediate situation | remediate situation; Administrator contact with family and partner high school; Detention | remediate situation; Administrator contact with partner high school and parent/guardian/school meeting to create a plan/agreement to avoid future incidents. |
| Use of profane language or gestures | Warning from school personnel; Apology; Plan to avoid in future; Instructor phone call to family, Administrator contact with partner high school. | Apology; Instructor phone call to family; Administrator contact with partner high school, family; Plan to correct action; Detention | Apology; Instructor phone call to family; Administrator contact with partner high school, family and parent/guardian/school meeting to review program fitness. |
| Inappropriate conduct or language toward staff | Apology; Plan to correct in future; Administrator contact with partner high school, family; 1 day OSS | Apology; Administrator contact with partner high school, family, and parent/guardian/school meeting for review of program fitness; 3 day OSS | Apology; Administrator contact with partner high school, family, and parent/guardian/school meeting to review possible removal from program; 5 day OSS |
| Refusing a reasonable request, (including and not limited to: cell phone use, class work/task, safety) | Instructor phone call to family. Administrator contact with partner high school; Administrator, instructor, student will develop a plan to correct along with a written apology; if pertaining to distracting device then it may be confiscated. Detention | Plan to correct along with a written apology; Instructor phone call to family; Administrator contact with partner high school, family. If a distracting device is involved, it may be confiscated. 1 day ISS | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting for review of program fitness; 3 day ISS |
| Excessive public display of affection | Warning from school personnel | Administrator to contact partner high school and family; Detention; | Administrator to contact partner high school and family, and will schedule |

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| | | Meeting with counselor; Plan to correct and avoid further incidences. | parent/guardian/school meeting; Detention. |
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HAZING, BULLYING, AND HARASSMENT

*All of the following must be referred to the designated reporting parties. (See pages 20-20.)
These procedures apply to in-person incidents as well as incidents online, in texts, on social media, etc.*

| | 1st Referral | 2nd Referral | 3rd Referral |
|-------------------|--|---|---|
| Bullying | Apology; Administrator contact with family and partner high school and will schedule a parent/guardian meeting; 1 day ISS/OSS (based on severity); Plan to correct. | Administrator contact with partner high school, family and will schedule a meeting with student, parent/guardian to review fitness to continue in program; 3 days OSS | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting to review removal from program; 5-10 day OSS |
| Harassment | Administrator contact with family and partner high school and schedule parent/guardian meeting; reflection on behavior changes and plan to stop; 1-2 day ISS/OSS based on severity. | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting to review fitness to continue in program; 3 day OSS | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting to review removal from program; 5-10 day OSS |
| Hazing | Administrator contact with partner high school, family, and will schedule a meeting with student, parent/guardian; reflection on behavior changes and plan to stop; 1-2 day ISS/OSS based on severity. | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting to review fitness to continue in program. 3 day OSS | Administrator contact with partner high school, family, and will schedule parent/guardian/school meeting to review removal from program; 5-10 day OSS |

| PHYSICAL CONTACT & THREAT | | | |
|---|---|---|---|
| | 1st Referral | 2nd Referral | 3rd Referral |
| Threatening of other students | Student will write a letter of apology and a plan to make changes and stop behavior. Administrator contact with family; Detention | Administrator contact with partner high school, family, and will schedule parent/guardian meeting to review fitness to continue in program; 1 -3 day OSS, depending on severity. | Administrator contact with partner high school, family, and will schedule parent/guardian meeting to review removal from the program. 5-10 day OSS |
| Threatening of staff | Student will write a letter of apology and a plan to make changes and stop behavior. Administrator contact with partner high school, family, and will schedule parent/guardian meeting; 1-2 day ISS/OSS based on severity | Administrator contact with partner high school, family, and will schedule parent/guardian/school 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 phone call to family. Administrator contact with partner high school, family and will schedule parent/guardian meeting; Reflection on behavior changes and plan to stop; 1-3 day ISS/OSS depending on severity. | Administrator contact with family, partner high school, and will schedule parent/guardian/school meeting to review fitness to continue in program; 3 day OSS | Administrator contact with family, partner high school, and will schedule parent/guardian/school meeting to review for possible removal from program; 5-10 day OSS |
| Physical aggression (student to teacher) | Administrator contact with partner high school, family and will schedule parent/guardian/ | Administrator contact with partner high school, family and will schedule parent/guardian/sch | |

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| | school meeting to determine fitness to continue in program. Reflection on behavior changes with plan to stop; 3 day OSS | ool meeting to review removal from the program. 5 day OSS | |
| Cruelty to animals | Instructor phone call to family; Administrator will contact partner high school and schedule parent/guardian/school meeting; plan to correct, 1 day ISS | Administrator will contact partner high school and schedule parent/guardian/school meeting to review possible removal from program. | |
| Fighting | Instructor phone call to family; Administrator will contact partner high school and schedule parent/guardian/meeting; reflection on behavior changes and plan to stop; 1-2 day ISS | Administrator will contact partner high school and will schedule parent/guardian/school meeting to review fitness to continue in program. 3 day OSS | Administrator will contact partner high school and will schedule parent/guardian/school meeting to review for possible removal from program; 5-10 day OSS |
| Contributing to fighting or assault | Instructor phone call to family; Administrator contact with partner high school and will schedule parent/guardian/meeting Parent meeting; reflection on behavior changes and plan to stop; 1-2 day ISS | Administrator contact with partner high school, and will schedule parent/guardian/school meeting to review fitness to continue in program. 3 day OSS | Administrator contact with partner high school, and will schedule parent/guardian/school meeting to review for possible removal from program. |
| PERSONAL & SCHOOL PROPERTY | | | |
| | 1st Referral | 2nd Referral | 3rd Referral |
| Willful damaging | Instructor phone call | Instructor phone call | Instructor phone call |

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| of school property | to family; Administrator contact partner high school; Student will write an apology along with making restitution; 1 day ISS | to family; Administrator contact partner high school, family and will schedule parent/guardian meeting to create plan to correct behavior, make restitution; review plan for program fitness; 1-3 day OSS | to family; Administrator contact partner high school and will schedule parent/guardian/school meeting to make restitution and review for possible removal from program; 3-5 day OSS |
| Theft | Instructor phone call to family, Administrator contact with partner high school; Return stolen article; 1 day OSS; Police referral as appropriate | Instructor phone call to family; Administrator contact partner high school, family and will schedule parent/guardian/school meeting; Return stolen article. Plan to correct; Counseling; 3 day OSS; Police referral as appropriate. | Instructor phone call to family; Administrator contact partner high school, family and will schedule parent/guardian/school meeting to review for possible removal from the program. 5 day OSS |
| Fire related offenses | Instructor phone call to family; Administrator contact partner high school, family and will schedule parent/guardian/school meeting; Pay for damages; Police referral as appropriate. 1-3 Day OSS | Instructor phone call to family; Administrator contact sending partner high school and will schedule parent/guardian/school meeting to review fitness for program; Pay for damages; 3-5 day OSS; Police referral as appropriate. | Instructor phone call to family; Administrator contact partner high school and will schedule parent/guardian/school meeting to review possible removal from program; 5 day OSS; Police referral as appropriate. |
| Inappropriate use of or damaging technology | Instructor phone call to family, Administrator contact with partner high school; Apology; Plan to correct; Reparations; | Instructor phone call to family, Administrator contact with partner high school, family and will schedule parent/guardian meeting to review | Instructor phone call to family, Administrator contact with partner high school, and will schedule parent/guardian meeting to review |

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|---|---|---|--|
| | Detention;1 week loss of use | tech privileges and appropriateness of consequences; Apology; Reparations; 1 day ISS | loss of unsupervised technology use at school and review of fitness for program; 3 day ISS |
| CONTROLLED SUBSTANCES: TOBACCO/ E-CIGARETTES/VAPE PENS/DRUGS/ALCOHOL | | | |
| <i>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.</i> | | | |
| | 1st Referral | 2nd Referral | 3rd Referral |
| Possession of tobacco or e-cigarette/ vape materials | Administrator contact with family and partner high school and will schedule Detention; Confiscation; Fine from civil citation per Title 7. | Administrator contact with family and partner high school and will schedule parent/guardian meeting; Confiscation; Fine from civil citation per Title 7; 1 day ISS | Administrator contact with family and partner high school and will schedule parent/guardian/ school meeting to plan to correct offenses; Confiscation; Fine from civil citation per Title 7; 3 day ISS |
| Use of tobacco or e-cigarette/ vape materials on school grounds | Administrator contact with family and partner high school; Confiscation; Fine from civil citation per Title 7. | Administrator contact with family and partner high school and will schedule parent/guardian meeting to discuss referral to smoking cessation program. Confiscation; Fine from civil citation per Title 7. | Administrator contact with family and partner high school and will schedule parent/guardian school meeting to create a signed plan to correct behavior and referral smoking cessation; Confiscation; Fine from civil citation per Title 7. |
| Possession of or use of drugs or alcohol, including being under the influence on school grounds. | Referral to Law enforcement; Administrator will contact family and schedule parent/guardian/ school meeting to discuss referral to | Referral to Law enforcement; Administrator will contact family and schedule parent/guardian/ school meeting to discuss referral to | Referral to Law enforcement; Administrator will contact family and schedule parent/guardian/ school meeting to discuss referral to |

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| | substance abuse counseling; 3 day OSS; Confiscation. | substance abuse counseling, screening and discuss program fitness; 5 day OSS; Confiscation. | substance abuse counseling, screening, and removal from the program; 10 day OSS; Confiscation. |
| Distribution of drug paraphernalia | Referral to Law enforcement; Administrator will contact family and partner high school and will schedule parent/guardian meeting;5 day OSS; Confiscation. | Referral to Law enforcement; Administrator will contact family and schedule parent/guardian/school meeting to review program fitness; 10 day OSS; Confiscation. | Referral to Law enforcement; Administrator will contact family and schedule parent/guardian/school meeting to discuss removal from program; Confiscation. |
| Possession w/intent to sell, buying or selling drugs/alcohol or conspiracy to buy/sell drugs, alcohol | Referral to Law enforcement; Administrator will contact family, partner high school, and refer to Superintendent for expulsion proceedings. | | |
| DRIVING | | | |
| <i>See also, Student Driving section, p. 9</i> | | | |
| | 1st Referral | 2nd Referral | 3rd Referral |
| Driving without permission | Warning | Instructor phone call to family, Administrator contact with partner high school and will schedule detention. | Instructor phone call to family, Administrator contact with partner high school and will schedule parent/guardian meeting to create a plan to correct behavior; Detention |
| Driving a passenger without | Warning | Instructor phone call to family, Administrator contact | Administrator contact with partner high school and will |

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| permission | | with partner high school and family, 1 week suspension of driving privileges | schedule parent/guardian meeting; 2 weeks suspension of driving privileges |
| Riding in a car without permission | Warning | Instructor phone call to family, Administrator contact with partner high school and schedule detention. | Administrator will contact family and schedule parent/guardian meeting to correct behavior; 2 detentions. |
| Traffic violation on campus (speeding, parking, etc.) | Administrator contact with family and partner high school, warning, and up to 3 days suspension of driving privileges. Police referral if appropriate | Administrator contact with family and partner high school; 2 week suspension of driving privileges, police referral if appropriate | Administrator contact with sending school and will schedule parent/guardian meeting to discuss loss of driving privileges for rest of year; Police referral. |

| SAFETY | | | |
|--|--|---|--|
| | 1st Referral | 2nd Referral | 3rd Referral |
| Leaving campus without permission | Plan to correct; Administrator will contact partner high school and family; if a student driver, potential one week suspension of driving privilege | Administrator will contact partner high school and schedule parent/guardian meeting; Detention; Potential two week suspension of driving privilege | Administrator will contact partner high school and schedule parent/guardian meeting to discuss potential for loss of driving privileges for rest of year |
| Deliberate unsafe conduct with potential for injury | Immediate removal from class. Administrator will call parent/guardian to pick up student, contact partner high school and schedule parent/Guardian/school re-entry meeting. 3 day OSS. | Immediate removal from class; Administrator will call parent/guardian to pick up student, contact partner high school and schedule parent/guardian/school reentry meeting and review possible removal from program; 5 day OSS | |

| EXPELLABLE BEHAVIOR | | | |
|--|--|---|--|
| | 1st Referral | 2nd Referral | 3rd Referral |
| Threat with or possession of a weapon (See Dangerous Weapons section, page 20.) | 10 days OSS & referral to Law enforcement & Superintendent for expulsion proceedings. Administrator will contact partner high school and will schedule parent/guardian/school meeting. | | |
| Willful disobedience to the authority of the school | Apology; Administrator will contact partner high school and schedule parent/guardian meeting; 1-2 day ISS/OSS (based on severity); Plan to correct | Apology; Administrator will contact partner high school and schedule parent/guardian/school meeting to review fitness to continue in program, make reentry plan, 3 days OSS | Apology; Administrator will contact partner high school and schedule parent/guardian/school meeting to review possible removal from program. |

STUDENT SUSPENSION

At the discretion of administration, detentions and in school suspensions (ISS) may occur at the partner high school or at PAHCC. Before determining consequences, PAHCC administrators attempt contact with partner high schools to determine previous behavior violations that may have resulted in referrals at those schools. Student behavior which 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 and cannot be tolerated according to *Policy JG: Student Discipline*. This document is intended to develop reasonable disciplinary procedures, to implement them in a fair and consistent manner, and to 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 partner high school. Out of school suspension from either is out of school suspension from both.
2. In-school suspensions will be utilized whenever possible to avoid having students miss school entirely. These are not necessarily reciprocal with the partner high

- school.
3. Students are responsible for class assignments and/or 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 normally cumulative and always will be done with the awareness of the parent or guardian.
 5. The following procedure will be followed for all students who are suspended:
 - a. A conference will be held with the student, and the parent will be informed of the conference as soon as possible.
 - b. The student will be allowed an opportunity to give his/her interpretation.
 - c. The student will be told the conditions of the suspension, including duration, dates involved, date of return, etc.
 - d. A student may appeal any suspension to the PAHCC Board.
 6. The PAHCC Board of Directors may expel a student, using the procedure defined by the sending school.

PAHCC RESPONSIBLE USE OF ELECTRONIC RESOURCES

The Patricia A. Hannaford Regional Technical School District 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.

The digital devices, networks, and software of the school district are to be used only for educational purposes and activities. All of the communications and information within the digital devices, networks, and software of the school district 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 on social networking websites and elsewhere online.
 - Refrains from distributing personally identifiable information about themselves and others.
- **Respects Others.**
 - Refrains from using technologies to bully, tease or harass other people.

- o Will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment.
- o Will also refrain from using another person's system account or password or from presenting themselves as another person.
- **Protects Oneself and Others.**
 - o Protects oneself and others by reporting abuse and not forwarding inappropriate materials and communications. Individuals are responsible at all times for the proper use of their account by not sharing their system account password.
- **Respects and Protects Intellectual Property.**
 - o Suitably cites any and all use of websites, books, media, etc.
 - o Requests to use the software and media others produce.
- **Respects and Protects Property.**
 - o Cares for the devices that are owned by the school.
 - o Immediately reports any damage to a teacher, technician, or an administrator.

Failure to abide by these expectations may result in disciplinary action, and in some cases, certain 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 useful tools in a learning environment for such functions as research, calculations, note-taking, etc. However, when cell phones pose a distraction to a student's ability to learn or, more seriously, a safety risk due to such distraction, their utility is outweighed. In all learning spaces, students are expected to use cell phones for the purposes of facilitating learning and *only* 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 with refusing a reasonable request.

The use of cell phones, cameras, and any other digital recording devices to record, videotape, or take pictures of students, faculty, and /or staff, without prior permission is prohibited.

Consequences for inappropriate or unauthorized cell phone or other personal electronic device use include:

1. Warning

2. Leaving the phone in the main office or in a secure location with the instructor for the next class period.
3. Additional infractions will result in longer periods of time that the phone needs to be turned in during class.
4. The phone or other device will not be allowed in the program for the rest of the term or school year.

TREATMENT OF STUDENTS

The 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

FERPA is a federal law designed to protect the confidentiality of student records. FERPA gives parents the right to inspect their child's education records, seek to amend records, and consent to disclosures of personally identifiable information. When the school administrator contacts a parent about the school district's response to a bullying incident, he/she may discuss information about an investigation and corrective action taken, but only to the extent that it may be done without disclosing information about any students other than the student subjected to the bullying. The entire policy outlining FERPA rights is on file in the main office.

LOCKER PROCEDURE

Lockers are available for the storage of books and clothing and are assigned to students by request made to the main office. A school locker is not a student's personal property. Any illegal item or items which 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, as well as possible referrals to law enforcement.

WEAPONS

Any student who brings a weapon to school shall 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 the PAHCC.

HARASSMENT POLICY

It is a violation for any person to harass another through offensive or discriminatory conduct or communications. In accordance with School Board Policy, PAHCC maintains a learning and working environment that is free from harassment. Any form of harassment on the basis of disability, marital status, national origin, race, religion, age, gender, gender identity or sexual orientation is prohibited.

Definitions

Harassment means an incident or incidents 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 has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources and/or creating an objectively intimidating, hostile or offensive environment.

Examples

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, or 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 which involves unwelcome sexual advances, requests for sexual favors, and 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 made 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 that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee. Complaints are immediately processed and reported to school administrators. Parents/guardians are also encouraged to notify advocates of allegations of harassment.

The PAHCC has designated the following persons responsible for handling harassment complaints:

Brenda Logee, School Counselor
(802) 382-1007
blogee@pahcc.org

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

Jay Stetzel, Assistant Director
(802)382-1001
jstetzel@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 which involve only students, within ten days.

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

the complaint involves school personnel, the Director shall inform the parents/guardians of all students involved, conduct a formal investigation, and report the outcome of such investigation within ten working days of receipt of the complaint.

Upon completing an investigation, and upon determining that harassment has been committed by an employee, 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 in order 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 shall complete a report of the actions for inclusion in the employee's personnel file.

If the student complainant, (the student or his/her parent/guardian), or the school personnel involved disagrees with the action to be taken, the Director/Superintendent will make his/her recommendations for action directly to the School Board for appropriate hearings and action.

If an adult files a complaint of harassment 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 that harassment has occurred, the administration will take appropriate action that 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 from school.

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 the situation has been resolved by such a meeting, 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.

Retaliation

Retaliation for reporting harassment or cooperating in an investigation of harassment is unlawful under 9 V.S.A., section 4502 (a) (5).

Other

In addition to, or as an alternative to filing a harassment complaint pursuant 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
(802) 828-2480 or (800) 416-2010

human.rights@state.vt.us

or

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

BULLYING POLICY

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

Definition

Bullying is any overt act or combination of such acts directed against a student by another student or group of students and which:

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.

Notice of Prohibition Against Bullying and Anti- Bullying Interventions

The Patricia A. Hannaford Regional Technical School District 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 Patricia A. Hannaford Regional Technical School District 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 Notifying Parents of Bullying Reports

To address bullying, the Patricia A. Hannaford Regional Technical School District:

1. Encourages students to report personally or anonymously to teachers and school administrators acts of bullying.
2. Encourages parents or guardians of students to file written reports of suspected bullying.
3. Requires teachers and other school staff who witness acts of bullying 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, school districts shall promptly continue with an investigation. The Director shall investigate any written reports.
5. As with any other disciplinary action, school staff are required to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying.
6. To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA, see below), requires school staff to notify the parent or guardian of a student who is a target of bullying 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.

The PAHCC has designated the following persons responsible for handling bullying complaints:

Brenda, Logee, School Counselor
(802) 382-1007
blogee@pahcc.org

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

Jay Stetzel, Assistant Director
(802)382-1001
jestetzel@pahcc.org

Data Gathering

The Patricia A. Hannaford Regional Technical School District delegates the responsibility of data collection to the Director. He/she shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and to make such data available to the Commissioner of the Vermont Department of Education and to the public.

HAZING POLICY

It is the policy of the Patricia A. Hannaford Regional Technical School District to provide safe, orderly, civil and positive learning environments. Hazing has no place at the PAHCC and will not be tolerated.

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 and includes such acts occurring on or off school grounds.

Examples

Examples of hazing include, but are not limited to: any type of physical brutality such as whipping, beating, striking, electrical shocks, placing a harmful substance on or in the body or any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of a student or any activity involving consumption of food, liquid, alcoholic beverage, drug or other substance that subjects a student to an unreasonable risk of harm, or any activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Reporting

A student who believes that they have been a victim of hazing, or who witnesses conduct that they believe might constitute hazing, should report the conduct to a designated employee, or to any other school employee. Complaints are immediately processed and reported to school administrators. Parents/guardians are also encouraged to notify advocates of allegations of hazing.

The PAHCC has designated the following persons responsible for handling hazing complaints:

Brenda Logee, School Counselor
(802) 382-1007
blogee@pahcc.org

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

Jay Stetzel, Assistant Director
(802)382-1001
jstetzel@pahcc.org

Action

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

Action taken may include a reprimand, written warning, detention, suspension from school and/or an associated co-curricular activity or organization, training, education or counseling, or recommendation to the School Board for expulsion. If the complaint involves school personnel, the Director shall inform the parents/guardians of all students involved, conduct a formal investigation, and report the outcome of such investigation 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, or other state law.

INSURANCE

The individual student is responsible for obtaining accident insurance. The PAHCC insures only itself against negligence in case of injury. Medical insurance can be obtained very reasonably through each high school. You are urged to participate in your school's student insurance plan. Accident insurance is provided to all enrolled students in unpaid school-sponsored work experience activities.

Adult Technical Education

Welcome to the Patricia A. Hannaford Career Center (PAHCC) in Middlebury, VT. Congratulations on your commitment to further your education! Whether it has been a few weeks or a few decades since you last went to school, this Handbook is intended to help you understand your rights and responsibilities as a student and to welcome you to our learning community.

ADMISSIONS PROCEDURE

With few exceptions, evening, post-secondary adult education programs are open admission. Exceptions are generally related to statute, such as CDL students must have a valid driver's license. Classes may post recommendations for minimum reading levels, proficiency levels, or prerequisites. These are for the success of our students and we strongly recommend that you adhere to these recommendations or the recommendation of the instructor. Adult classes are filled on a first-paid, first-served basis.

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

- Students under 10 are not permitted.
- Students under the age of 14 must be accompanied by a parent or guardian. Instructor will be consulted regarding appropriateness. May not attend lab-based classes.
- Students age 14-16 are permitted in non-lab classes with signed parental consent. Examples would be American Sign Language, computer classes, medical terminology.
- Students 16-18 are permitted in lab-based classes with signed parental consent. Examples would be LNA, welding, forklift, culinary.

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. Admission to secondary programming for those without a high school diploma is the same as for those enrolled in area high schools. Adult students with diplomas are admitted on a space-available basis with priority given to those without a diploma.

The Patricia A. Hannaford Career Center ensures equal employment and educational opportunities regardless of race, color, creed, gender, age, disability, national origin, or sexual orientation, in compliance with federal and state law. Any persons having inquiries concerning the PAHCC's compliance should contact the main office at 802-382-1012.

SUPPORT SERVICES

PAHCC intends to comply fully 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, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of PAHCC.

Guidelines for requesting accommodations under Section 504

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

1. It is the responsibility of the adult student to make PAHCC aware 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 the PAHCC as soon as possible, preferably four weeks prior to the beginning of the class.
4. The ADA Coordinator may deny the request for accommodation(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 him/herself or others, the accommodation(s) would give an unfair advantage over his/her 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 will not be able to attend class. Programs leading to completion exams, certification, or licensure may have minimum attendance requirements. Students who are not on track to meet these requirements may be asked to leave the program.

STUDENT DRIVING AND PARKING

Students may park for evening classes either 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 the age of 18 without express written consent from the legal guardian of that student.

STUDENT CONDUCT

- At PAHCC, as is true in any group, certain basic rules of good citizenship must be observed 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:
 - 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 for a period of time. Repeated occurrences will be reported to the Assistant Director of Adult Education who will meet with the student and instructor. Continued or egregious violations will be referred to the Superintendent for further action as warranted

including possible recommendation to the School Board for removal from the course or program.

CELL PHONES

We understand that cell phones are a part of our students' lives and often facilitate important communication with family members and employers. However, 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.

GRADING SYSTEM

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

SUBSTANCE USE

Tobacco use is prohibited on all school campuses, including parking lots, by state law. Use or possession of illegal drugs on school grounds is a violation of Federal law. Known violations of these regulations shall be reported to law enforcement.

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

WEAPONS

Any student who brings a weapon to school shall 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 the PAHCC.

INSTRUCTOR CONTACT

Often, adult education instructors are willing to share their personal contact information with students in order 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 extremely committed and generous with their time, and the ability to contact them should not be abused.