

THE PATRICIA A. HANNAFORD  
**CAREER CENTER**  
51 CHARLES AVE., MIDDLEBURY, VT 05753

# 2024 ANNUAL REPORT

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**Budget Informational Meeting**

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# 2024 Board Chair Annual Report

## OUR VISION

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

## OUR MISSION

The mission of the Patricia A. Hannaford Regional Technical School District is to 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 insuring equity for all participants.

To learn more about the Vision/Mission process, a link to our Vision & Mission development Summary can be found at <https://tinyurl.com/nsyeeevd>.

It is with great excitement and pride that I present to you the highlights of our progress and achievements over the past year. Our commitment to excellence, innovation, and collaboration has paved the way for a successful academic year.

To start our 2023-2024 school year, we are thrilled to introduce four exceptional individuals who joined our team this year: Dr. Nicole MacTavish, Superintendent & Director; Dr. Wendy Pratt, Assistant Director; Dr. Joy VerPlanck, Assistant Director of Adult Education & Curriculum Coordinator; and Becca Goulet, Business Manager.

Their dedication and expertise have brought a breath of fresh air to our district. What makes this even more remarkable is that our all-female leadership team stands out as an anomaly in the Career and Technical Education (CTE) world. We take great pride in breaking barriers and promoting diversity in education.

On behalf of the entire PAHCC School District, I extend my heartfelt gratitude to the incredible community that has always been our pillar of support. We would not have achieved our goals without your unwavering dedication. Your continuous support and community bond have allowed us to create an environment that fosters excellence and growth.

We are delighted to announce the revival of our Adult Education program. By bringing back Adult Ed, we open a world of opportunities for individuals in our community to learn and grow regardless of their age. We firmly believe that education has no boundaries and everyone deserves a chance to further their skills and knowledge.

Furthermore, after a temporary lapse due to construction, The Makery has once again opened its doors to our students. This state-of-the-art facility plays a vital role in nurturing creativity, innovation, and critical thinking. Its reopening has injected a renewed spirit of exploration and hands-on learning into our classrooms.

Our commitment to providing exceptional resources for our students has been further strengthened by the grants we have earned. We extend our sincerest appreciation to Collins Aerospace and the Leahy Grant for their generous support. These grants, for \$100,000 and \$550,000 respectively, have allowed us to enhance our manufacturing programs, providing our high school and adult students with valuable skills and experiences that will empower them in their future careers.

We are proud to announce that we have also been awarded the Electric Vehicle grant

through Governor Phil Scott's Emergency Education Relief (GEER) Fund. This grant will enable us to introduce cutting-edge technology and sustainable practices into our curriculum. By integrating electric vehicles into our programs, we aim to prepare our students for the future and instill in them a sense of environmental responsibility.

At PAHCC, collaboration is at the heart of everything we do. We firmly believe that by working together with our local boards, we can create a more supportive and inclusive educational environment for all students in Addison County. Our commitment to collaboration ensures that every student receives the guidance and resources they need to flourish academically and personally.

As we conclude this annual report, we take pride in our accomplishments over the past year. The passion, dedication, and commitment of the PAHCC School District's staff, students, and community have been instrumental in our success. We look forward to another remarkable year ahead, as we continue to foster innovation, inclusivity, and excellence in education. Together, we will build a brighter future for all.

Respectfully,



Kim Farnham, PAHCC Board Chair

## OUR BOARD

**Kim Farnham**  
*Board Chair*

**Steve Orzech**  
*Vice Chair*

**Kristina MacKulin**  
*Secretary*

**Tricia Allen**

**William Biederman**

**Nick Causton**

**Judd Markowski**

**Sharon Meacham**

**Dan Rossignol**

**Steve Rooney**

# Superintendent's Annual Report: January 2024

## **INTRODUCTION**

Welcome and greetings from the Patricia A. Hannaford Career Center (PAHCC). I am thrilled to present the 2024 annual report, showcasing the exceptional achievements and advancements made by our students, staff, and community throughout the year.

The 2023-2024 school year has already brought many changes to PAHCC. To start, PAHCC welcomed me, Dr. Nicole MacTavish, to the role of Superintendent. I come to PAHCC with 25 years of experience in public education and non-profit leadership, mostly in Washington, Idaho, and Oregon. In my most recent leadership adventure, however, I had oversight of the school system on Kwajalein Atoll in the Republic of the Marshall Islands, for the United States Army. Kwajalein Atoll is home to the Ronald Reagan Ballistic Missile Defense Test Site, and the military officers, scientists, and contractors who run the critical programs there live on the 6 square mile atoll with their families, in the middle of the Pacific Ocean.

After two years in a literal tropical paradise, it was time to return home to America, so that my son could enter high school. I could not be happier to have landed in the beautiful community of Middlebury and to have this opportunity to serve as the new Superintendent of PAHCC. The through line in my career has been my commitment to and excitement about, Career Technical Education (CTE). I love nothing more than to create and expand CTE opportunities for students, and to ignite fires, leading to students' future careers.

In addition to a new Superintendent, PAHCC welcomes two other new administrators, our new Assistant Director, Dr. Wendy Pratt, and our new Assistant Director for Adult Education and Curriculum, Dr. Joy VerPlanck. We also welcomed Ms. Rebecca Goulet as our new Business Manager, last February.

Dr. Pratt has worked as an educator for over 20 years and has held many leadership and administrative positions throughout her career. She has taught middle school through college-level students both in the classroom and online.

Dr. Pratt has lived in Vermont her whole life and loves small-town living. She dedicated many years of her life to community service while raising her two children with her

husband in Rochester. She now has two grandchildren (with a third on the way!) and lives in New Haven with her brother and her three chocolate labs.

Dr. VerPlanck joined PAHCC in October and brings 25 years of experience in learning and development in the public and private sectors. She is a former Military Police Captain with a background in designing and implementing military and law enforcement training, with a master's in organizational leadership and instructional design, and a doctorate in educational technology. She most recently led a team that developed new science-based curricula for adult learners in Fortune 100 and government sectors. She moved to Vermont from Michigan with her partner, David, who works at Middlebury College.

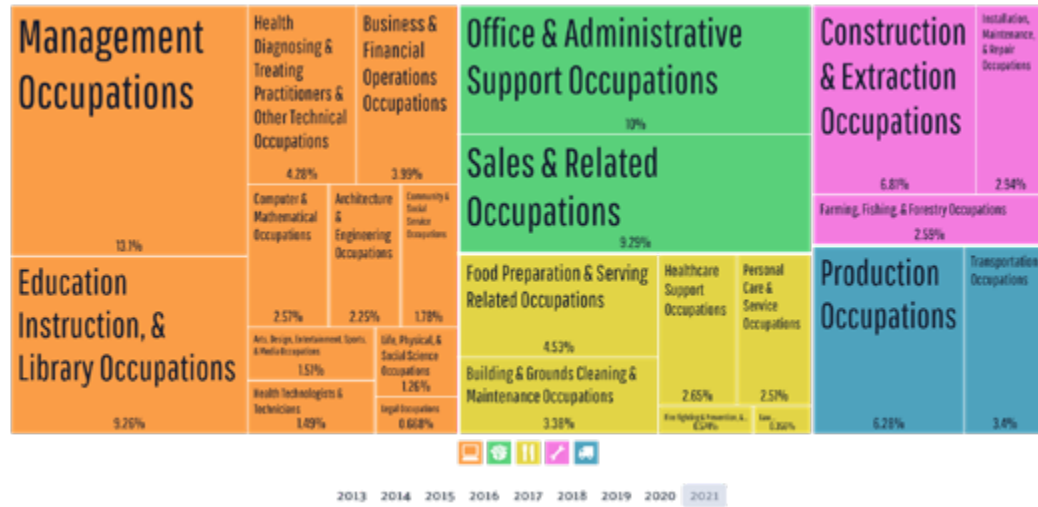
Ms. Goulet joined PAHCC last February. Her experience with school finance and operations spans 26 years, both in the K-12 structure at The Winooski School District and most recently in higher education at the University of Vermont as the business analyst for the Facility Management Department. She is a native Vermonter, having grown up in the Northeast Kingdom on a large dairy farm. Rebecca currently resides in Williston with her husband, Jerry, and is thankful to have their son, Henri living nearby in Colchester.

## **BACKGROUND INFORMATION ON DISTRICT**

PAHCC offers programming for both high school and adult students of Addison County in Vermont. The majority of our high school students come from Middlebury, Mount Abraham, and Vergennes. We also enroll students from private schools and high schools in the greater region (Otter Valley, Rochester), as well as home-schooled students. Our adult programming offers personal and career enrichment with flexible evening and weekend hours, as well as self-paced online options.

Addison County is a rural county, with about 37,500 residents. The County employs about 20,200 people. The largest industries are Educational Services, Health Care & Social Assistance, and Retail Trade. The highest-paying industries are Mining, Quarrying, and Oil & Gas Extraction; Utilities; and Professional, Scientific, & Technical Services.

The workforce distribution is shifting slightly here, and many of the programs that we offer are in fields that have a growing workforce or an increased need for skilled employees. The following is the distribution of the workforce in Addison County in 2021:



As we continue to work with multiple communities in our area, we are also coordinating with the Champlain Superintendents’ Association to create a common calendar amongst area schools. We are aiming to create a common school calendar across the region to mitigate scheduling conflicts felt by students, families, and staff.

**Enrollment Statistics**

Enrollment is currently at 355 students. Enrollment is officially counted as “Full-Time Equivalents” or FTE. Because many of our programs are half-day programs, it takes 2 or more students to count as 1 FTE. Therefore, when we report to the state, our enrollment is 135 FTE. This is slightly higher than last year, which was 131 FTE.

**FACILITY AND CAPITAL PROJECT**

Thanks to the voters of Addison County, we were able to pass a \$8.3 million bond to update and refresh our building, after 52 years of serving students. We replaced our roof and siding, added fire-safe doors, aligned with new ADA requirements, abated asbestos, and updated air handling systems, IT and electrical infrastructure, heating and cooling systems, lighting, and security. We also gave the entire campus a fresh coat of paint and updated aging cabinetry and flooring.

As part of the project, we also improved our energy efficiency, including upgrading to LED lighting and installing solar panels on top of the building. Our students now have a

safe, warm, wired, and inviting campus which we opened to the community in a ribbon-cutting ceremony at our Fall Open House in November.

At the Open House, we were able to show off the new construction projects, give tours, and have staff answer questions for everyone who came. Our next open house is fast approaching and will be held on February 1st. We are actively promoting the event and hope to get a steady stream of visitors to both the Main Campus and North Campus.

**BUDGET AND TUITION**

The annual budget of PAHCC is driven largely by student enrollment. Each student who enrolls in PAHCC brings with them tuition dollars paid by their sending school district.

In addition, we and other CTE centers receive financial support from the State of Vermont, and Federal Perkins funds to support students in CTE.

Revenue for CTE centers is calculated on a 6-semester rolling average basis. This means the data from three different school years impacts the revenue we receive in any given year. This can be good or bad, depending on whether enrollment is increasing, declining, or remaining relatively flat.

In our case, our enrollment is remaining relatively stable, with a slight upward trend.

In addition, our FY25 budget is impacted by a number of non-enrollment factors such as debt service, and increases in set costs such as insurance premiums and staff salaries.

Now that our renovation is complete, it is time to begin paying off the debt. A large portion, 15%, of our FY25 budget goes directly toward this debt service and will continue to do so for many years to come.

Additionally, we, along with all Vermont districts, are seeing a 16% increase in the health insurance premiums we pay to support our staff and their families, increased costs for risk management, and an overall increase in salaries as we try to keep salaries ahead of inflation.

As salaries and benefits constitute 67% of our FY25 budget, these increases correspond to budget increases from the FY24 budget.

The resulting proposed budget for FY25 is \$5,279,797. This is an increase of \$450,648 (9.33%) from FY24.

**WHAT ALUMNI ARE SAYING**

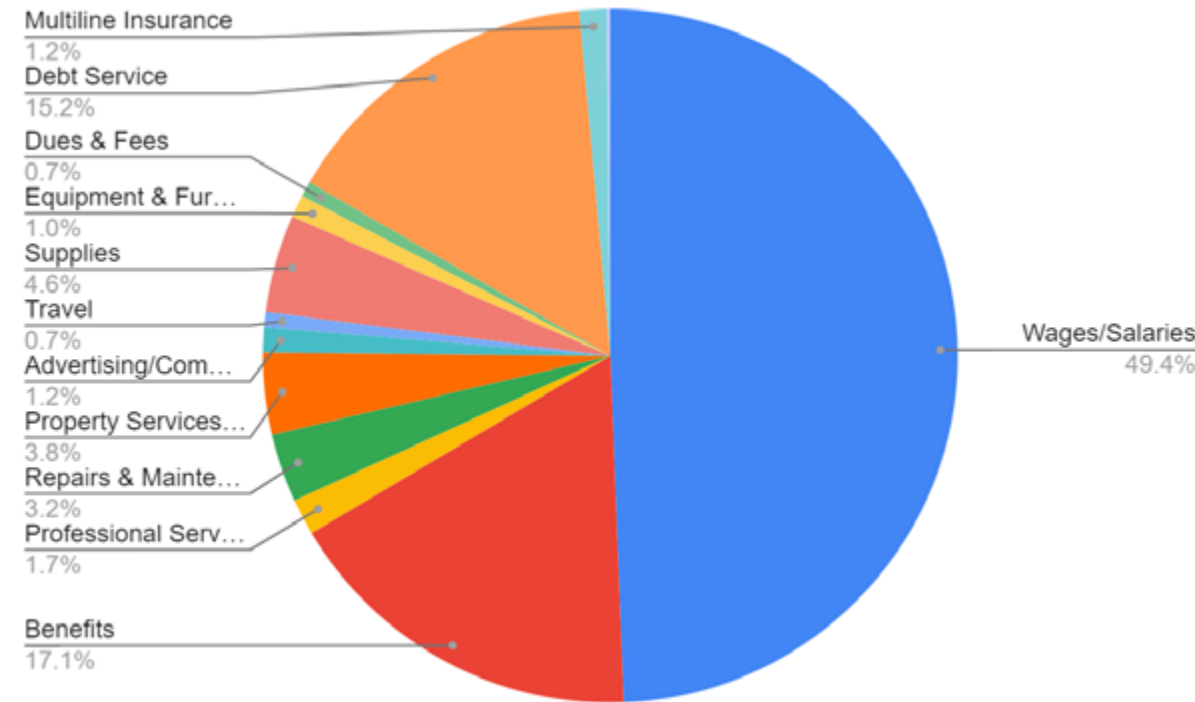
“The program I took influenced me to focus on graphic design as my career path and apply to art school for Communication Design, where I am at now.”

**WHAT ALUMNI ARE SAYING**

“It impacted my work as the Sustainable Agriculture program put you hands on with animals but it also pushed you to be independent and work/think for yourself. In life I still use many of the grass management grazing techniques and often refer back to some of my farm business management notes for ideas and techniques.”

This increased budget translates into increased tuition rates for our students. If enrollment does not increase, the tuition rate for the 2024-2025 school year is proposed to be \$31,936 per student. This is an increase of \$5,028 over the FY24 rates.

**HERE IS A GRAPHICAL REPRESENTATION OF THE**



**ACCREDITATION**

In October, we met with the Associate Director for Accreditation and School Improvement, for the New England Associate of Schools and Colleges (NEASC). NEASC is the accrediting body for the PAHCC school district. Accreditation is the process we go through as an educational institution by which our credits count toward graduation for a student.

This school year, we are undergoing our Five-Year Progress Report, which is a mid-cycle review of the full accreditation process that occurs every 10 years. This process requires us to submit student data and curricular evidence to the accreditation body, as well as showcase our programs and student outcomes, in order to maintain accreditation.

**CAREER TECHNICAL STUDENT ORGANIZATIONS: SKILLSUSA**

Career Technical Student Organizations (CTSOs) are an important component of our students' path to college and career readiness. We are excited to report that we now have an official PAHCC Chapter of SkillsUSA. SkillsUSA is the championed CTSO for skilled trades across the country.

We have already participated in Future Health Professionals (HOSA) and the National FFA Organization (FFA). Opening our own SkillsUSA chapter will allow all of our students and staff to benefit from a highly-recognized CTSO.

Student data across the nation show that SkillsUSA members, compared to non-CTSO members, achieve eight key benefits from CTE: feeling more excited about school; meeting potential employers; getting first-hand work experience; earning a license or certification; connecting school and the real world; understanding the work environment; feeling more excited about their chosen career; and increasing career clarity.

We also had a group of students qualify for the SkillsUSA National Competition this year. They attended the National Conference in Atlanta, Georgia over the summer. We had 3 students who placed in Nationals: Declan Anderson placed 5th in Construction, Margaret Orten placed 25th in Math, and Walter Schondube placed 30th in Diesel.

**NATIONAL FFA CONVENTION**

We currently have many of our students in the National FFA CTSO. In November, our FFA members attended the National FFA convention in Indianapolis, Indiana.

We had several students and recent grads win medals at the convention: Calvin Almeida and Rudolf Vorsteveld, and VUHS graduates McKenzie Bell and Isaiah Visser earned bronze for Vermont in the National Farm and Agribusiness Management competition. Gerrit Beenen, Megan LaFontaine, Zack Norris, and VUHS grad

**WHAT ALUMNI ARE SAYING**

*"This class helped me to understand that art work takes a long time, often times a lot of materials, and a lot of energy. Nothing is as easy as it looks. It also allowed me access to and instruction on so many different mediums! I got to try new things and begin to discover what I loved and what I didn't."*

**WHAT ALUMNI ARE SAYING**

*"Overall, I think my education at PAHCC benefitted me in many ways in communicating with a variety of people and understanding some of the struggles some individuals undergo. An added benefit was learning the different stages of development which now helps me to individualize home care recommendations to individuals based on their personal developmental levels."*

Spencer White earned bronze for Vermont in the National Agricultural Technology and Mechanical Systems Competition. Spencer White also earned silver individually. Recent PAHCC grad Malachi Sheldrick earned the silver for Vermont in the Dairy Handling Event.

## **THE GLASS ONION**

The Glass Onion, our Culinary Arts program's restaurant, was part of the capital project renovations this year. There were several cosmetic updates as well as new equipment, including a new dishwasher table. Opening day for The Glass Onion in November was a huge success.

This project allowed for a unique collaboration between multiple PAHCC programs. The Engineering & Architecture class conducted an architectural planning study for The Glass Onion and presented their design schemes. These included a package of architectural drawings and a scale model of the restaurant that can be used by the culinary students to experiment with different restaurant arrangements. Additionally, A.R.T. and Design & Illustration student, Evva Dikovitsky created the new logo for The Glass Onion.

The Glass Onion also provides ample opportunities for collaboration with community partners. Just recently, The Glass Onion welcomed 30 of the Age Well community members to a three-course plated lunch. In the same week, we presented Mary Hogan Preschool children with a fine dining lunch, followed by a hands-on culinary experience for the young students of decorating sugar cookies.

## **PAHCC TINY HOUSE**

Our Construction Technology class continues to work hard on the PAHCC tiny house. We are now in the home stretch and are applying the finishing touches. Some of the progress made this year has included: installing the interior vapor barrier and interior wood paneling; framing the sleeping loft; finishing the bathroom and plumbing; building the alternating tread staircase to the loft; and installing all the electrical.

The tiny house project has been another shining example of how our school can create strong community partnerships. Homes First VT is the grassroots, non-profit, all-volunteer client for the tiny house. They are a collaboration between individuals who

believe that housing is a basic human need and that our responsibility in being good neighbors is to do our best in helping to find secure housing for all members of our community.

Homes First has provided our students with internship opportunities, and their volunteers put in some of the work on the tiny house over the summer.

## **ADULT EDUCATION**

With the addition of Dr. Joy VerPlanck to our team, who is our Assistant Director for Adult Education, we are excited to announce that Adult Education is back! We have already had several courses fill up to capacity.

Current scheduled offerings include Certified Phlebotomy Technician (CPT), Licensed Nursing Assistant (LNA), Welding (intro and advanced), Small Engine Repair, Tractor Safety, CPR, CNC Wood Router, and more.

The new [Virtual PAHCC](#) is now live! This is a great resource for all of our students, high school and adult ed alike. This is also a source of revenue that helps support other adult education programming. The same grants and scholarships we use for in-person courses are available for Virtual PAHCC.

## **HIGHLIGHTS OF STUDENT AWARDS AND ACHIEVEMENTS**

We always love to highlight our students and graduates when they gain achievements! Some of the highlighted accomplishments and awards from this year include:

A.R.T. Student Award: Recent A.R.T. graduate, Lily James Roberts was awarded the Delano Nulty Award from Burlington's Lyric Theatre Company. The award includes a \$2000 scholarship. Lily James is pursuing a BFA in Dramatic Arts at The New School in NYC.

- Land Stewards Award: Natural Resource Management student, Cady Pitner, and Stewards Award presented by the Vermont Land Trust, along with a \$300 prize. This award recognizes outstanding high school students who are dedicated to agriculture and forestry.
- Addison County Fair and Field Days: This fall, Middlebury and Vergennes FFA Chapter officers and members won countless awards in various competitions. Current Sustainable Agriculture student, Elaina Sheldrick, along with recent

Sustainable Agriculture completer and Deep Roots Farm Summer Co-Manager, Malachi Sheldrick received an award with their Grand Champion Guernsey heifer, Luna. Additionally, our Culinary program's food booth grossed \$25,000 in sales.

- **Automotive Technology Chevy Bolt:** Our Auto Tech program purchased a Chevy Bolt as part of Governor Phil Scott's Emergency Education Relief (GEER) Fund, intended to invest in new and innovative programs sure to provide future employment opportunities. Governor Scott supports the idea of CTE centers piloting electric vehicle programs. We applied for funding to build such a program, and we were awarded \$200,000.
- **Brendon Cousino Med47 Foundation Scholarship:** Brendon Cousino was a graduate of Mount Abraham Union High School and the Hannaford Career Center in 2002. To honor Brendon's memory and his contribution to his community, and in appreciation for the education and training he received from the Hannaford Career Center, a \$1000 scholarship was established by his family through their foundation to support a career center student going into a skilled trade or a medical profession. This year, Medical Professions student Emma Deering won the award to attend our Adult Education Phlebotomy course.
- **Medical Professions students have earned top spots in statewide competitions for HOSA, the student group for future health professionals.** In the 2023 Spring statewide competitions Madison Cram won gold in Medical Terminology, Connor Raymond won bronze in Medical Terminology, Emma Brown won bronze in CPR/First Aid, and Jillian Nop won Bronze in CPR/First Aid.

## **COMMUNITY PARTNERSHIPS**

This year, we are continuing to create and strengthen community partnerships for our students and school community. Some of the partnerships we have been actively supporting this year include:

- **Addison County Parent Child Center:** The ACPCCC continues to support student learning in terms of the Human Services Program. For years now, HS students have worked under the thoughtful guidance of highly skilled and experienced mentors who model a therapeutic approach to child care. The ACPCCC experience is especially rich given the close work they do with families; working effectively with families is critical if one is to optimize development among our county's

youngest members!

- **Addison County Economic Development Council:** PAHCC currently works with the ACEDC with several funding opportunities to support our students. They have a special interest in The Makery, Department of Labor Grant opportunities, and the current \$100K grant with Collins Aerospace, as well as the current \$550K grant from Senator Leahy's office.
- **Addison County Home Health and Hospice:** PAHCC presented Addison County Home Health and Hospice with a certification of appreciation this year. This partnership continues to remain an excellent way for our secondary and adult students to become involved in community-based professional home care services.
- **Allegiance Trucks:** Current Diesel Tech student, Mattison Tierney had an apprenticeship over the summer with Allegiance. Also, 2023 Diesel Tech completer Hunter Collins recently started an internship in their Colchester shop. Allegiance Trucks was also one of the employers attending a Safety Night event with Auto and Diesel students in the fall.
- **Aubuchon Hardware:** Our FFA students grow plants that Aubuchon then sells in the spring plant sale. This allows our plants to reach a far wider audience than we would be able to alone. This year our students earned over \$8,000 through this partnership.
- **Champlain Valley Farmer Coalition:** PAHCC is working with the Coalition on a grant that funds opportunities for students to gain work experience working at local farms. This is a great opportunity for students entering the farming professions to have placements.
- **Collins Aerospace:** We have a \$100,000 grant together with Collins Aerospace to design a pathway for training high school students and adult learners to enter the field of high-tech manufacturing.
- **Community College of Vermont (CCV):** We are currently collaborating with CCV around Advanced Manufacturing and increasing partnership through Fast Forward and Concurrent Enrollment. CCV is launching new programming and professional certificate options in Advanced Manufacturing and hopes to partner with us to produce a more skilled manufacturing workforce in Addison County.
- **Hillside Precision and Champlain Precision:** These local contract manufacturers



- in the Precision Machining industry are contributors to finding new avenues to bring students into the field of manufacturing.
- Hazelett Strip Casting in Colchester: Hazelett has donated materials and a variety of inserted cutters and facemills for our students to learn with.
- Homeward Bound: Homeward Bound, a community-centered animal shelter in Middlebury, has invited Medical Professions students to observe surgeries, to help students understand the complexities of helping animals through professional and compassionate care.
- Mary Hogan School: Mary Hogan continues to be one of our stronger partners for our Human Services students. Through this partnership, PAHCC students are developing a strong foundation of skills related to guiding children's behavior and getting hands-on experience in the field.
- Mechanical Advantage: This is a high-tech precision manufacturer creating mostly medical specialized parts, utilizing Haas machining tools. We partner with Mechanical Advantage for the Makery, student apprenticeships, and high-tech manufacturing in general. They have a recent PAHCC grad working there, and they continue to partner with us in bringing more students into the field.
- Middlebury Community Television (MCTV): We are currently working with MCTV on how PAHCC students can become involved in their studio through volunteering and internship opportunities. We are also working on strengthening this partnership around advanced manufacturing and teacher preparation.
- Middlebury Teen Center: This partnership is important as we can cultivate relationships with these youth to recruit to our programs. One trip the Teen Center used our vans for this year was to take 14 teens camping at Dunbury State Park.
- Otter Creek Child Center: Otter Creek Child Center continues to support the learning of our Human Services students. This year, they are hosting a PAHCC student in their preschool, to learn all about teaching and learning with our smallest community members.
- Porter Medical: PAHCC works with Porter through our healthcare professions program and our adult education program. We partner together to increase the pipeline of nurses entering and staying in the profession.

- Rainbow Pediatrics: Rainbow Pediatrics is a pediatrician's office in Middlebury offering medical and behavioral care to youth aged 0-24. We recently received confirmation that our Medical Professions students will be able to conduct job shadows there.
- Vermont State University (VTSU): We are continuing to work with VTSU while they are undergoing many changes at the state level. We currently partner with VTSU in several of these areas, most notably in our Sustainable Agriculture program where we offer students college credit. We are also working with them to improve the Career & Technical Teacher Preparation Program (CTTEP), which they are contracted to implement.
- Vermont Nursery & Landscape Association/Green Works: PAHCC Sustainable Agriculture students are among a wide range of volunteers who assist VNLA members in building a 15,000-square-foot indoor-themed landscape display at the Champlain Valley Expo. The March 2023 show theme was based on an adaptation of Winnie the Pooh's 100 Acre Wood by A.A. Milne. We are looking forward to joining the festivities again in March 2025.
- Women of Wisdom: We've recently strengthened our partnership with this Vergennes-based charity, often known by their storefront name, Sweet Charity. They not only provide tuition assistance and help students with class incidentals like money for gas and childcare, but they also provide mentorship to keep students motivated to stay on track.

A heartfelt thanks to the 51 businesses who hosted co-op students in 2023:

7 South Sandwich Shop	Champlain Precision
Addison County Commission Sales	Champlain Valley Equipment
Addison County Home Health and Hospice	Cornerstone Solutions LLC
Addison County Parent Child Center	County Tire
Allandra Farm	Cutting Hill Beef
Boras Welding and Repair	Cyclewise
Bristol Animal Hospital	Driven Transport
Bristol Rescue	Eastview Electric
	Fairytale Farm

GHR Recycling	PC Construction
Goodro Lumber	Pete's Tire Barn
Green Mountain Electric Supply	Phoenix Feeds and Nutrition
Green Mountain Avionics	Pike Industries
Iron Threads	Porter Medical Center
LaRose Surveys PC	Rail View Farm
Magic Brush/Gallo Enterprises	Rougier Brothers Partnership
Mary Hogan School	Richville Farms
Mary Johnson Children's Center	RPM, Inc.
Mechanical Advantage	Sheldon Museum
Middlebury College	Shepard Maple Products
Middlebury Inn	Shiretown Marketplace
Milton CAT	Silver Maple Construction
Middlebury Regional EMS	Stark Mountain Woodworking
Myers Electric	Tailfeather Farm
Panton Town	The Residence at Otter Creek
Patch Electric	Town Hall Theater

**CONCLUSION**

We express our heartfelt gratitude for the unwavering dedication and collective efforts of the Patricia A. Hannaford Career Center's school community. The students', families', community's, and board's commitment to excellence has made a significant impact on the success and growth of our students, and we are immensely thankful for your continuous support.

Warning:  
February 27, 2024 & March 5, 2024

**PATRICIA A. HANNAFORD REGIONAL TECHNICAL SCHOOL DISTRICT  
ANNUAL MEETING FEBRUARY 27, 2024 & MARCH 5, 2024**

Member Towns: Addison, Bridport, Bristol, Cornwall, Ferrisburgh, Middlebury, Monkton, New Haven, Panton, Ripton, Salisbury, Shoreham, Starksboro, Vergennes, Waltham, and Weybridge.

The legal voters of the Patricia A. Hannaford Regional Technical School District are hereby warned to meet at the Patricia A. Hannaford Regional Technical School District, Middlebury, Vermont in said district on February 27, 2024 at 5:00 P.M., to transact and vote on the following business:

**ARTICLE 1:** To elect the following officers:  
a) Moderator b) Treasurer c) Clerk

**ARTICLE 2:** To hear and act upon the reports of the Treasurer and Auditors of the District.

**ARTICLE 3:** To determine if the voters of said District will vote to authorize its Board of Directors to borrow money, pending receipt of payment from member districts, by the issuance of its notes or orders payable not later than one year from date for the purpose of paying the sum approved by the voters.

**ARTICLE 4:** To see if the voters of said District will vote to authorize its Board of Directors to allocate its FY23 fund balance as follows: One Hundred and Thirty Thousand Dollars (\$130,000) of the school district's fund balance as revenue for the 2024-2025 operating budget.

**ARTICLE 5:** To do any other business proper to come before said meeting.

**A Public Information Hearing will take place immediately following Article 5, to discuss Article 6 (Proposed Budget) The meeting will be recessed until March 5, 2024 on which date member district voters are further warned to vote on the article listed below by Australian ballot at their respective polling places:**

**ARTICLE 6:** Shall the voters of the Patricia A. Hannaford Regional Technical School District approve the school board to expend \$5,279,797 which is the amount the school board has determined to be necessary for the ensuing fiscal year? This budget represents a 9.33% increase over expenses for the current year. It is estimated that this proposed budget, if approved, will result in education spending at the Patricia A. Hannaford Career Center to be \$31,936 per full-time equivalent student on a 6-semester trailing average. This projected spending per full-time equivalent student is 18.67% higher than spending for the current year.

Dated this 18th day of January, 2024 at Middlebury, Vermont.

Kim Farnham, *Board Chair*  
PAHRTSD

## Proposed Fiscal Year 2025 Budget by Program

Program	Proposed FY '25 Budget
Long Term Debt	\$ 799,177.00
General /Instruction Programing	\$ 118,250
Technical Communications	\$ 30,054
Introduction to STEM	\$ 39,475
Sustainable Agriculture	\$ 136,506
Human Services	\$ 130,311
Medical Professions	\$ 129,133
Auto Technology	\$ 145,548
Construction Technology	\$ 67,961
Architecture & Engineering	\$ 73,883
Foundations of Engineering/Stem	\$ 131,979
Industrial Desing & Fabrication	\$ 50,060
Culinary	\$ 96,653
Repertory Theater	\$ 102,549
Coop Op	\$ 64,915
Extra Curricular	\$ 40,628
Consuling Services	\$ 119,182
Nursing Services	\$ 12,000
IT	\$ 216,543
Board of Directors	\$ 146,612
Treasurer	\$ 2,603
Director's Office	\$ 360,846
Assistant Director's Office	\$ 174,343
Marketing	\$ 15,750
Business Office	\$ 227,213
Short Term Interest	\$ 5,000

### WHAT ALUMNI ARE SAYING

“The program I took influenced me to focus on graphic design as my career path and apply to art school for Communication Design, where I am at now.”

### WHAT ALUMNI ARE SAYING

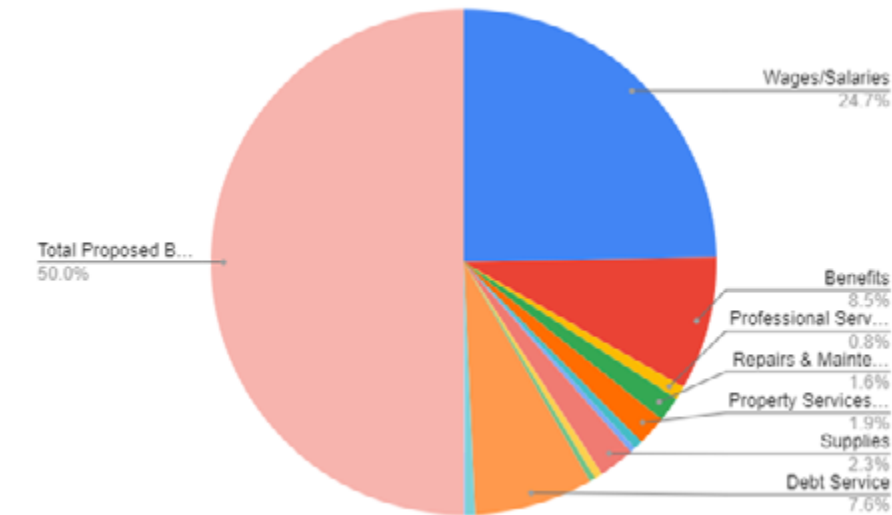
“It impacted my work as the Sustainable Agriculture program put you hands on with animals but it also pushed you to be independent and work/think for yourself. In life I still use many of the grass management grazing techniques and often refer back to some of my farm business management notes for ideas and techniques.”

## WHAT ALUMNI ARE SAYING

“ This class helped me to understand that art work takes a long time, often times a lot of materials, and a lot of energy. Nothing is as easy as it looks. It also allowed me access to and instruction on so many different mediums! I got to try new things and begin to discover what I loved and what I didn't. ”

Program	Proposed FY 25 Budget
Operations & Maintenance	\$ 656,695
Transporation	\$ 32,250
Office of the Registrar	\$ 87,704
Grants Management	\$ 21,697
Outreach	\$ 88,493
<b>Total FY 25 Proposed Budget</b>	<b>\$ 5,279,797</b>

## Proposed Fiscal Year 2025 Budget by Object



Description	Proposed Budget	% of Budget
Wages/Salaries	\$2,607,562.00	49.39%
Benefits	\$901,753.00	17.08%
Professional Services	\$89,350.00	1.69%
Repairs & Maintenance	\$168,352.00	3.19%
Property Services& Utilites	\$201,632.00	3.82%
Advertising/Communcations	\$61,340.00	1.16%
Travel	\$36,755.00	0.70%
Supplies	\$240,729.00	4.56%
Equipment & Furniture	\$55,000.00	1.04%
Dues & Fees	\$37,338.00	0.71%
Debt Service	\$804,177.00	15.23%
Misc	\$10,000.00	0.19%
<b>Total Proposed Budget</b>	<b>\$5,279,797.00</b>	<b>100%</b>

## WHAT ALUMNI ARE SAYING

“ Overall, I think my education at PAHCC benefitted me in many ways in communicating with a variety of people and understanding some of the struggles some individuals undergo. An added benefit was learning the different stages of development which now helps me to individualize home care recommendations to individuals based on their personal developmental levels.”

<b>Description</b>	<b>FY 25 Proposed Reveune</b>
Tuiton Assessments	\$2,788,196
Interest Earnings	\$2,500
Fund Balance Transfer	\$130,000
State Based Education Payment	\$1,540,412
Tuiton Assistance Grant	\$619,689
Transporation Reimbursement	\$12,000
Co-op Ed Salary Support	\$19,000
Guidence Salary Support	\$51,000
Director Salary Support	\$75,000
Miscellaneous Income	\$10,000
Facility Rental Income	\$12,000
Indirect Rate Reimbursment	\$20,000
<b>Total Reveune</b>	<b>\$5,279,797</b>

## Faculty and Staff

Micheal Adaman	<i>Special Needs Coordinator</i>
Patrice Alexander	<i>Executive Administrative Assistant</i>
Jennifer Baker	<i>Medical Professions Instructor</i>
Daniel Callahan	<i>IT Coordinator</i>
Nicholas Cantrick	<i>Construction Technology Instructor</i>
Carl Crawford	<i>Pre-Technical STEM Instructor</i>
Julie Clark	<i>Teaching Assistant</i>
Gretchen Cotell	<i>Diesel Instructor</i>
Ultima Danforth	<i>Human Services Instructor</i>
Rebecca Goulet	<i>Director of Business Management &amp; Finance</i>
Katherine Hill	<i>Engineering &amp; Architecture Instructor</i>
Jillian Huizenga	<i>Culinary Instructor</i>
Fredrick Jimmo	<i>Custodian</i>
Candace Jones	<i>Finance Assistant</i>
Eslie Jones	<i>Automotive Technology Instructor</i>
Eric Kennison	<i>Custodian</i>
Dr. Nicole MacTavish	<i>Superintendent/Director</i>
David Mills	<i>Teaching Assistant</i>
Kelly Mills	<i>Sustainable Agriculture Instructor</i>
Dr. Wendy Pratt	<i>Assistant Director</i>
Allen Pulsifer	<i>Facilities Supervisor</i>
Lisa Rader	<i>Design &amp; Illustration/Visual Communications Instructor</i>
Alyssa Rittendale	<i>Instructional Support Assistant</i>
Micheal Eric Reid-St. John	<i>Addison RepertoryTheater Instructor</i>
Leonard Schmidt	<i>Cooperative Education Coordinator</i>

John Seguin	<i>Custodian</i>
Robert Hayden Thomsen	<i>Mechanical Science Instructor</i>
Aaron Townsend	<i>Natural Resources Management /Introduction to Agricultural Instructor</i>
Kyle Trudo	<i>Industrial Design &amp; Fabrication/ Introduction to STEM Instructor</i>
Bill Van De Weert	<i>Pre-Technical Agriculture Instructor</i>
Dr. Joy VerPlanck	<i>Assistant Director of Adult Education &amp; Curriculum Coordinator</i>
Gillian Zieger	<i>Technical Communications</i>

## Course Descriptions for 2024–2025

Career and Technical Programs (designed for 11th and 12th grade students)  
(Please see grade level Entrance Proficiency Expectations.)

### Agriculture Academy Programs

#### **DIESEL POWER TECHNOLOGY**

This two-year program, located on the north campus, covers diesel engines, fuel systems, preventive maintenance, electrical/electronics, hydraulics, and power trains on agricultural and medium/heavy duty diesel equipment and trucks. Students learn skills needed for the field as an entry-level agricultural or truck technician. Other topics covered: equipment set-up, precision measuring and tools, adjustment and maintenance, and customer relations. Job shadows are an integral component of the program. Leadership training through FFA and SKILLS USA is part of the course as well as the possibility of participating in the competitions. Students are encouraged to bring in equipment/trucks for repairs. Cooperative work placements may be available for qualified students. Collaboration, safety, attendance, patience, and a positive work ethic are required skills. Students will complete a career portfolio during the two-year program which will assist them in employability and/or post-secondary education.

**Credentials:** Entry-Level ASE Certifications in Medium/Heavy Truck

**Prerequisites:** Mechanical Science is encouraged. Proficiency in fractions, decimals, and reading a ruler. Students will be using precision measuring tools. Proficient reading and writing skills are also expected.

**Credits:** 6 credits (1 science, 5 electives) upon completion of the two-year program. Qualifying students can earn up to 4 college credits from Vermont State University in Vehicle Electronics (DSL 1040).

## Natural Resource Management

### Two-Year Revolving Program

#### **FOREST SCIENCE (2024-2025 - ALTERNATING YEARS)**

Students learn how forest ecosystems play an essential role in the preservation of biodiversity, mitigate the effects of climate change, and learn how to manage forests as resources for the economies of today and future generations. Harvesting trees, skidding logs, operating a sawmill, producing maple syrup, and developing forest management plans are all cornerstones of the curriculum that encourages students to step beyond their comfort zones.

#### **LAND USE AND WILDLIFE CONSERVATION (2025-2026 - ALTERNATING YEARS)**

Students study the relationships between water quality, soil science, and wildlife conservation efforts. They learn how to operate heavy equipment, utilize GIS mapping software, and work closely with industry professionals to design and execute comprehensive projects for wildlife restoration and agricultural activities.

**Credentials:** Qualifying students may earn credentials through the Vermont Center for Geographic Information (VCGI), OSHA 10, and NCCER that can lead to employment in high demand and high wage jobs throughout Vermont. Participation in FFA ([ffa.org](http://ffa.org)) with students in other agriculture programs is part of the NRM program.

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, successful completion of Introduction to Agricultural Sciences or another high school science course, strong critical reading skills, and an interest in field work.

**Credits:** 6 credits (1 math, 1 science, 4 electives) upon completion of the two-year program. Qualifying students who complete Forest Science may earn 3 college credits in Burls to Boards (AGR 1061) from Vermont State University. Qualifying students may earn college credits from Paul Smith's College, Vermont State University and/or the University of Maine.

#### **SUSTAINABLE AGRICULTURE**

This two-year revolving program provides students with the skills and knowledge to pursue careers and college studies related to today's northeastern diversified agriculture setting. Students assist in the operation of the PAHCC Deep Roots farm and the Garden Patch greenhouse. Visits to local farms and agricultural businesses help develop an understanding of this important economic sector in our community. Participation in the FFA ([ffa.org](http://ffa.org)) organization ([ffa.org](http://ffa.org)) is an integral part of this course.

#### **LIVESTOCK ANATOMY/PHYSIOLOGY AND SOIL/WATER/NUTRIENT MANAGEMENT (2024-2025 - ALTERNATING YEARS)**

Tractor and Farm Safety, Soil/Water/Nutrient Management, Anatomy/Physiology of Livestock Digestion, Reproduction, Lactation; Livestock Nutrition/Feeds and Feeding, Dairy Products, Meat Goat Production, Greenhouse Production & Management, Employment Skills, FFA.

#### **NORTHEAST LIVESTOCK PRODUCTION AND SUSTAINABLE DIVERSIFIED AGRICULTURE (2025-2026 - ALTERNATING YEARS)**

Animal Behavior/Welfare, Meat Science, Ecology of Agriculture, Organic and Conventional Farming Practices, Livestock Evaluation, Greenhouse Production & Management, Poultry Production, Employment Skills, FFA.

**Credentials:** Greenhouse Worker Protection Standards.

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, successful completion of Introduction to Agricultural Sciences or a life sciences course and another science course and strong critical reading skills.

**Credits:** 6 credits (2 science, 4 electives) upon completion of the two-year program.

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### INTRODUCTION TO AGRICULTURAL SCIENCES

**(Pre-Technical Foundation program available to 9-12th grades. Meets prerequisite for Sustainable Agriculture and Natural Resource Management.)**

This is a year-long course, meeting on alternating days, where students learn about plant and animal sciences, including forestry, food production, livestock management, and soil/water conservation practices. Students will participate in the operation of the “Deep Roots Farm” and the “HCC Sugarworks” facilities, where a deep understanding of food production and land management practices will be developed. Although emphasis is placed on field work, students are required to apply critical reading and writing skills throughout the curriculum as well as foundational principles of science and math.

Students will have the opportunity to participate in the FFA Horse/Dairy Judging Career Development Event. Leadership training through FFA ([ffa.org](http://ffa.org)) is an integral part of this course. Students will have the opportunity to be an FFA officer and learn how to run meetings and develop public speaking skills.

**Prerequisite:** Entrance Proficiency Expectations and expectation in reading: I can independently read informational text for understanding and apply it in a lab setting.

**Credits:** 120-minute class: 1 science, .5 elective. 80-minute class: .5 science, .5 elective.

## Arts & Humanities Academy Programs

### ADDISON REPERTORY THEATER (A.R.T.)

Take a role in this student-run theater company! Members are responsible for all aspects of production: technical, management, performance, research, and writing. Under the guidance of theater professionals and visiting artists, students produce a full year of shows for presentation in schools and venues throughout the county (typical years include two shows in the fall, one in the winter, and one in the spring). The English portion of A.R.T. explores classical and modern dramaturgical literature, as well as related fiction and non-fiction writings. Students are required to write journals, plays, and non-fiction, conduct research, and complete a professional portfolio.

### STAGE TECHNOLOGY/TECHNICAL THEATER

Students explore costuming, special effects makeup, lighting, sound, and scenic design and construction. Students in the second year program assume leadership roles and focus on a capstone project in one area of design/production.

### PERFORMANCE

Students explore auditioning for the stage and screen, career paths in performance, and a variety of acting techniques, with attention paid to movement, voice, and improvisation. Second year students take on leadership roles and complete a capstone project in performance, direction, or theater education.

**Credentials:** Vermont Arts Portfolio - Theatre Arts

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, successful completion of two English courses, submission of A.R.T. program application and a meeting with the program instructor. Students must agree to participate in three productions held after school hours (one in the fall, two in the spring).

**Credits:** 3 credits per year (.5 fine arts, 1 English and 1.5 elective). Qualifying students can earn 3 college credits in Effective Public Speaking (ENG1070) from CCV and may be eligible for membership in either the United States Institute of Theatre Technology or the International Thespians Society.

Students wishing to continue for a second year may enroll in Level II of A.R.T. with instructor recommendation.

### DESIGN & ILLUSTRATION

Are you interested in art, graphic design, or computer art technologies? Spend a year (or two!) exploring physical and virtual art materials and processes. Each D & I student receives an individual Adobe Creative Cloud account with access to the latest software such as Photoshop and Illustrator. A wide range of art materials from spray paint to digital drawing tablets are investigated. Students are encouraged to pursue their own artistic styles on their way to solving real design problems. Each student produces both a physical and digital art portfolio that can be used with applications to colleges, internships, entry level jobs, or gap year opportunities. In this year-long course, emphasis is placed on learning the creative process and exploring personal expression.



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For more information and examples of past projects, visit:

<https://sites.google.com/pahcc.org/d-i/>.

**Credentials:** Vermont Arts Portfolio - Graphic Design/Illustration

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, including a basic art or drawing class or Visual Communications (See below). An interest in and comfort with art and computers is a must.

**Credits:** 3 credits (1 Fine Art, 2 Electives). VUHS students can receive .5 technology credit as part of the 3 credits. Qualifying students can earn 3 college credits in Two-Dimensional Design (ART-1060) through Community College of Vermont.

Second year of D & I acceptance is contingent upon:

1. Space availability. If there are open seats in the program by August 1st, seats will be offered to second year students.
2. Grades. Students must have a 2.5 in both Academic Mastery and Habits of Work in their first year of Design & Illustration to advance to a second year in D & I.
3. Application Supplements. Students must submit 5-8 images of their best work with their application, along with a 3-5 sentence statement indicating why and how they would like to advance their studies in Design & Illustration.

### TECHNICAL COMMUNICATIONS **NEW OFFERING**

Technical Communications is an English class which counts toward a student's required 4 credits of English for graduation. Course topics will be personalized based on student's CTE Career Pathway and will ensure student proficiency in required English standards. Students work will focus on career specific topics and preparation for a career path in a technical trade.

Technical students in grades 11 & 12 are eligible to take this class if taking a CTE course at the Hannaford Center does not allow room in the student's schedule to take an English class at their home school. This course may be repeated for credit.

**Prerequisites:** Students must be in 11th or 12th grade and must be taking a Technical Course at the Patricia A. Hannaford Center.

**Credits:** 1 English credit.

### VISUAL COMMUNICATIONS

**(Pre-Technical Foundation program which meets the prerequisite for Design and Illustration, available for grades 9 - 12.)**

VisCom is a year-long course, meeting on alternating days, where students learn how to communicate through creating eye-catching visuals. They learn the fundamentals of art and graphic design, as well as some basic approaches for communicating through the media arts. They use traditional art materials in combination with the latest computer art technologies, including: Adobe Photoshop, Adobe Illustrator, apps, and digital drawing tablets.

Emphasis is placed on learning how to be expressive and creative through experimentation. Careers in the arts are explored and investigated. For more information and examples of past projects, visit: <https://sites.google.com/pahcc.org/viscom/>.

**Desirable Qualifications:** Interest in art, comfortable with computers, willingness to try new things, interest in digital and new technologies, creative spirit. Also see Entrance Proficiency Expectations for Grades 9-10.

**Credits:** 120-minute class: 1 fine art, .5 elective. 80-minute class: .5 fine art, .5 elective.

## STEM Academy Programs

### AUTOMOTIVE TECHNOLOGY

Located at north campus, students in Automotive Technology gain experience in the day-to-day operations of a working auto repair shop with real customers in conjunction with a systems-based classroom component. The content is broken into the following courses:

#### YEAR ONE

##### AUTOMOTIVE TECHNOLOGY 101: INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

- Careers in the Automotive Service Industry
- Shop, Tool, and Industry Safety
- Automotive Tools and Equipment: (Welding, Cutting, Automotive Specialty Tools)
- General Vehicle Maintenance (Oil Change Service, Multi-Point Inspections, and Tires)
- Basic Electronics
- Engine Cooling Systems
- Internal Combustion Engine Operation and Diagnosis
- Automotive Technology 102: Science of Automotive Ride and Brake Performance
- Brakes (Disc, Drum, Hydraulics, ABS)
- Steering
- Suspension
- Power Train and Drive Axles
- Alignments

#### YEAR TWO

##### AUTOMOTIVE TECHNOLOGY 103: AUTOMOTIVE ELECTRONICS

- Vehicle Electronics (Vermont Technical College dual enrollment)
- Hybrids and Electric Vehicles (EV)
- ASE Testing (Review & Certification)

##### AUTOMOTIVE TECHNOLOGY 104: SCIENCE OF THE INTERNAL COMBUSTION ENGINE

- Air Condition MAC 609 Certification
- Engine Performance (Air Induction, Fuel Systems, Ignition Systems, Combustion)
- Emissions (EVAP, Sec Air)
- Vermont State Inspection Certification
- ASE Testing (Review & Certification)

Credentials: Student Automotive ASE Certifications

Prerequisites: Auto 101: Entrance Proficiency Expectations, equivalency of 10 credits on transcript. Proficiency in algebra and geometry concepts. Auto 102, 103, 104: Successful completion of Auto 101

Credits: 1 science, 5 electives for completion of all four courses. Qualifying students can earn 4 college credits from VTC in Vehicle Electronics (GTS 1120).

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## Construction Technology

### CONSTRUCTION TECHNOLOGY I

The mission of Construction Technology I is to teach students academic, technical, and transferable skills within the construction trades industry, preparing students for multiple career and post-secondary educational opportunities. This year-long course introduces students to the construction trades industry through dynamic projects and real world applications. Major topics begin with jobsite, shop, and industry safety and credentialing, hand and power tool use, familiarization with building materials

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and their application, and introductions to residential building. The basics of residential carpentry and construction covers framing and wall systems, floor and roof construction, exterior finishing and interior detailing. Basic introductions to plumbing and electrical, fine woodworking techniques and the CNC wood router are covered. Major assignments and projects include: shop/workstation improvements, building of sheds and outbuildings, fine furniture fabrication, and a final culminating project of construction of a mock kitchen and bathroom.

### CONSTRUCTION TECHNOLOGY II

The mission of Construction Technology II is to advance students' academic, technical, and transferable skills within the construction trades industry, preparing the student for multiple career, post-secondary, and future educational opportunities. Major topics include: introduction to basic construction drawings, site layout and foundations, advanced carpentry and trades accreditation, fine carpentry such as cabinet making, practical applications of electrical, plumbing, and hvac trades as well as window and door installation. This course is centered around a seminal project of building a Tiny House. This project takes the student from start to finish on a residential construction project that simulates a real world jobsite from advanced building and design to finishing stages of a small modular home. Beyond this project, there is a high emphasis on cooperative learning placement and experiential learning. This course strongly encourages students to explore working opportunities and actively supports independent inquiry. There is an active emphasis on post-secondary opportunities with local employers as well as training towards the SkillsUSA competition.

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript. Demonstrated proficiency in the use of ratio and rate reasoning to solve real-world and mathematical problems (CCSS Math Content 6.RP.A.3). Demonstrated proficiency in solving real-world and mathematical problems involving area, surface area, and volume. (CCSS Math Content 6.G.A.1) This program heavily utilizes geometry skills. Successful completion of Construction Technology I is the prerequisite for Construction Technology II.

**Credits:** 3 credits per year (1 math, 2 electives), 6 credits upon completion of two-year program.

## ENGINEERING & ARCHITECTURE

This is a two-year, revolving program intended for students who are preparing for college studies in engineering or architecture, planning to enter industry training programs in engineering/architecture, or seeking work in computer-aided drafting and modeling or as an engineering technician. The program is affiliated with Project Lead the Way, a nationally-recognized and academically-rigorous high school engineering curriculum. Students planning to apply to college engineering or architecture programs should continue to take the normal sequence of high school math and science courses in addition to the PAHCC program in order to meet the prerequisites for the college programs.

### PRINCIPLES OF ENGINEERING (OFFERED 2024-2025)

This course provides a broad survey of the engineering sciences typically encountered in the first two years of college engineering programs including mechanical systems, statics, kinematics, strength of materials, energy and power, electrical circuits, thermodynamics, hydraulics, robotics, and programming/controls systems. Also covered are technical drawing/drafting/3D computer modeling and methods of production in the manufacturing industry. In each subject area, students progress through hands-on activities that build conceptual understanding, use calculations to assess and predict behavior, and then apply these skills to a design project. Emphasis is on using the Engineering Design Process as a formal method to creatively solve open-ended and complex design problems. There is strong emphasis on building the soft skills essential to engineering practice, such as professional communication, creative problem-solving, teamwork, time management, and project management. Opportunities for technical competitions, job shadows and/or cooperative work experiences may be available for eligible students. Most math used is at Algebra I level (with some trigonometry that will be taught).

**Prerequisites:** Proficient in solving Algebra 1 equations for a single unknown, calculating area, and calculating volume. Able to work in a team-based environment. Able to work independently for at least 20 minutes.

**Credits:** 3 credits (1 math, 2 electives). Students who successfully complete the Project Lead the Way end-of-course examination for Principles of Engineering can earn 3 transferable college credits.

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### **ENGINEERING & ARCHITECTURE (OFFERED 2025-2026)**

This course teaches professional skills in engineering and architecture needed for careers in the design of buildings, infrastructure, and landscapes. The course is suitable for both students with an engineering focus and those primarily interested in architecture (college studies for architecture include engineering coursework). The course starts with drawing skills: free-hand sketching, hand-drafting, computer drafting (AutoCAD), and building information modeling (REVIT). Technical content includes architectural history, architectural design, building technology, the construction process, and the branches of engineering that support building design: civil engineering/land development, structural, mechanical, and electrical. Design projects progress from a simple shed to a single-family residence to more complex commercial projects; specific design projects vary by year but at least some will include hands-on design/build experience and working with real clients. Soft skills essential to professional design practice are emphasized throughout, including communication, creative problem-solving, teamwork, time management, and project management. Opportunities for technical competitions, job shadows and/or cooperative work experiences may be available for eligible students. Most math used is at Algebra I level (with some trigonometry that will be taught).

**Prerequisites:** Proficient in solving Algebra 1 equations for a single unknown, calculating area, and calculating volume. Able to work in a team-based environment. Able to work independently for at least 20 minutes.

**Credits:** 3 credits (1 math, 2 electives). Students who successfully complete the Project Lead the Way end-of-course examination in "Civil Engineering & Architecture" can earn 3 transferable college credits.

## Industrial Design & Fabrication

### **PRECISION MEASUREMENT, CNC PROGRAMMING, PRECISION MACHINING**

#### **INDUSTRIAL DESIGN & FABRICATION: LEVEL I**

Students will learn the basic skills of machining by having the opportunity to build a variety of projects. We start with basic parts and prints for students to begin an understanding of how to build to print and will progress to more complex projects during the year. Students will also have the ability to do personal projects having

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input into each aspect of fabrication/build. They will be responsible for designing, purchasing, machining, and measurement verification. Students will have the opportunity to gain exposure in areas of design, machining, and programming.

Students will be tasked with finding measurements based on prints using trigonometric functions and geometry during the course of the year which is covered in the coursework linking the application of math to practical uses. There will also be some opportunity to get some exposure and hands-on experience in (SMAW and/or MIG) welding techniques in the second half of the year. First year students start with learning the basics and can earn nationally recognized credentials with NIMS (National Institute for Metalworking Standards) for Manual Mill and Manual Lathe operations, along with certificates for completion of precision measurement, drill press operations, and precision grinding.

#### **INDUSTRIAL DESIGN & FABRICATION: LEVEL II**

Returning students will focus on more industry preparatory tasks. Students will be using CAD/CAM to design and create programs for CNC machinery. A more focused look at inspection methods will also be practiced during the second year as well with tolerances getting tighter for students with more background understanding of the trade. Students will get some exposure to welding, and soldering, as well during the year to understand additive processes in manufacturing. Students will also have the opportunity to work on individual projects that are approved by the instructor that may grow their depth of knowledge. During this class students will be asked to learn Trigonometry and Geometric functions as they are applied in this trade. The goal after the second year is not to be an expert in design and programming but to have an understanding of what is going on in the machine. The student should also understand good manufacturing practices around fixturing for high volume production. Second year students can earn nationally recognized credentials from NIMS (National Institute for Metalworking Standards) for CNC programming, CNC Mill, CNC Lathe. Additionally students can earn credentials from HAAS machine group for operations of CNC Mill and CNC Lathe.

**Prerequisites:** Students should be able to add, subtract, multiply, and divide decimals to three places; understand and work with fractions; employ basic customary and metric measuring skills; be able to read a tape measure; be able to perform physical labor in the classroom; and have strong fine and gross motor skills. Students must complete level I before advancing to Level II.

**Credits:** 3 credits per year (1 math, 2 electives), 6 credits upon completion of two-year program.

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## PLUMBING & ELECTRICAL **NEW PROGRAM!**

### LEVEL I

**(Level II will be offered in the 2025-2026 school year.)**

Students will learn electrical and plumbing skills through technical study and hands-on skill labs. Students will gain on-site experience at both residential and commercial projects in the area. In addition, students will learn about solar and wind renewable energy, energy conservation, HVAC, blueprint reading, and electrical/plumbing/HVAC system design.

**Credentials:** American Heart Association Heartsaver® CPR/AED, OSHA Construction Safety, EPA Refrigeration Certificate

**Prerequisites:** Students should be able to add, subtract, multiply, and divide whole numbers; understand and work with fractions; employ basic customary and metric measuring skills; be able to read a tape measure; be able to perform physical labor on the job site and in the classroom; and have strong fine and gross motor skills.

**Credits:** 3 credits per year (1 science, 2 electives), 6 credits upon completion of two-year program.

## WELDING **NEW PROGRAM!**

### LEVEL I

**(Level II will be offered in the 2025-2026 school year.)**

This two-year program will help participants acquire skills in identifying and utilizing hand tools, power tools, and general equipment found in welding shops.

The course covers the setup and operation of SMAW welding equipment, electrode selection, and welding techniques in various positions. The training encompasses welding tasks such as creating bead pads, fillet welds, and groove welds -- ultimately leading to AWS welding certifications. Additionally, students will be introduced to sheet metal fabrication and light structural fabrication through hands-on projects. Returning students in their second year can delve into advanced welding and metal fabrication, with curriculum and lab exercises designed for heightened preparation for the workforce. The program also offers opportunities for additional certifications through related courses to augment participants' portfolios. Work-study experiences may be available.

**Credentials:** American Welding Society Certification (AWS), American Heart Association HeartSaver® First Aid/CPR with AED, OSHA 10 hour Construction Certification.

**Prerequisites:** Entrance Proficiency Expectations. Proficiency in basic math (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals, as well as fundamental customary and metric measuring skills. Students should be capable of physical labor in both job site and classroom settings, possess fine and gross motor skills, and be able to read and comprehend course materials at a 10th-12th grade reading level.

**Credits:** 3 credits per year (1 science, 2 electives), 6 credits for full 2-year program.

## Business & Services Programs

### CULINARY ARTS

This is a full-day program requiring two semesters to complete. The hands-on curriculum is driven by the operation of the Glass Onion Restaurant. The course is a real-world introduction to the food service industry focusing on sustainable practices, local ingredients, and supporting our community through food. Through costing projects, executing student-run weeks and independently plated meals, students will be prepared for their next step into post-secondary education or direct-to-industry career paths. Students enrolled in the related Technical Communications (English) course will complete Culinary-specific reading & writing topics and a digital portfolio to pursue employment and education opportunities.

### CULINARY ARTS I (FALL)

Students begin their Culinary Arts journey with safety and sanitation using the industry-recognized credential (IRC) ServSafe Manager curriculum. Upon completion of Safety and Sanitation credentials, we introduce the Tools of the Trade: professionalism, basic cooking techniques, basic baking techniques, and dining room management. Embedded math- and science-related activities allow students to build a foundation of knowledge and skills essential to career success. Students participate in field trips, welcome guest speakers, and gain experience being entrepreneurs.

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### CULINARY ARTS II (SPRING)

Students build upon Culinary Arts I learning and experience by being intrinsically involved in food business management, nutritional menu planning, food science, and applied food studies.

Personalization of curriculum content and differentiated instruction allows the instructor to guide students toward a successful path for their future. The opportunity to compete in a career and technical student organization (CTSO), SkillsUSA, work shoulder-to-shoulder with industry professionals, and earn college credit is part of the Culinary Arts II experience.

**Credentials:** ServSafe Food Handler; ServSafe Manager

**Prerequisite:** Entrance Proficiency Expectations, the equivalency of 10 credits on transcript, successful completion of one math class. Culinary Arts II: successful completion of Culinary Arts I and instructor recommendation.

**Credits:** 6 credits (1 science, 5 electives) upon completion of both semesters. Students enrolled in Technical Communications earn .5 English credits per semester.

## Human Services

### FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION (ECE) - BIRTH THROUGH AGE EIGHT

This course offers a comprehensive examination and exploration of the ECE setting, preparing students for professional roles working with children: classroom teacher, occupational or physical therapist, speech-language pathologist, school counselor, child center director, etc. Areas of concentration include safety, child development, developmentally appropriate practice, nutrition, health, observation, guiding behaviors, curriculum, working with families, professionalism, and examination of national/state child care regulations. Application of learning and skills in high-quality ECE centers and schools is a key component of the course, as is the attainment of several industry recognized credentials (IRCs). Dual-enrollment, taught by the PAHCC Human Services Instructor, over the course of the entire year, is available to those who demonstrate competency in all areas through the Community College of Vermont: EDU 1030 - Introduction to Early Childhood Education or PSY-2010 - Child Development.

**H**ealth

**E**ducation

**L**ifespan Development

**P**sychology/People

**I**nclusive Environments

**N**ecessary Services

**G**iving Back to the Community

### HELPING PROFESSIONS

This course builds a foundation of knowledge and skills that supports career paths in a variety of helping professions: Educator, School Counselor, Social Worker, Healthcare/Mental Health Professional, Geriatrics, Occupational/Physical Therapist, Speech-Language Pathologist, etc. Key components of human development from conception

through end of life are explored, in addition to related areas: safety, nutrition, health, unique populations, and workplace readiness skills. Participation in community-based organizations allows students to apply their learning in authentic environments. Students who demonstrate competency in all areas are recommended for dual-enrollment: PSY 2070 - Lifespan Developmental Psychology is offered through Vermont State University and taught by the PAHCC Human Services Instructor over the course of the entire year.

#### **Industry-Recognized Credentials:**

American Heart Association CPR / AED & First Aid Training

VT Online Mandated Reporter Training

Penn State Better Kid Care Program Certification - Health & Safety

Prevent Child Abuse Vermont Abusive Head Trauma Training

Northern Lights @ CCV *Fundamentals* Training to include:

Basic Specialized Care Training

VT Center-Based Child Care and Preschool Program Regulations Training

Observation of the Practitioner

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, successful completion of two English courses.

**Credits:** 6 credits total (2 English or 1 English and 1 Social Studies, 4 electives) upon completion of 2 years in the program, (1 academic and 2 elective credits per year).

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## MEDICAL PROFESSIONS

This two-year program is designed to prepare students for careers in a wide variety of health professions. Students are introduced to diverse options in health careers, professional standards in health care, college level medical terminology & human biology and scholarly writing. During the second year of the program, students complete the required training to become eligible to test for the Licensed Nursing Assistant credential, which is preparation to work in a variety of settings including residential care, home health and hospitals. Learning is a unique combination of classroom experience, shadowing healthcare professionals in hospital and office settings, clinical experiences, guest lecturers, and related field trips.

### MEDICAL PROFESSIONS I

Through a cooperative agreement with Porter Medical Center, students will have extensive exposure to clinical areas such as emergency care, operating room, laboratory, respiratory therapy, medical/surgical nursing, radiology, cardiology and several other health occupations. Students focus on building a foundation of medical terminology and understanding of human body systems. Students receive First Aid/CPR for the Healthcare Provider training.

### MEDICAL PROFESSIONS II

Porter shadow experiences continue during year two. Advanced training opportunities include Emergency Medical Responder (EMR) training as well as preparation for the Vermont Licensed Nursing Assistant (LNA) licensing exam. Year two introduces students to college-level curriculum; both Medical Terminology and Human Biology are embedded in the course. Students should anticipate regular reading and writing assignments.

**Credentials:** First Aid & CPR, Emergency Medical Responder, Licensed Nursing Assistant

**Prerequisites:** Entrance Proficiency Expectations, equivalency of 10 credits on transcript, successful completion of two English courses, two math courses, and two science courses including a lab-based Biology course. Completion of high school chemistry prior to the second year of the program is recommended. Successful completion of year one is required to enroll in year two.

**Credits:** 6 credits (1 science, 5 electives) upon completion of the two-year program. Qualifying students can earn up to 6 college credits: 3 credits in Medical Terminology (AHS 1205) and 3 credits in Human Biology (BIO 1140) from CCV.

## PRE-TECH FOUNDATIONAL COURSES

(Available to all students, but designed for 9th & 10th grades. See Entrance Proficiency Expectations.)

### Agriculture Academy

### INTRODUCTION TO AGRICULTURAL SCIENCES

This is a year-long course, meeting on alternating days, where students learn about plant and animal sciences, including forestry, food production, livestock management, and soil/water conservation practices. Students will participate in the operation of the “Deep Roots Farm” and the “HCC Sugarworks” facilities, where a deep understanding of food production and land management practices will be developed. Although emphasis is placed on field work, students are required to apply critical reading and writing skills throughout the curriculum as well as foundational principles of science and math. Students will have the opportunity to participate in the FFA Horse/Dairy Judging Career Development Event. Leadership training through FFA ([ffa.org](http://ffa.org)) is an integral part of this course. Students will have the opportunity to be an FFA officer and learn how to run meetings and develop public speaking skills.

**Prerequisite:** Entrance Proficiency Expectation in reading: I can independently read informational text for understanding and apply it in a lab setting.

**Credits:** 120-minute class: 1 science, .5 elective. 80-minute class: .5 science, .5 elective.

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### MECHANICAL SCIENCE

In this year-long course, meeting on alternating days, students study a variety of mechanical topics related to agriculture, home maintenance, construction, and vehicle maintenance with an eye towards further study at the Career Center in Automotive, Diesel, Industrial Design and/or Construction.

**Tractor Safety:** Students have the opportunity to obtain an industry certification through the Penn State Extension in safe tractor and equipment operation.

**Residential Mechanical:** Students study residential branch electrical circuits as well as general pressurized and drainage plumbing. Students practice wiring roughed in construction as well as plumbing with copper, PEX and PVC.

**Agricultural Maintenance:** Students study DC electrical including 12/24V vehicle and equipment wiring practices. Students learn about small engine principles and systems: fuel, ignition, compression, the four stroke cycle and precision measurement of parts and reading specification charts to determine engine wear. Students use small power equipment to learn different engine systems and how to perform preventative maintenance.

**Fabrication:** Basic metal fabrication tools including plasma cutting (CNC and Manual), stick welding (SMAW) and wire feed welding (MIG).

**Residential Construction:** Focus on building tools, measurement, and basic skills applicable to the trade. The course culminates in the opportunity to compete in the FFA ([ffa.org](http://ffa.org)) Mechanical Career Development Event.

**Credits:** 120-minute class: 1 science, .5 elective. 80-minute class: .5 science, .5 elective.

## STEM Academy

### INTRODUCTION TO STEM

This year-long course, meeting on alternating days, provides an introductory investigation into engineering design, industrial design, introduction to the machining processes, welding and construction through immersive lab rotations, each emphasizing team building, defining the STEM Design Process, applying introductory

scientific inquiry, technology, Engineering by Design scenarios, and the mathematics behind them.

Successful students will apply and execute the STEM Design Process to design, fabricate, and solve a final semester project which requires the application of all four content areas.

**Credits:** 120-minute class: 1 math, .5 elective. 80-minute class: .5 math, .5 elective.

## Arts & Humanities Academy

### VISUAL COMMUNICATIONS

VisCom is a year-long course, meeting on alternating days, where students learn how to communicate through creating eye-catching visuals. They learn the fundamentals of art and graphic design, as well as some basic approaches for communicating through the media arts. They use traditional art materials in combination with the latest computer art technologies, including: Adobe Photoshop, Adobe Illustrator, apps, and digital drawing tablets. Emphasis is placed on learning how to be expressive and creative through experimentation. Careers in the arts are explored and investigated.

For more information and examples of past projects, visit:

<https://sites.google.com/pahcc.org/viscom/>.

**Desirable Qualifications:** Interest in art, comfortable with computers, willingness to try new things, interest in digital and new technologies, creative spirit.

**Credits:** 120-minute class: 1 fine art, .5 elective. 80-minute class: .5 fine art, .5 elective.



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## ENTRANCE PROFICIENCY EXPECTATIONS

### PURPOSE:

Career and technical education courses at the Hannaford Career Center are designed to be rigorous so that exiting students can enter the workforce or go on for further training/education. To this end, it is important for entering students to have certain skills and abilities to realize success at the career center.

### WHY?

- As we move away from prerequisites in the form of transcribed credits, this is an effort to create a common language and expectations of prospective student ability and interest.
- Additionally, as students and parents “shop” their resources for fulfilling Act 77 Personal Learning Plans, such entrance proficiencies will define skills prospective students will possess in order for them to be successful in HCC programs.

### WHAT?

- Resources which were used in creating the center-wide anchor entrance proficiencies include program learning targets, HCC Habits of Work, Common Core State Standards, Next Generation Science Standards, and the Common Career Technical Core.

### WHO?

- Developed by instructors and administration at Hannaford Career Center.
- Revisions made with input from teachers, school counselors, and administration from Middlebury Union High School, Mount Abraham Union High School, Otter Valley Union High School, and Vergennes Union High School.

## FOR STUDENTS IN GRADES 10-12 ENTERING CAREER CENTER UPPER LEVEL COURSES

We utilized CCSS for grade 10 and CCTC Career Ready Practices.

### PROBLEM SOLVING

I can make sense of problems and persevere in solving them. I can reason abstractly and quantitatively. I can construct viable arguments and critique the reasoning of others. I can use appropriate tools strategically. I can attend to precision. I can look for and express regularity in repeated reasoning. I can use an informed process (scientific method, design or creative process, etc.) to test new ideas, information and practices. (CCTC) (<http://www.corestandards.org/Math/Practice/>)

### READING

I can determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. CCSS.ELA LITERACY.RST.9-10.2

I can read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA LITERACY.CCRA.R.10

Writing: I can translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CCSS.ELA-LITERACY.RST.9-10.7

### RESEARCH

I can cite sources to avoid plagiarism. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCSS.ELA-LITERACY.CCRA.W.10

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### TECHNOLOGY

I can demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation. I can demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society. ([www.fresnou.org/dept/curr/tech/PublishingImages/K12\\_Technology\\_Scope\\_and\\_Sequence.pdf](http://www.fresnou.org/dept/curr/tech/PublishingImages/K12_Technology_Scope_and_Sequence.pdf))

### CITIZENSHIP

I can act as a responsible and contributing citizen and employee by being conscientious of the impacts of my decisions on others and the environment around me. I can understand and articulate near-term and long-term consequences of my actions and seek to act in ways that contribute to the betterment of my teams, families, community, and workplace. (CCTC)

### MATH

I can reason, describe and analyze quantitatively, using units and numbers to solve problems. (VT Math in CTE Standards)

### COMMUNICATION

I can communicate clearly, effectively and with reason. I can use effective tone and presentation skills to articulate ideas. (CCTC)

## FOR STUDENTS IN GRADES 9-10 ENTERING CAREER CENTER PRE-TECH/FOUNDATIONS COURSES

We utilized CCSS for grade 7 and CCTC Career Ready Practices.

### PROBLEM SOLVING

I can make sense of problems and persevere in solving them. I can reason abstractly and quantitatively. (CCSS.Math) I can use a process to test new ideas, information and practices. (CCTC)

### READING

I can read informational text for understanding. I can read nonfiction texts for understanding, determining the definitions of symbols and key terms.

### WRITING

I can communicate using clear and coherent written language. I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.7.2

### RESEARCH

I can conduct research using multiple and reliable sources. I can construct viable arguments and critique the reasoning of others. I can evaluate the validity of sources when considering the use and adoption of external information or practices. (CCTC)

I can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.8

## TECHNOLOGY

I can demonstrate appropriate use of and utilize technology (word processing, researching, presenting) to convey my ideas and enhance productivity. (CCTC)

## CITIZENSHIP

I can appropriately conduct myself in a group setting, contributing to my greater learning community. I can act as a responsible and contributing citizen by being conscientious of the impacts of my decisions on others and the environment around me. I think about the near-term and long-term consequences of my actions. I can demonstrate active listening and I can speak with purpose. (CCTC)

## MATH

I can understand and apply proportional relationships, operations with rational numbers, and linear equations. I can make sense of problems and persevere in solving them. CCSS.MATH.PRACTICE.MP1

## COMMUNICATION

I can use effective tone and presentation skills to articulate ideas to a variety of audiences.

## ONLINE RESOURCES

- [https://cte.careertech.org/sites/default/files/CCTC\\_Standards\\_Formatted\\_2014.pdf](https://cte.careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf) (Common Career Technical Core Career Ready Practices)
- <http://www.corestandards.org/>
- <http://education.vermont.gov/student-learning/flexible-pathways/career-technical-education/initiatives> Math-in CTE

# Adult Courses

## INTRO TO WELDING

8 student limit.

A beginner's course to introduce students to the art and science of welding. In this class you will learn the basics of shielded metal arc welding (SMAW) or stick welding. The class will primarily focus on the 7018 welding electrode but will explore other electrodes as time permits. We will be working mostly in the flat, horizontal positions with some introduction to the vertical position. This introduction to arc welding will give you a taste of this exciting and versatile skill in a safe, supportive setting.

## ADVANCED WELDING

8 student limit. Prerequisite: Intro to Welding or instructor pre-approval.

Designed to enhance SMAW welding skills for those who have completed Intro to Welding or have equivalent experience. This course extends to out-of-position practice in horizontal and vertical welding, welding pipe, and/or practice with MIG or TIG applications, with considerable opportunity to pursue individual learning objectives.

## LICENSED NURSE ASSISTANT PROGRAM (LNA)

Forty hours of clinicals are required.

This course will prepare the student to apply for Licensed Nurse Assistant (LNA) licensure with the State Board of Nursing. The program is targeted at individuals who are interested in beginning-level skilled positions in healthcare and immediate employment. Includes classroom instruction, skills lab practice, and clinical practice at Helen Porter Health and Rehabilitation. Official signed verification of immunizations/titers is mandatory and must be submitted.

## THE MAKERY AT HANNAFORD CAREER CENTER

The Makery is a member-based makerspace collaborative for people to imagine, experiment, network, collaborate and create for personal and professional growth. The Makery operates within the Hannaford Career Center, utilizing its building and equipment to encourage technical and creative entrepreneurship in our community. The Makery is open Thursdays evenings. Currently, we offer access to the Woodworking and Sewing labs. Register for upcoming Makery events at <https://www.makeryatpahcc.org>.

If you are interested in learning more about becoming a member or mentor, please visit us on Thursday nights for a tour or reach out to our Makery Coordinator at [coordinator@makeryatpahcc.org](mailto:coordinator@makeryatpahcc.org).

## ARE YOU INTERESTED IN ENROLLING IN THE FOLLOWING CLASSES?

Classes will be scheduled according to interest. Call (802) 382-1004 for further information.

## TO REGISTER

Contact Joy VerPlanch, D.E.T.:

Call  
(802) 382-1007

Email  
jverplanck@pahcc.org

### MEDICAL ASSISTANT CERTIFICATION

Forty hours of clinicals are required. Dates to be determined.

Clinical Medical Assistants have a variety of job responsibilities including taking a patient's history, preparing an examination room, assisting physicians during examinations, preparing and transporting specimens, preparing a patient for an EKG, filing and front desk responsibilities. Students will be prepared to take the LNA certification, Phlebotomy exam and the Medical Assistant Certification exam. Certified Medical Assistants may also draw blood, take vitals, record patient visits, chart a patient's history, schedule appointments and perform an EKG

### PHLEBOTOMY TECHNICIAN TRAINING

Upon successfully completing this course, you will be eligible to sit for the national exam to become a Phlebotomy Technician (PTC) through the American Medical Certification Association.

Phlebotomists perform blood collection procedures and transport and process blood samples. Course content includes anatomy and physiology of the circulatory system, lab procedures, safety, collection techniques, legal issues, and 10 hours of clinical observations.

### BASIC CPR

American Red Cross CPR training gives you the information and the skills that you need to help adults, children and infants during breathing and cardiac emergencies.

### INTRO TO BASIC WOODWORKING

6 student limit per class.

Designed for those interested in learning the basics of woodworking. Learn the basic techniques and tools needed to get started in woodworking. Classes will be held in our woodshop with live demonstrations and hands-on guidance. Each student will complete a simple woodworking project.

### FORKLIFT OPERATOR SAFETY TRAINING

Designed for all powered "lift truck" operators in manufacturing, construction and retail. The course will cover an overview of the regulations (29 CFR 1910.178), training requirements, forklift basics and characteristics, operating rules of the road, truck inspection (hands-on), dock safety, parking, and the stability triangle.

### CNC PLASMA CUTTER

4 student limit per class.

Each student receives 2 free passes to our Thursday night Makery space for additional use of the laser cutter. Based on demand, register to be placed on a waiting list. This class will provide students with the skills needed to operate our CNC plasma cutter - the Touchmate 4400 4'x4' bed, Flexcut 80-amp, 3/4" Pierce. This tool has the capacity to cut through up to 3/4" steel, as well as doing detail cutting in sheet metal. This tool takes your drawing files and turns them into computer-cut metal.

### INTRO TO GLOWFORGE LASER CUTTER

4 student limit per class.

Each student receives 2 free passes to our Thursday night Makery space for additional use of the laser cutter. Based on demand, register to be placed on a waiting list. You will learn basic laser cutter anatomy, how to operate the Glowforge laser cutter hardware and software, and best practices for using laser cutters safely and responsibly.

### INTRO TO CNC WOOD ROUTER

This class provides detailed safety and operations training on our CNC Wood Router. Students will learn how to operate the router and CAM software using VCarve Pro. Bring your own project idea or follow the instructor. This tool training is required before makery members can use the CNC Wood Router. Equipment: KL-1212v CNC Router | 48" x 48" x 6" bed, 3HP spindle, vacuum table.

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(802) 382-1007

Email

[jverplanck@pahcc.org](mailto:jverplanck@pahcc.org)

## TRACTOR SAFETY

10 Hrs; 5 classes; 4:30P-6:30P; \$250; must be 18 or older; limit 6 students per class.

Students will learn tractor safety protocols, tractor controls and operation, preventive maintenance and upkeep. Students will be able to practice driving and operating our John Deere and Kubota with hydrostatic transmission (HST) and our New Holland with a shift gear transmission.

## Polling Locations

The polling places and hours of the member districts of the Patricia A. Hannaford Regional Technical School District are as follows:

District	Location	Polling Hours
Addison	Addison Town Clerk's Office	7:00 AM-7:00 PM
Bridport	Bridport Masonic/Community Hall	7:00 AM-7:00 PM
Bristol	Holley Hall	7:00 AM-7:00 PM
Cornwall	Cornwall Town Hall	7:00 AM-7:00 PM
Ferrisburgh	Town Hall - RT 7	7:00 AM-7:00 PM
Middlebury	Town of Middlebury Recreation Center, 154 Creek Rd.	7:00 AM-7:00 PM
Monkton	Monkton Town Hall, 92 Monkton Ridge	7:00 AM-7:00 PM
New Haven	New Haven Town Hall	7:00 AM-7:00 PM
Panton	Town Hall, 2nd Floor	7:00 AM-7:00 PM
Ripton	Ripton Community House	8:00 AM-7:00 PM
Salisbury	Salisbury Town Office	8:00 AM-7:00 PM
Shoreham	Shoreham Town Office	7:00 AM-7:00 PM
Starksboro	Robinson Elementary School	7:00 AM-7:00 PM
Vergennes	Vergennes Fire Station	9:00 AM-7:00 PM
Waltham	Waltham Town Office	10:00 AM-7:00 PM
Weybridge	Weybridge Town Office/Hall	7:00 AM-7:00 PM

