



## STAFFORD TECHNICAL CENTER

### Program Descriptions and Entry Requirements 2025-2026

[www.staffordonline.org](http://www.staffordonline.org)

#### **HIGH SCHOOL JUNIORS & SENIORS**

Stafford Technical Center (STC) operates a full day, flexible block schedule. This schedule allows many juniors and seniors to complete a technical program in one year. Most Rutland High School students attend their technical program from 9:09 a.m. – 1:45 p.m. Most program schedules offer the opportunity for up to two to three academic credits (math, science, English, social studies, etc.) as well as up to four elective credits toward high school graduation. Some students take additional academic courses (e.g. algebra, chemistry) at STC, Rutland High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for serious students. Please speak with your School Counselor about which credits/proficiencies are available.

The primary objective of our CTE programming is to provide each student with specific technical knowledge, skills, and theory to enable the student to either obtain employment upon completion of the program and/or to pursue related post-secondary education.

All eligible second year students will participate in a "Work-Based Learning Experience" (unpaid internship) related to their technical field during their program at STC. For successful students, this may evolve into a paid work (co-op) position.

**Industry credentials and/or licenses are affiliated with most programs.** All Stafford Technical Center students are offered the opportunity to earn a variety of industry certificates as well as certification in American Heart Association Heartsaver® CPR/AED, with additional certifications for Pediatric or First Aid specifications depending on program.

**College Connections:** Many programs offer dual enrollment or articulation agreement credits that award eligible student's college credit for their STC program. Dual enrollment courses result in college transcripts and transferable credit. Articulation agreements require students to enroll in their post-secondary program after graduation before the credits will be listed on their college transcript.

*Industry certifications and college credits are renewed annually and subject to change.*

#### **APPLICATION PRIORITY DEADLINE IS DECEMBER 15TH**

#### **Admission Requirements:**

- 1) Student Interview with program instructor of each program applied to
- 2) Potential for success in the career area/program chosen as indicated by meeting the recommended prerequisite skills/indicators of success for each program
- 3) Minimum of 11<sup>th</sup> grade status and on track for graduation
- 4) *Sophomores will be considered on a space available basis if they exhibit the skills and maturity necessary to be successful in the program. Priority is given to 11<sup>th</sup> and 12<sup>th</sup> grade students. Applications*

for sophomores will not be reviewed until April 1<sup>st</sup>.

- 5) Good attendance (unless there are extenuating circumstances)
- 6) Ability to work both independently and in group situations
- 7) Ability and willingness to follow safety instructions
- 8) Respect for self, others, the community, and the learning process as demonstrated by positive behavior

**To aid in the enrollment process, School Counselors must supply the following information in order for the application to be complete:**

1. Attendance records for the preceding school years
2. A transcript that indicates previous coursework and most recent report card
3. Credit Analysis – 4 year plan and/or student's PLP
4. Behavior records

Once enrolled, the student, parent, and partner school agree to a **fifteen school day probationary period**. Within that period of time, a student may be asked by Stafford Technical Center or the partner school to withdraw. This will occur if it is determined that the student is not appropriate for the program or if the program is not appropriate for the student either academically or behaviorally. (This does not preclude students from being removed from Stafford Technical Center based upon standard disciplinary procedures.)

**Applying to a Stafford Program denotes agreement on the part of the student, parent and partner school that admission requirements and the prerequisites for individual programs have been met or that a reasonable plan to meet the prerequisites has been developed with the Stafford Technical Center instructor and staff. For more information, contact us at 802-770-1050.**

#### **AUTO BODY REPAIR**

This program focuses on analyzing and repairing structural and non-structural vehicle damage. Students gain experience in detailing, mechanical and electrical repair, panel replacement, plastics and adhesives, refinishing techniques and procedures, management and operation of an auto body business.

**Recommended Prerequisite(s):** an understanding of basic algebra and geometry as well as the ability to add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary and metric measuring skills; ability to perform physical labor on the job site and in the classroom; competency with fine and gross motor skills, and attention to detail; ability to be self-directed.

**Reading Level of course materials:** Grade 10.6

**Certifications:** Axalta Paint Certification, Safety Practices SP2, SEMS Plastic Repair, ICar, ASE

**College Connections:** articulation agreement with Lincoln Technical Institute

**sLevel 2:** if accepted, must have a work-based learning assignment set up by end of year one for the following school year.

#### **AUTOMOTIVE TECHNOLOGY**

Students interested in cars should consider this program. They will learn how to diagnose and repair vehicles, both gas and

electric cars. Stafford's well-equipped lab provides valuable hands on learning opportunities. Students will develop entry level skills in the areas of engine performance, engine repair, electrical/electronics, brakes, suspension and steering, automatic transmissions/transaxles, standard transmissions and drive trains, and heating-ventilation-air conditioning (HVAC).

**Recommended Prerequisites:** Basic arithmetic operations (addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals), basic customary and metric measuring skills, basic algebra skills, ability to perform physical labor on the job site and in the classroom, competency with fine and gross motor skills.

**Reading Level of course materials:** Grade 11.8

**Certifications:** Student Automotive Service Excellence (ASE), Tire Industry Association (TIA), Mobile Air Conditioning Systems (MACS) Association 609, SnapOn 525F Multimeter certification

**College Connections:** articulation agreements with the University of Northwestern Ohio, Lakes Region Community College, Universal Technical Institute, Lincoln Technical Institute and SUNY Canton

## **CONSTRUCTION TECHNOLOGY**

This program offers a strong introduction to the tools and techniques of the industry. Students learn to use hand and power tools safely and accurately, develop project-estimating skills and become familiar with contemporary building materials. Students build with panelization methods. Students gain practical experience from foundation to finish both on and off-campus, and at community projects.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic American standards measuring skills; ability to perform physical labor on the job site and in the classroom.

**Reading Level of course materials:** Grade 10-12 NCCER Textbook requirements

**Certifications:** OSHA-10 Construction Safety Certification; NCCER Construction Core Curriculum

**College Connections:** articulation agreement with New England Institute of Technology

## **COSMETOLOGY**

The Cosmetology program curriculum is designed to provide competency-based knowledge, scientific artistic principles, and hands-on fundamentals associated with the Cosmetology industry. Students enroll in the program for two academic years and are expected to accumulate 1,000 program hours required to be eligible for the Vermont state cosmetology licensing exam.

**Recommended Prerequisites:** Math skills – basic math (addition, subtraction, multiplication, division, fractions, decimals, percentages, proportions), basic Geometry skills, probability, money, and financial management skills. Students must also have strong reading comprehension of course materials, and the ability to self-direct, collaborate and work independently. In addition, students must have the ability to demonstrate and practice effective communication skills, apply practical skills in a professional setting, and apply personal and professional hygiene and attire.

**Reading Level of Course Materials:** Grade 11

**Certifications:** Barbicide, Cosmetology Licensure, OSHA 10

**Level 2 Student requirements:** Must have completed a minimum of 500 hours completed in their first year. Must have the ability to perform in a salon environment to apply hands-on and professional industry skills. Must be available for work-based learning opportunities.

## **CULINARY ARTS**

Students will develop food service and employability skills which will serve them throughout their lives. Typically, several students from each class will continue their education by attending culinary school after Stafford. Other students will work in the food industry directly following high school, and the remainder may pursue other paths in service industries or business. By the end of the program students will be able to: exhibit effective communication skills, demonstrate employability and career readiness, apply safety and sanitation techniques, demonstrate food preparation skills, apply basic principles of nutrition, demonstrate an understanding of how to operate a food service business, use marketing as a tool to sell food to customers, and demonstrate professionalism in a workplace.

**Recommended Prerequisites:** Ability to add, subtract, multiply and divide whole numbers, fractions and decimals; measuring skills (weight and volume); ability to convert units of measure; adhere to ratio guidelines; simple money math; competency with fine motor skills; ability to work as part of a team and independently; effective communication skills; ability to thrive in a fast-paced, noisy, warm, physically demanding environment.

**Special Consideration:** Due to state competencies and regulations, this program works with food in all categories.

Students with airborne food allergies should consider their ability to be a part of the program safely.

**Reading Level of class materials:** ProStart 1 & 2 textbooks at level 9-10, The Professional Chef college level textbook, and

Introduction to Culinary Arts college level textbook, recipe comprehension level 10-12.

**Certifications:** ServSafe Manager Certification, American Heart Association Heartsaver® CPR/AED

### **DIGITAL ARTS**

Digital Arts is a college bound course where students explore graphic design, web and game design, digital photography, illustration, computer animation and fine arts. Students create and communicate through hands-on project based learning. The class often functions as an advertising agency/production house creating materials for the school and local clients. Personal vision and individual artistic aesthetic are nurtured and encouraged, fostering student's investment in learning. The Digital Arts curriculum is based on freshman foundation courses at a college of art and design. The assignments will help students develop a strong portfolio of work for the college application and scholarship process.

**Recommended Prerequisites:** fine arts and computer applications classes; college preparatory coursework

**Reading Level of class materials:** Grade 10 - 13

**College Connections:** articulation agreements with CCV, Vermont State University - Castleton, Vermont State University-Lyndon by portfolio review; dual enrollment classes with CCV

**Level 2 Student requirements:** Must have finished Year 1 with a 2.0 in all academic classes. Willingness to co-op off-site or commit to working with the school as a client. Completion of Adobe Creative Cloud dual enrollment course offered in first year.

**\*Special Requirement of all applicants:** all applicants to Digital Arts must complete an additional essay requirement. The essay must address the following in a 1-2 page essay: Why do you want to enroll in the Digital Arts program at Stafford Technical Center? What are your career goals? Please describe any artistic and/or computer experience that you have (i.e. classes, extracurricular activities, hobbies, or influences). Portfolios or examples of work are highly recommended. This could be a photocopy of a drawing or an address to a web page that you created. The instructor recommends that students write the essay after their interview for the program.

### **ELECTRICAL & PLUMBING**

The Electrical/Plumbing program will help students develop skills to enter their chosen career through VT Apprenticeship program or to continue studies at the college level. Classroom training is enhanced by on-site practical applications at electrical or plumbing construction projects in the area. In addition, students have a "hands on" introduction to applications in Solar and Wind Renewable Energy, Energy Conservation, HVAC, Blueprint Reading, and Electrical/Plumbing/HVAC System Design.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers; understand and work with fractions; basic customary and metric measuring skills; able to read a tape measure; ability to perform physical labor on the job site and in the classroom; competency with fine and gross motor skills

**Level 2 Student Requirements:** In order for a student to return for a second year in the program they must secure a work-based learning experience (co-op) prior to completing their first year, complete OSHA 10 and NCCER Construction Core.

**Reading Level of course materials:** Grade 13.3 (Electrical Wiring)

**Certifications:** American Heart Association Heartsaver® CPR/AED, OSHA Construction Safety Certification; NCCER Construction Core; Year 1 State Apprenticeship Certificate for Electrical & Plumbing, 400 hours practical experience toward apprenticeship

**College Connections:** articulation agreement with Lincoln Technical Institute

### **ENGINEERING**

A firm grasp of Science, Technology, Engineering, and Mathematics is essential for success in today's highly skilled global economy. The Engineering Program incorporates advanced technologies through project-based learning. Through the nationally recognized **Project Lead the Way Pathway to Engineering program**, students will apply the design process and acquire strong teamwork communication, critical-thinking, and problem-solving skills. Students gain valuable experience working with fundamental engineering principles and applied physics, advanced manufacturing, 3D printing, laser cutting, robotics, and machine tools. The course of studies includes Introduction to Engineering Design, Computer Integrated Manufacturing, Principles of Engineering & Digital Electronics.

**Recommended Prerequisites:** college preparatory coursework; able to manipulate and solve quadratic equations, able to perform unit conversions for distance, velocity and force; able to manipulate geometric and trigonometric functions to solve right-angle triangle problems (sine, cosine, tangent, and Pythagorean theorem), able to manipulate and solve equations involving fractions, exponents, and roots; to work as part of a team; strong interpersonal skills; effective communication

skills; proficient with technology.

**Reading Level of course materials:** Grade 12

**Certifications:** Autodesk Fusion 360 Certified User, American Heart Association Heartsaver® CPR/AED, OSHA 10, Conover Workplace Readiness

**College Connections:** dual enrollment courses offered through New Hampshire Institute of Technology (NHTI) and Rochester Institute of Technology (RIT)

## **HEALTH CAREERS**

Through a partnership with Vermont State Colleges, Southern Vermont Area Health Education Center, Rutland Regional Medical Center, and other community health professionals, our Health Careers Academy provides an in-depth, two-year program, combining classroom learning, hands-on practice, and dual enrollment opportunities for post-secondary education. Health Careers Academy offers a rigorous, collaborative, student-centered learning approach that encompasses a wide variety of learning style, as well as offers a dynamic work environment with emphasis on independent and group activities.

**Year One:** As a first year student, you will explore a variety of health career choices through observational experiences, guest speakers, and hands-on learning. Students will learn Medical Terminology, Anatomy and Physiology 1, Human Growth and Development, Medical Math, BLS & AED Certification, First Aid Certification, and the skills and knowledge necessary to prepare for the Vermont State Licensed Nursing Assistant Exam.

**Year Two:** Students must obtain their LNA certification at the end of their first year to be considered for Year Two. Students will be considered for a second year based on their knowledge acquisition and first year performance. Students will be expected to participate in their academic work; possibly including Anatomy & Physiology II, and a co-op experience. Further career educational opportunities may be available. The second year will conclude with a capstone presentation that will summarize their individual experience in the Health Careers Academy for the past two years.

**Recommended Prerequisites:** lab science classes, college prep level classes strongly recommended, strong academic writing skills, proficiency in math without the use of a calculator to include number sense, multiplication, division, fractions and decimal conversion, and word problems; strong interpersonal skills; effective communication and speaking skills

**Required:** Must have completed 10th grade. Ability to physically, mentally and emotionally perform assigned tasks competently and safely as outlined by the Vermont State Board of Nursing.

**Reading Level of course materials:** Grade 10.0 – 13.0

**Certifications:** BLS with AED, First Aid, Stop the Bleed, LNA Certification

**College Connections:** dual enrollment opportunities for 1<sup>st</sup> and 2<sup>nd</sup> year students

## **HUMAN SERVICES/EDUCATION**

Students explore the physical, intellectual, emotional, and social development throughout the life cycle. Students will explore and develop the skills, mindset, purpose, cultural competence, and growth mindset necessary to be an educator. Students expand interpersonal skills, focus on communication issues, and explore problem-solving, leadership, and teamwork skill-building. Fieldwork includes service in the preschool lab and at various community agencies. Students learn to strengthen personal relationships and workplace skills. Program-specific professional skills include ethical practice, confidentiality, health, and safety-related practices, implementation of VT Child Care Regulations, curriculum planning, and family-related concerns. Students will provide assistance and network through community service projects and volunteer opportunities. This is a reading and writing intensive program and strong comprehension skills are necessary.

**Special Requirement of all students:** Due to the professional requirements in this field, all applicants must be able to satisfy the criminal records check required by the Child Care Division and provide a minimum of three letters of recommendation.

**Recommended Prerequisites:** Strong interpersonal skills; strong communication skills (in the areas of reading, writing, listening, speaking, and comprehension); strong grammar and writing skills (in order to complete lesson plans, research papers, reflections, journals presentations, and portfolios); strong problem-solving skills (in the area of decision making in the preschool lab); basic math and number sense with fluency in fractions decimals, and percents; ability to read and follow a recipe; ability to conduct oneself with professional behavior and appropriateness around young children and families, ability to be self-motivated and show initiative; enjoys working with young children; an interest in education and human services or a related field or career.

**Reading Level of course materials:** Grades 8 to 14

**College Connections:** Dual enrollment classes with CCV and Vermont State University-Randolph

**Certifications:** American Heart Association Pediatric CPR/AED with First Aid; State of Vermont Mandated Reporter

Certification, Penn State Better Kid Care Vermont Online Orientation Certification, Prevent Child Abuse Vermont Shaken Baby Certification, Prevent Child Abuse Safe Sleep Certification, and Basic Specialized Care Certification.

**Level 2 Student requirements:** Successful completion of year 1 with a minimum overall score of 2.5 on preschool lab evaluations.

## **NATURAL RESOURCES & FORESTRY**

This program helps students interested in conservation and natural resource management gain skills, knowledge and experience while developing valuable relationships with industry professionals. Students will be involved in practical experiences related to forest ecology, the maple sugaring industry, outdoor recreation, wildlife and fisheries science, soil and water quality analysis and conservation, heavy equipment operation, landscape installation and conservation-related construction projects such as the management partnership with the Rutland City Forester in managing the Rutland City Forest and Watershed. They will become familiar with many related careers and post-secondary education opportunities like arboriculture, forest ranger, game warden, log buyer, mill sawyer, fly fishing instruction, golf course management, ski industry forestry and snowmaking, orienteering, drone piloting and GIS mapping through field experience, demonstration and visits with experts in those field and many more. The natural areas of western Vermont become the lab as students explore working forests, conservation and recreational areas such as our adopted section of the Appalachian Trail, and many local nature trails, nurseries and farms, and processing facilities like the Vermont Farm Food Center. There are also opportunities to represent your program and compete in skills and knowledge against other schools in chainsaw use, the Envirothon, and timber sports.

**Recommended Prerequisites:** To be successful in this program, applicants should be able to demonstrate the following prior to entry: read and comprehend complex informational texts independently and proficiently (i.e. safety and equipment manuals); ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation; and, demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media in school; communicate clearly, effectively and with reason through spoken language; communicate using clear and coherent written language; participate effectively as a member of a team; act as a responsible and contributing citizen by being conscientious of the impacts of decisions on others and the environment; understand and apply proportional relationships, operations with rational numbers, and linear equations; fluency in solving equations with fractions, decimals and percentages; competency with fine and gross motor skills; willingness to engage in physical activity in a range of weather conditions and rough terrain.

**Certifications:** Game of Logging 1-4; and OSHA Agricultural Safety Certification, LEAP (Logger Education and Advanced Professionalism), Stop The Bleed, First Aid, CPR, Logger Rescue

**College Connections:** articulation agreements Paul Smith's College and University of Maine at Fort Kent

## **PUBLIC SAFETY & CRIMINAL JUSTICE**

This program is designed for students interested in pursuing careers in the public safety and criminal justice system with an emphasis on first-year students learning Forensics and Crime Scene Investigation, the fundamentals of investigations during the fall semester (1<sup>st</sup>/2<sup>nd</sup> Terms), and Introduction to Criminal Justice, for the spring semester (3<sup>rd</sup>/4<sup>th</sup> Terms). Students enroll in each of these CCV's 3 credit course, as a part of the first-year program for a total of 6 college credits. Second-year students learn what it takes to serve in public safety career fields such as the courts, police, firefighter, and emergency medical services, leadership, and cooperative learning/internships are a required part of their second-year program. The program studies are academically rigorous, preparing students for a career in public safety and criminal justice fields.

Students will examine law enforcement, the courts, and corrections in addition to practicing crime scene investigation skills used by forensic investigators. Through hands-on skill building, guest speakers, field trips, and career exploration projects, students investigate the variety of career opportunities available to them in public safety and criminal justice while earning industry-recognized credentials through the Federal Emergency Management Institute, state-recognized security services skills, and effective communications skills.

**Recommended Prerequisites:** able to perform customary measurement; basic math skills; ability to perform physical activities in a gym and during simulated scenarios; ability to work well with others; strong communication skills (in the areas of reading, writing, listening, speaking, and comprehension); detail-oriented; organized; and a commitment to avoid unlawful and delinquent behavior, maturity, and integrity.

**Reading Level of course materials:** Grade 10

**Certifications:** Federal Emergency Management Agency Incident Command Certification, CPR and First Aid, Mandated Reporter, OSHA 10 – Public Safety, Security Officer skills training, and DHS S.A.R. Training.

**College Connections:** First year students as a part of program studies may take dual enrollment through **CCV**.

### **WELDING & METAL FABRICATION**

Students will learn how to identify and properly use hand tools, power tools, and general welding shop equipment, how to set up and operate SMAW welding equipment, select electrodes, and weld in various positions. They will learn how to weld a pad of beads, fillet welds, and groove welds in various positions leading to an AWS welding certification. Students will also be introduced to sheet metal fabrication and light structural fabrication through project-based learning. Returning Students: Students returning for a second year will be able to continue learning at a more advanced level in welding in the program. Additional certification opportunities are available to enhance their Stafford portfolio. Curriculum and lab exercise are more intense preparing students for the workforce. Work study experiences may be available.

**Recommended Prerequisites:** add, subtract, multiply, divide whole numbers, fractions, and decimals; basic customary measuring skills; ability to perform physical labor on the job site and in classroom; ability to read and comprehend course materials.

**Reading Level of course materials:** Grade 10-12 NCCER Core, Welding1, Welding 2 Curriculum

**Certifications:** American Welding Society (AWS) Certification; OSHA Construction Safety Certification

**Post-secondary opportunities:** Hobart Institute of Welding Technology, White Mountain Community College, Advanced Welding Institute

### **VIDEO COMMUNICATIONS**

This course introduces students to careers that require visual storytelling such as a video journalist, camera operator, television/film producer and director, video editor and on-camera talent such as an actor or news reporter. Students film live video productions, produce short films and create commercials for community non-profits and other clients. Students may have the opportunity to work on paid client projects and/or participate in local, state, and national video competitions. Students get experience using professional high-definition cameras, editing software, and audio devices, and working with clients in a variety of industries as a way to network and explore careers. Students who participate in this program get technical and workplace skills needed to seek further opportunities in college and in the professional world.

**Recommended Prerequisites:** proficient in grade level reading and writing standards; strong interpersonal skills; effective written and oral communication skills; ability to work as part of a team; comfortable using technology

**Reading Level of course materials:** Grade 10-13

**Certifications:** Conover Workplace Readiness, WorkKeys Career Readiness Assessment, Tier 2 IRC for Media Arts Portfolio through State of Vermont

**College Connections:** dual enrollment through CCV (up to 6 credits), articulation agreement with Vermont University – Lyndon

**Level 2 Student requirements:** should be willing and prepared to go out on a co-op/work-based learning assignment and participate in dual-enrollment courses for college credit

### **Procedures for Appointment as a Second Year Student**

**It is important to note that not all first year students will be accepted back for a second year in their program as there are a limited number of second year seats available in most programs.**

#### **Criteria to be considered as a second year student:**

- Meet 90% of program standards with a 3.0 to achieve status of CTE Program Completer (VT AOE)
- passing all academic classes
- on-track for graduation
- positive recommendation from current technical program instructor
- good attendance
- self-motivated
- positive attitude/behavior
- proven proficiency in the professional skills (3.0 or higher)

- Some select programs have additional criteria for students planning a second year in these programs. Specific information is available in the STC Guidance Office.
- WorkKeys scores of a 5 or more

**The Process for requesting a Second Year appointment:**

- ★ You and your partner school Counselor need to complete the application.
- ★ Complete the "Student Information Form" and submit it to the Stafford Technical Center Guidance Coordinator.
- ★ Request that your current Program Instructor complete a "Teacher Information Form". Your instructor will fill out the form and give it directly to the Stafford Technical Center Guidance Coordinator.
- ★ For a student wishing to stay in the same Program Area, in all but a limited number of cases, the expectation is that you will participate in a Co-op/Work Experience. Students participating in a Co-op must be able and willing to represent Stafford Technical Center in a professional manner.
- ★ By staying for a second year, you should be enhancing your personal career opportunities.

**CONTINUOUS NOTICE of Non-discrimination**

The Stafford Technical Center is committed to ensuring a working and learning environment that is free from unlawful discrimination. No student or employee will be denied access to, excluded from participation in, denied the benefits of, or subjected to discrimination under any of the Center's educational programs or activities due to race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age, and marital status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Pam Reed, Director of Equity and Inclusion, 6 Church Street, Rutland, Vermont 05701

Administrative Procedure 1990-3221 Public Complaints: The following chain of command is provided for complaints. It is predicated upon the assumption, for the most efficient use of everyone's time that the best resolution of complaints is at the lowest possible level of the school district organization. 1. The citizen with a complaint should make every possible attempt to reconcile the complaint or difference of opinion at the teacher, department level, or school building level. 2. If no reasonable answer is obtained at the first step, the citizen may contact the next level supervisor in search of an amicable solution. The citizen shall have the right of appeal, finally to the Superintendent. 3. If no reasonable answer is provided for the complainant, the citizen should then bring the issue to the attention of the school board.