



STUDENT HANDBOOK

(<http://www.rbctc.org/links>)

2020-2021

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Protocols and Procedures for River Bend Fall Opening
These expectations are subject to change.

Daily Expectations:

- All students will enter River Bend through the main entrance
- All students will be required to wear masks which will be provided by the school
- All students will have their temperature taken daily as they arrive
- All students will sanitize their hands with sanitizer when entering the building which will be provided by the school
- All students will proceed to their individual class/program rooms/shops and stay in that designated area for the duration of time on campus
- Each program will have a designated bathroom to use
- Students must maintain social distancing to the best of their physical ability at all times

In the event of student illness:

- If a student does not meet the temperature requirement or through the health questionnaire, or conversations, it is determined there may be an infection risk, the student will be requested to leave campus and the parent/caregiver will be notified.
 - * Students who drive will return home and parents will be notified.
 - * Students who do not have individual transportation will be isolated in a designated room until a parent/caregiver can pick them up from school.

Remote Learning:

- Students not having access to the internet at home, or struggling with distance learning will be required to attend both their in person days and their distance learning days on campus. These students will either be placed in a computer room for the duration of their time on campus.
- Students wishing to engage in work-based learning will be required to fill out, sign, and return a new copy of work-based learning expectations that have been created by the VPA, AOE, and our local work-based learning coordinator, and which are COVID specific.

Parents and caregivers will be required to sign a document stating that they will communicate with the school any health issues that could put their family and/or student at risk for being exposed to the COVID 19 virus or report any symptoms that the student's immediate home is experiencing that could have the COVID virus as an underlying cause.

More information about the RBCTC COVID-19 Response plan can be found on the RBCTC website.

MISSION STATEMENT

The mission of RBCTC is to collaborate with all stakeholders to provide educational opportunities and support for students as they develop career goals, skills and personal initiative to become productive members of an ever changing, global society.

PHILOSOPHY

The staff at River Bend Career & Technical Center is committed to promoting lifelong learning by providing quality support to a diverse student population and by providing quality education, which reflects current industry standards.

River Bend Career & Technical Center is dedicated to creating a safe and non-threatening environment while maintaining a challenging curriculum through the use of the latest technology and instructional resources.

We are committed to ensuring that students receive the technical and academic skills necessary to secure employment, to continue post-secondary studies, or to pursue a combination of both.

VISION

The vision of River Bend Career and Technical Center is to create a positive educational environment that prepares all students for the rigors of careers and college.

We are committed to:

- Implementation and maintenance of rigorous and technically advanced programming
- Development of student personal qualities
- Identification and integration of rigorous and relevant academic content
- Quality professional development

DIRECTOR'S MESSAGE

Welcome to the River Bend Career and Technical Center. Your decision to enroll in River Bend is one you have not taken lightly. River Bend provides career, technical, and integrated academic training to students and adults in both New Hampshire and Vermont. The faculty and staff are highly trained and qualified professionals in their curriculum areas. We strive to instill work ethic and employer expectations in all students while we model and teach a respectful work environment. Our regional design brings students from Oxbow High School, Blue Mountain Union School, Thetford Academy, Rivendell Academy, Woodsville High School, as well as home school and adult students from those same communities into the building. Students can expect a rigorous technical program, which includes integrated academics, and lead to industry-recognized credentials, registered apprenticeships, or post-secondary education. Students attending River Bend will be well prepared to enter the workforce in entry-level positions or transition to post-secondary education within their selected program areas.

NONDISCRIMINATION

The River Bend Career & 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 with regard to race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age, and marital/civil union status, or any other characteristic protected by Federal or State law.

Please review Annual Public Notice of Non-discrimination on the following page.

Annual Public Notice of Non-discrimination

[As required by the 1979 Guidelines for Eliminating Discrimination in Vocational Education Programs (34 CFR part 100, App. B, IV-O)]

OXBOW UNIFIED UNION SCHOOL DISTRICT /RIVER BEND CAREER AND TECHNICAL CENTER

36 Oxbow Drive
Bradford, VT 05033

River Bend Career and Technical Center is pleased to announce that it is offering, among other programs, the following Career and Technical Education Programs of Study for the school year 2020-2021:

Automotive Technology, Construction Technology, Cosmetology, Culinary Arts, Diversified Agriculture/ Natural Resources/Agri. Mechanics, 21st Century Media & Design, Health Sciences Technology, Heavy Equipment Operation, Fire/Emergency Management, Criminal Justice & Public Safety, and Teacher Education-Multiple Levels.

Admission to these programs is open to all students enrolled in Blue Mountain UHS, Rivendell Academy, Thetford Academy, Woodsville HS, Oxbow HS, and home school students throughout the region.

The OXBOW UNIFIED UNION SCHOOL DISTRICT /RIVER BEND CAREER AND TECHNICAL CENTER does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, age, and marital/civil union status in admission or access to, or treatment or employment in, its programs and activities. The SUPERVISORY UNION /TECHNICAL EDUCATION CENTER provide equal access to the Boy Scouts and other designated youth groups.

The OXBOW UNIFIED UNION SCHOOL DISTRICT /RIVER BEND CAREER AND TECHNICAL CENTER offers additional services to students with limited English language skills or with disabilities so that they may benefit from these programs. Individuals wishing to obtain information about the existence and location of accessible services, activities, and facilities should contact the 504 Coordinator (information below).

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title
Katherine Chobanian
Title IX Coordinator
36 Oxbow Drive
Bradford VT 05033
802.222.5212

Name and/or Title
Elizabeth Towle
504 Coordinator
36 Oxbow Drive
Bradford VT 05033
802.222.5212

ADMISSIONS CRITERIA 2020-2021

When students successfully complete a River Bend Career and Technical Center (RBCTC) program, they are prepared to continue in their chosen field and for post-secondary educational opportunities. It is important that students who apply to River Bend understand that their academic skills, career aptitude and positive interest are important components for future success. Every River Bend student will participate in applied academic-technical education that meets high school graduation requirements while also focusing on workplace preparation and direct workplace experiences. We are invested in our students and in their success.

We welcome your interest in our school. Your decision to enroll in a technical program is an important one, and it deserves a great deal of thought and investigation on your part. If you decide to apply to a technical program, we suggest that you discuss the program with other students at your home school who are enrolled in the programs you are considering. You should also meet with your sending school counselor who can help you select all the appropriate courses that will help you attain your goals, and most importantly, discuss the technical program with your parents.

Admissions Criteria

River Bend Career and Technical Center follows the recommended guidelines for Vermont career and technical applications to our entitlement programs for grades eleven and twelve.

1. Residency – Students must be a resident of a community that is within the RBCTC designated geographic area. This area includes the following high school communities: Blue Mountain Union School, Oxbow High School, Rivendell Academy, Thetford Academy, & Woodsville High School. Students may also attend RBCTC who are home schooled or attending an independent school.
2. 11th and 12th Grade Entitlement - Students who are 16 years of age and/or who are on track to achieve 11th or 12th grade status in the upcoming school year have an entitlement to attend an RBCTC program.
3. 10th Grade Enrollment - Programs are also open to 10th grade students who demonstrate the maturity and the ability to meet application criteria outlined below.
4. Credits – It is important that students entering a RBCTC program demonstrate through their high school credits that they are on track to graduate. The following levels of credits are needed:
 - a. Entering 10th grade students– minimum of 5 credits earned by the end of the 9th grade.
 - b. Entering 11th grade students - minimum of 10 credits earned by the end of the 10th grade.
 - c. Entering 12th grade students - minimum of 15 credits earned by the end of the 11th grade.

If a student does not meet the required number of credits by the end of the previous school year, it will be required that there be a plan in place to assure that the student will recover the necessary credits (such as summer school, online credit recovery such as Odyssey or A+ Fuel Education, etc.).

5. Diploma Status
 - a. Any Vermont or New Hampshire resident of the sending or host community who does not have a high school diploma may apply to attend RBCTC through the same process defined in this document.
 - b. Any Vermont or New Hampshire resident with a high school diploma may apply to RBCTC on a space-available basis by contacting the RBCTC School Counseling Coordinator.
6. Application Screening - We screen applications to ensure that we are an appropriate educational placement for each student, by looking at the following criteria:
 - a. A reasonable expectation that the student can meet industry standards.
 - b. A reasonable expectation that the student can access the curriculum. An overview of the skills to be covered is in the "Program Guidelines for 2019-2020".
 - c. The ability to engage and adhere to safety procedures.
 - d. The ability to meet RBCTC attendance expectations.
 - e. All students have a twenty-day probationary period, beginning on the first day of attendance. This phase will be used to determine the appropriateness of placement. Students will automatically be granted full standing after the probationary period unless notified of continued probationary status or withdrawal.
7. Priority of Program Placement - Program priority placements will be determined as follows:
 - a. Juniors
 - b. Seniors – new to RBCTC
 - c. Sophomores
 - d. Applicants without a diploma. *
 - e. Applicants with a diploma. *
 - f. Submission of the RBCTC application by stated deadline.
 - g. Selection of a non-traditional (for gender) career program.
8. Over-Subscription - Partner School Ratios: in the case of over-subscription to a program, a minimum of 2 students per program from each sending school will have priority for placement. A Placement Committee will be formed composed of the following people to determine enrollment for the program based on the admissions requirements and procedures: the School Counseling Coordinator, Instructor of the Program, and the Director or Assistant Director, and the Student Services Coordinator. Student interviews for program placement may be scheduled, if necessary, as determined by the Placement Committee.
9. Returning Students - For a student to continue in his/her program for a second year, he/she must be recommended by the Placement Committee. The review process for recommendations will begin after the third marking period.

Admissions Procedures

1. Visit to RBCTC - Students are required to visit RBCTC prior to acceptance. All interested students will have the opportunity to attend a scheduled visit day through their sending high school or by attending an RBCTC open house. Individual visits can also be arranged through the RBCTC School Counseling Coordinator.

2. Application - Students may apply for admission directly through the RBCTC online application (www.rbctc.org) or download a PDF and submit directly to the RBCTC School Counseling Coordinator. Paper applications are also available in the current RBCTC brochure.
3. Priority Deadline - The priority application deadline for the 2020-2021 school year is March 30, 2020. Applications received after this date will be accepted on a first come first serve basis.
4. Transcripts and Report Cards - Once an online or paper application is received by the RBCTC School Counseling Coordinator, documentation in the form of a transcript and/or report card are required to be submitted showing the student is on track to meet the minimum credit requirements stated above.
5. Attendance records – Attendance is a very important aspect of being successful at RBCTC. Up to date attendance records are required to be submitted by the student's sending school.
6. Discipline records - Discipline concerns will be shared between the sending school guidance office and the RBCTC guidance office on an individual basis.
7. Notification of Placement into Programs – Placement letters will be sent out to all qualified applicants within 10 business days of the application priority deadline. Student applications that require further clarification and consultation with the sending school guidance departments will be reviewed and placement decision letters will be sent out as soon as possible.
8. Students with special needs - Students with special needs, including students with IEPs or 504 Plans, are encouraged to apply to RBCTC. Once a student has been placed into a RBCTC program, if they are on an IEP or a 504 plan, a meeting must be held to determine appropriate technical program placement and the accommodations necessary for success in that program. This meeting must be held before the student begins classes at RBCTC.

SCHEDULING FOR INSTRUCTION

River Bend follows a half-day program format that lasts for approximately two hours and twenty-five minutes, five days per week. Most half-day programs are developed to last for two school years, broken down into one-year segments.

- The student may take both years of a half-day program and receive a certificate of completion in the particular subject area.
- The student may take the first-year segment of any of the programs and receive a letter of recognition for effort spent in that particular subject area.
- The student may complete two or three first-year segments in different subject areas and receive a certificate of completion in an Independent Technical Program. This plan allows a student to combine similar skill areas or concentrate in areas that may be important in some third field of study.

River Bend Career & Technical Center recommends awarding credits for each year of completion as follows:

- If a student chooses to withdraw from River Bend Career & Technical Center at the semester break, 1½ elective credits will be recommended
- In the event that a student only attends one year of a program 3 elective credits will be recommended
- Half-day program completers will receive 6 credits after two years in the program
- Credits offered are: embedded academic, and elective
- All credits awarded may be adjusted depending on individual sending schools and/or special population status.

Note: Attending CTE education is an entitlement of every New Hampshire and Vermont high school student. It is illegal, in both states, for students to be denied access based on scheduling issues that arise at the student's sending school.

LAB REQUIREMENTS

Programs may require “tools of the trade” that would otherwise be against school policy, such as utility knives. For this reason, such “tools of the trade” are to remain within the designated program area at the end of each school day and are not to be carried to and from the student's sending school or home. Some programs require students to wear safety equipment. RBCTC will provide head, eye, and hearing protection to all students in hazardous areas. Any other protective requirements are the responsibility of the student/parent.

BEGINNING OF YEAR PAPERWORK

When a new or returning student begins a class, he/she is required to fill out paper work needed by the Center such as a student information card, emergency health form, and a statement verifying that the student handbook has been read. All required forms must be submitted to the instructor before a student may work in a lab setting. **It is expected that all forms be returned to the program instructor by the end of the first week of school.**

STUDENT RECORDS

Records about each student's technical program are kept in the Career and Technical Center Main Office. These records are confidential and kept according to Orange East Supervisory Union Student Records Policy and the State of Vermont Regulations.

River Bend Career & Technical Center designates certain information as “directory information” and will disclose that information without prior consent. ***Directory information includes; the student’s name, major field of study, address, parents’ names, date of birth, high school class, extracurricular participation, career plans, awards, honors and photographs of the student.***

Parents not wishing this information to be disclosed should notify the Center’s Director.

STUDENT SERVICES

As a Career and Technical Center, we offer various support programs that are available to students:

A. Guidance Coordinator:

The Guidance Coordinator has many duties involving the delivery of student services and is the link between the student's home school and the Center. The Coordinator works in conjunction with the sending school Guidance Counselors to develop appropriate program placement, and to assist with post-secondary choices. Resources are available in our Career Center to help students and families with career and college searches.

B. Support Services Coordinator:

Besides the regular program, many students will also need work with applied math and English skills related to the program they have chosen. The Support Services Coordinator works with those students at the Center and with any student who is on an Individualized Education Plan and needs assistance to be successful in his/her Career and Technical Program. Assistance could be in the form of equipment adaptation, program revision, tutorial support, individual instruction or any other form of support that will reasonably accommodate a student. The Support Services Coordinator and/or Instructor are members of the staffing team for each student that has an I.E.P. in his/her home school.

C. Adult Education Coordinator:

The Adult Coordinator helps adults in the specific concerns and needs that they have in relation to returning to school with regular secondary students. Some services provided by the Coordinator include linking transportation, arranging for tutoring and/or classroom help, finding childcare, and job development. The Adult Coordinator also works with industry to make sure that we are meeting their needs by providing appropriately trained graduates or offering customized training programs for specific industries in our area.

D. Cooperative Education Coordinator:

Each program offers qualified second-year students the opportunity to devote some of their class time to working in their particular field; in addition, students may experience work-based learning in a 30 hour non-paid placement. The Co-op Coordinator does the development, overseeing and communication within this job training. This person works individually with each applicant, instructor, and employer.

E. School Nurse:

School health services are available through Oxbow High School. Any medical emergency will be reported to the parent and to the student's home school nurse. All medical problems will be reported to the Technical Center Office as soon as possible after the incident happens or a condition is reported to the teacher. **Any student who needs to take daily medications while at RBCTC must see the Director beforehand for proper documentation.**

STATE & NATIONAL SPONSORED ORGANIZATIONS:

1) FFA

Organization that offers opportunities for students interested in agriculture related careers. Students develop leadership, networking, and communication skills. Competitive opportunities are available through state and national conferences.

2) Skills-USA

Organization that offers opportunities for students in most program areas. Students participate in leadership training while honing their technical skills and making valuable industry contacts. Opportunities are available to compete in both state and national competitions.

3) National Technical Honor Society (NTHS)

The goal of the society is to see that deserving career & technical students be recognized and that people of the community become aware of the talents and abilities of the young people and adults who choose career & technical education pathways to a successful future.

Requirements for NTHS are:

- A average in River Bend Program (3.67)
- B average at home school (3.0)

- Five (5) or fewer absences
- Display honesty, service, responsibility, citizenship and leadership.
- Recommendations

TRANSPORTATION

All of the schools that send students to the Center provide transportation for their students. Students MUST ride to and from the Center on these buses. Students may be allowed to drive private vehicles, provided the situation is prearranged and approved by the sending school and the Technical Center Administration. Career and Technical Center students using private cars will do so only after proper signatures appear on forms provided for this privilege. These forms MUST be submitted to the Career and Technical Director ONE DAY IN ADVANCE, signed by both the Parent and Sending School Administration. Students, who have been granted permission to drive/ride in personal vehicles, must sign in and out through the Center's main office. The same form must be in place for a student to ride with another. Students who fail to follow the above procedures will be reported to the sending school's Administration for disciplinary actions.

CLASS SCHEDULE

Classes are scheduled for morning sessions from 8:00 - 10:25 and afternoon sessions from 12:00-2:25. Some courses are only offered in the morning session and some in the afternoon. Please contact Guidance for more information concerning precise scheduling.

All Oxbow students who arrive at the Center prior to 8:00 a.m. must report to Oxbow High School and remain in designated areas until released by OHS Personnel.

GRADING SYSTEM

A report card will be issued for every student at the end of each quarter. Grades will be issued for technical program content and embedded academic credit. The Center will also furnish the sending school with student grades each quarter. Approximately halfway through each quarter students will receive a progress report with the purpose of providing a means for students to understand where successes have occurred and where there is room for improvement.

The grading system is as follows:

A+	99-100	B+	91-92	C+	83-84	D+	75-76
A	95-98	B	87-90	C	79-82	D	72-74
A-	93-94	B-	85-86	C-	77-78	D-	70-71
						F	0-69

Homework

Students should expect to receive homework from their program instructor that provides differentiated learning opportunities that enrich and reinforces the learning intentions of a specific unit of study. Students spend over two hours each day at the Center. In order to cover all the technical skills, transferable skills and prepare students for career and college readiness, homework will be an integral part of their educational experience at the Center.

Attendance

Good Attendance skills are important in both the world of work and at school. The responsibility for attendance rests upon the parent or guardian and the student. All students are expected to attend regularly and be on time. **During the 2020-2021 school year, students will be attending River Bend remotely for part of their time here. Each teacher will be responsible for ensuring that students are aware of the remote learning attendance policy for their class. Students not meeting those remote learning attendance expectations may be required to attend River Bend on remote learning days.**

Program Completion Requirements Gold and Silver Certificates

River Bend Career and Technical Center has implemented a dual level of completion certificates; Gold and Silver. Below are the descriptions and expectations necessary to earn a program completion certificate at these different levels.

Two-Year Program Certificate - GOLD

Possesses key content knowledge and key learning skills and techniques sufficient to begin post-secondary studies in a career pathway and meets the three keys to college and career readiness described below:

- Completes a two-year program and meets the program's technical skill requirements, state requirements, and state competencies.
- Meets college and career readiness standards through one of the following assessments:

- Accuplacer tests – Cut scores will be set in January of each year based on our college partners’ requirements. Scores for the 2017 graduation year were:
 - Reading Comprehension – 70
 - Sentence Skills – 75
 - Arithmetic – 65
 - Elementary Algebra - 50
- ACT test - ACT English: 13 / 23, ACT Math: 15 / 20
- SAT test - SAT Critical Reading: 410 / 520, SAT Math: 410 / 520
- Successful completion of the RBCTC portfolio documenting state competencies, technical and transferable skills attainment.

Two-Year Program Certificate – SILVER

- Meets basic expectations in workplace behavior and possesses specific training necessary for an entry-level position.
- Completes a two-year program and meets the program’s technical skill requirements.
- Successful completion of the RBCTC portfolio documenting state competencies, technical and transferable skills attainment.

One-Year Program Certificate

- Completes one year of a program and meets the program’s technical skill requirements.
- Successful completion of the RBCTC portfolio documenting state competencies, technical and transferable skills attainment.
- If a one-year student achieves the required academic levels defined in the GOLD program certificate, he/she can earn a one-year Gold or Silver Certificate.

WorkKeys Assessment

River Bend Career and Technical Center (RBCTC) is working to be an approved WorkKeys Assessment Test Center. WorkKeys is an assessment designed to evaluate students’ skills in reading, writing, and mathematics. These assessments are used by many employers for evaluating career readiness and to place students in appropriate work/job roles.

Each student who enters RBCTC is required to take three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents. These assessments will be given at the start of their first year, and the conclusion of their final year with us. They offer students the opportunity to earn a National Career Readiness Certification at various levels, depending upon their scores. This certification measures aptitude of math, reading, and thinking strategically -- which tells an employer the likelihood of success in a particular job role. This is another way River Bend is able to offer students the opportunity to have an Industry Recognized Credential (IRC) prior to graduating High School.

Accuplacer Testing

River Bend Career and Technical Center (RBCTC) is an approved Accuplacer Test Center. Accuplacer is an assessment designed to evaluate students’ skills in reading, writing, and mathematics. These assessments are used by many of our state/community college partners for evaluating students’ college readiness and to place students in the appropriate college level class.

Each RBCTC student who is pursuing a Fast Forward college course through us and the Community College of VT (CCV) is required to take three Accuplacer assessments: Next Generation Writing, Next Generation Reading, Next Generation Arithmetic. This helps both the student and RBCTC staff evaluate students’ academic skill levels, and helps CCV evaluate college readiness. As a student at RBCTC, regardless of whether or not they are pursuing a Fast Forward course, they are allowed to take Accuplacer tests multiple times at no extra cost.

A+ Fuel Education On-line Courses

River Bend Career and Technical Center has partnered with Fuel Education to offer online academic courses. Through collaboration with our students’ sending schools, these academic courses can be used for credit recovery, remediation, or in special circumstances, stand-alone credit earning options. These courses are offered at no cost to all River Bend students. The courses can be accessed via each student’s River Bend device, and therefore can be worked on outside of class time.

Student Portfolios

All Career Center students must develop and complete a portfolio for River Bend Awards Night.

What is a Portfolio?

A portfolio is a purposeful collection that documents learning and achievement. It is a demonstration of who you are, what you know, and what you have done. The format the Career Center has chosen involves a list of required elements that are directly linked to common competencies among all programs. All students also have the opportunity to add elements that reflect and highlight individual strengths and achievements. **A portfolio is not a project, it is an ongoing process.**

Content needs to be:

- appropriate and professional
- current
- edited and proofread—SPELLING AND GRAMMAR COUNTS
- accurate and complete
- your ‘Best Work’

The portfolio process helps you:

- increase your ‘marketability’ with prospective employers, and post-secondary placements
- achieve greater academic success
- learn and practice information technology skills
- develop and maintain a long-term goal and career plan
- collect your significant academic and experiential work in one place
- develop organizational and time management skills
- develop critical thinking and problem solving

What materials/resources will the Career Center provide?

- A three ring binder and protective sheets
- A storage folder on the network
- The use of current technology at the Career Center (computers, printers, digital cameras, scanners, etc.)
- Assistance from program instructors, the co-op coordinator, and the support services staff at the RBCTC

Junior Year Requirements Student Portfolio Checklist

Name _____

Program _____

All spelling, mechanics, and grammar (including punctuation and capitalization) must be correct on all items. Completed portfolio is due on March 31st.

Self ✓
Check when
completed.

Peer ✓
Check when
completed.

Teacher ✓
Check when
completed.

Cover Page (With picture, name, address, phone number.)

Biography (Write a half page to full page description of yourself. Use this to tell people where you are from, how old you are, things you've done, things you'd like to do/hope to do, what might distinguish you from others, etc.)

Resume (Completed and up to date. Use Word template.)

Reference List (Three names, addresses, and contact numbers.)

Letter of Recommendation (One letter is required.)

Employment Application (Completed and matching the information on your resume. Use Word template.)

Education and Career Goals (One page minimum.)

Awards & Certificates (Perfect Attendance, NTHS, Most Improved, RBCTC, Career Safe, CPR, First Aid, etc.)

Clubs & Community Service Activities (Skills USA, Student Government, FFA, Volunteer hours, etc.)

A+/ Accuplacer test scores (Instructors can print them.)

2 Work/Project Samples (This should include a picture and explanation/written description of the work/project you have done in your program. One paragraph minimum.)

This is an example of a Junior Portfolio. Senior Portfolios will have completed these tasks and have other tasks to complete before the March 31st deadline.

Code of Conduct

Oxbow Unified Union School District

River Bend Career and Technical Center expects good citizenship from all members of the school community. Individual responsibility and mutual respect are essential to a productive school community. True discipline is self-discipline. Self-discipline is a learned behavior. One of the major functions of River Bend Career and Technical Center is to help students progress from dependence upon imposed discipline to independence and the development of personal responsibility as a function of citizenship. Personal responsibility requires that students be given appropriate opportunities and guidance to exercise responsibility and to learn how to take responsibility for their own actions, behaviors and education. This essential understanding is a one of the fundamental elements in our mission statement.

We believe that there are three guiding values in the Code of Conduct: BE RESPECTFUL, WORK HARD, AND BE KIND TO OTHERS. These three values encompass all that is expected of students and staff as they strive for excellence. Furthermore, these three values should guide all interactions of students and staff on a daily basis. The administration and staff of River Bend Career and Technical Center will use these values to teach the skills that are a part of becoming a good community member and citizen as they implement and use this code of conduct.

Be Kind to others	Be Respectful	Work Hard
Be encouraging, courteous and polite	Use language that is appropriate and respectful	Do your own work and complete it on time
Allow others to learn	Respect now, question later and disagree respectfully	Stay present and engaged in your work
Help and protect self and others peacefully	Respect others property	Be prepared and on time.
Have the courage to live a healthy lifestyle	Be honest and demonstrate personal integrity in all interactions	Challenge yourself, set high expectations
Stand up to injustice, advocate for self and others	Wear appropriate clothes that demonstrate respect to self and the school.	Be open to new ideas
	Protect others rights, respect others beliefs and practice tolerance.	Advocate for yourself and others for a quality education

All students should strive to meet these expectations in the code of conduct. If they embrace the fundamental aspect of this code, they will meet success in the academic and social arenas of the school.

When students act irresponsibly the school has the responsibility to impose appropriate guidance and/or discipline upon them. Oxbow Unified Union School District/River Bend Career and Technical Center, believes that all reasonable effort must be made to prevent discipline problems through the effective use of education and communication. A student who engages in any behavior that disrupts the safe and orderly environment of the school will be subject to disciplinary action. Discipline problems will be handled with consistency and consequences will be dealt with a view to the education and or rehabilitation of the student so that she/he may learn productively from the situation.

The following is a non-inclusive list of minor offenses:

Dress code	Tardy	Public Display of Affection
Minor property damage/Misuse	Inappropriate Language	Disruption
Defiance/Disrespect/Non-compliance	Physical contact/ Physical aggression	Technology Violation

The following is a non-inclusive list of major infractions:

Fighting/Assault	Unauthorized Area/Leaving School Grounds	Theft, Forgery
Bullying	Cutting class/unexcused absence from an individual class	Illegal substances/Tobacco
Harassment	Lying/cheating	Technology Violation
Hazing	Property damage	Truancy
Abusive Language, Profanity	Arson/Possession of Combustibles	Dress Code Violation
Disruption	False Alarms	Inappropriate Display of Affection
Defiance/disrespect/	Weapons	Tardy

Minor Incidents Defined

Dress code – student wears clothing that is near, but not within the dress code guidelines defined by the school.

Tardy – student arrives to class after the bell, less than three times.

Public Display of Affection – Student engages in inappropriate (as defined by school) verbal and or physical gestures/contact, of a sexual nature to another student/adult either consensual or non-consensual.

Minor property damage/Misuse – Student engages in low-intensity misuse of property.

Inappropriate Language -- Student engages in low intensity instance of inappropriate language.

Disruption – Student engages in low intensity, but inappropriate disruption.

Defiance/Disrespect/Non-compliance – Student engages in brief or low intensity failure to respond to adult requests.

Physical contact/ Physical aggression – Student engages in non-serious, but inappropriate physical contact.

Technology Violation - Student engages in non-serious but inappropriate use of cell phone, page, music/video players, camera and computer as stated in the technology use agreement.

Other – Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Incidents Defined

Fighting/Assault – Actions involving serious physical contact where injury may occur.

(Ex. Hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Bullying – Student delivers disrespectful messages (verbal or with gestures) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. (See below the line chart for further descriptions)

Harassment – Means an incident of verbal, written, visual, or physical conduct based or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity.

Hazing – any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, or holding office in, or maintain membership in any organization which is affiliated with an educational institution: and, which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student; or endangering the mental or physical health of a student.

Abusive Language, Profanity – Verbal messages that include swearing, name calling or use of words in an inappropriate way

Disruption – Behavior causing an interruption in a class or activity. Disruption includes a sustained loud talk, yelling, or screaming, noise with materials; horseplay or rough housing; and/or sustained out-of- seat behavior.

Defiance/disrespect/ insubordination/non-compliance – Refusal to follow directions, talking back and or socially rude interactions.

Unauthorized Area/Leaving School Grounds – Student is in an area that is outside of school boundaries (as defined by the school)

Cutting class/unexcused absence from an individual class – Leaving class without permission, unexcused absence, and being in an unauthorized area during an assigned class period.

Lying/cheating – Student delivers message that is untrue and/or deliberately violates rules.

Property damage – Student participates in an activity that results in destruction or disfigurement of property.

Arson/Possession of Combustibles – Student plans and/or participates in malicious burning of property. Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.)

False Alarms – Students delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion

Weapons – Student is in possession of knives or guns, (real or look alike), or other objects readily capable of causing bodily harm.

Theft, Forgery – Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without person's permission.

Illegal substances/Tobacco – the use, possession, distribution or sale of any illegal substance and/or related equipment while on school grounds or attending a school activity elsewhere.

Technology Violation – student engages in inappropriate (as defined by school) use of cell phone, pager, music, video players, camera, and/or computer period.

Truancy – refer to attendance policy

Dress Code Violation – Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.

Inappropriate Display of Affection - Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.

Tardy - Student is late to class more than three times.

Other – Student engages in any other major problem behaviors that do not fall within the above categories.

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Behavior Consequences Defined

The administration may assign the following consequences:

Recommendation for Expulsion/Removal – students may be recommended to the board of education for expulsion from school.

Referral to Law enforcement – in all cases, student will be referred to law enforcement when their actions have broken the law. Students will be informed when law official have been contacted.

Out of school suspension ranging from 1-10 days – students may be removed from school for up to ten days. Students that are suspended from school may not be on campus and may not participate in extra-curricular activities and athletic events, including but not limited to: dances, proms, games, practices, and graduation. All suspensions earned are reciprocal and will be enforced at both River Bend Career and Technical Center and sending high schools.

In-school suspension from 1-10 days – students may be placed in an in school suspension room for up to ten days. Students that are in school suspended may not participate in extra-curricular activities and athletic activities. All suspensions earned are reciprocal and will be enforced at both River Bend Career and Technical Center and sending high schools.

Loss of extracurricular privilege/leadership opportunities – students may lose extracurricular privileges and may have leadership roles revoked on a temporary or permanent basis. (Events might include but are not limited to: dances, proms, games, practices, and graduation.)

Loss of driving privilege – students driving privilege may be revoked on temporary or permanent basis

Loss of off campus privileges – students that qualify for off-campus privileges may lose that privilege on a temporary or permanent basis.

After school detention – Student may be required to attend after school detention as assigned by the administration. Detention usually takes place from 2:30 PM to 3:15 PM.

Loss of bus transportation privileges – Students may lose bus transportation privileges for up to a year for incidents that take place on the busses.

Loss of course credit – Students may lose credit for a course.

Teachers may assign the following consequences:

After school detention

Temporary removal from class

Change in seating arrangements

Referral to Administration

Teacher and administration may initiate some of the following supports for students struggling with behavior problems, these supports may include but are not limited to:

Parent notification

Conference with student

Conference with parent and student

Referral to guidance

Referral to student support system

Referral to School Psychologist

Possible Disciplinary Actions

(Based on frequency and severity of actions)

Seating arrangements	Conference with student	Parent notification
Conference with parent and student	Referral to guidance	Temporary removal from class
Office discipline refer	Referral to student support system	Directed study
Loss of bus transportation privileges	Revoke of off campus privileges	After school detention
Office detention	Classroom removal	Revocation of driving
Revoke extracurricular privilege/leadership opportunities	Loss of course credit	In-school suspension from 1-5 days
Out of school suspension ranging from 1-10 days	Referral to Law enforcement	Expulsion/Removal

**Oxbow Unified Union School District
RIVER BEND CAREER AND TECHNICAL CENTER**

CODE C10P Model Procedures on the Prevention of Harassment, Hazing & Bullying of Students

Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students

Date Warned: 07-16-19

Date Adopted: 08-21-19

I. Reporting Complaints of Hazing, Harassment and/or Bullying

- A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting: Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.
Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.
- C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.
- E. False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.
- F. Rights to Alternative Complaint Process: In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office U.S. Department of Education
8th Floor 5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

- A. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:

- i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
- ii. Promptly inform the school administrator(s) of the information;
- iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.

B. Upon **initiation of an investigation**, the designated employee shall:

- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. an investigation has been initiated;
 2. retaliation is prohibited;
 3. all parties have certain confidentiality rights; and
 4. they will be informed in writing of the outcome of the investigation.

C. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. Initiation of Investigation - Timing. Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. Investigator Assignment. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. Interim Measures. It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school's investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.
- D. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.
- E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off- campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and

substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

- F. Completion of Investigation – Timing. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- G. Investigation Report. The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. the investigation has been completed;
 2. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
 3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
 - ii. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:
 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
 - iii. Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.
- I. Violations of Other Policies. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

IV. Responding to Substantiated Claims

- A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:
- (i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.
 - (ii) School Access/Environment Considerations. The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to

harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

B. Retaliation Prevention. It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated. The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there have been any new incidents or any retaliation.

C. Alternative Dispute Resolution. At all stages of the investigation and determination process, school Officials are encouraged to make available to complainant's alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

- (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
- (2) the age of the complainant and the accused individual,
- (3) the agreement of the complainant, and
- (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant.

A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant.

A complainant may request an independent review within thirty (30) days of a final determination if s/he:

- (1) is dissatisfied with the final determination as to whether harassment occurred, or
- (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing:

- (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and
- (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

- C. Rights to Alternative Harassment Complaint Process. In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights,
Boston Office U.S. Department of Education
8th Floor 5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

Rights of Accused Students

- A. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.
- B. Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

VI. Confidentiality and Record Keeping

- A. Privacy Concerns. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with

the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students. The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

- B. Document Maintenance. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

- A. Reports to Department of Children and Families. When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
- B. Reports to Vermont Agency of Education. If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police
 - a. FERPA Rights. Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
 - b. First Hand Reports. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
 - c. Hazing Incidents. It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.
- D. Continuing Obligation to Investigate. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

- A. Disseminating Information. Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. Student Training. The school administrator shall use his/her discretion in developing age-appropriate methods of

discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

- C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying. D. Data Gathering. Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

CODE C7 Student Attendance (Required)

Date Warned: 07-16-19

Date Adopted: 08-21-19 Date Revised:

RIVERBEND CAREER AND TECHNICAL CENTER: Student Attendance Procedure

FILE CODE: F25-Procedure

IMPLIMENTED: June 2011

PAGE: 1:2

In an effort to promote the development of good attendance habits, River Bend Career & Technical Center's procedure concerning attendance requires responsible use by students. Irregular attendance is one of the chief causes of poor work and failure. The responsibility for school attendance rests upon the parents or guardians and student. All students are expected to attend regularly and be on time.

The primary purpose of this attendance procedure is:

1. To help develop responsibility and self-discipline.
2. To promote punctuality.
3. To help develop good citizenship traits.
4. To enhance academic success.

Absences defined

Absences shall fall into three categories: Verified, unverified, and school related. A verified absence is one which a parent or guardian has notified the school either verbally or in writing that their child will be absent. A sending school related absence is any required activity at a sending school that prevents attendance at the River Bend Career & Technical Center, and is considered a verified absence.

An unverified absence is when there is no communication from the parent or guardian as to the reason why the student is absent.

Tardiness

Tardiness is not arriving to class on time. Students are expected to be on time for class. Students arriving late must report to the RBCTC office and sign in to receive a pass for class. Any student who misses up to 30 minutes of class without an approved excuse shall have ¼ day of absence recorded. Missing between 30 and 60 minutes of class will result in ½ day of absence recorded. Sixty to 90 minutes shall count as ¾ day absence. Anything over 90 minutes shall count as a full day of absence.

Signing out of school/Early dismissals

Parents/Guardians may sign their child out of school and eighteen-year-old students with adult status may sign themselves out of school. All material and assignments missed as a result must be made up within the timelines set by the Instructor.

Preplanned Absences-Homebound and Hospitalized Students

Family obligations that take students away from school occur and are sometimes unavoidable. Parents/Guardians are encouraged to not schedule family vacations or student post-secondary visits at times other than published school vacation times. Students sometimes have extended illnesses, medical conditions, or accidents that keep them away from school for extended times. In the event that these types of circumstances arise parents/guardians must notify the Administration and make any and all arrangements for students to make up any missed work.

**Oxbow Unified Union School District
River Bend Career & Technical Center**

**RIVER BEND CAREER AND TECHNICAL CENTER:
Student Attendance Procedure**

FILE CODE: F25-1 2:2

Homework Assignments/make-up work

Students are responsible for all material and activities that are missed as a result of being absent. Therefore, River Bend Career & Technical Center will require that all days out of school will be made up with assignments assigned at the discretion of the program instructor. Assignments not completed within the time lines set by the instructor will be included in grades as a zero.

Notification of Parents/Guardian

Absences

The student and/or his/her family will receive a phone call from the instructor as well as a letter from the office following the third (3) day of absence in a semester regardless of the type of absence. After five (5) absences in a semester the parent will receive a five (5) day letter from the office and the student will be referred for an immediate meeting with the RBCTC Appeals Board.

Tardiness

Parents will be notified of student tardiness by phone and letter after 4 tardy admissions, or one full day of absence as a result of tardiness, whichever comes first.

Appeals Board

The Appeals Board shall consist of the River Bend Career & Technical Center Assistant Director, Career Center Guidance Coordinator, Career Center Student Services Coordinator, Career Center Attendance Officer, Career Center Program Instructor, Parent or Guardian and a sending school administrator, or their representative

The Appeals Board shall meet for the purpose of reviewing a student's attendance record and drafting an attendance plan that addresses the excessive absenteeism and facilitates student success.

Excessive Absenteeism

Absences in excess of five (5) days in a semester are considered excessive. Excessive absenteeism will result in an Appeals Board meeting and an attendance contract being developed. In some cases, a student may be removed from the center.

PERFECT ATTENDANCE AWARD

Because RBCTC places such a high value on attendance, RBCTC will continue to reward students who achieve perfect attendance status. **Please remember that any non-school related absence automatically disqualifies a student from receiving perfect attendance awards.**

First, students who achieve perfect attendance for the quarter, as defined by the nine-week grading period, will be awarded with a certificate highlighting their achievement.

Second, the Director will award students who achieve perfect attendance for the year. Students receiving this award must have perfect attendance in their technical program for the entire year and attend the Career and Technical Center Graduation.

Again, the **ONLY** absences that are allowed for perfect attendance are **APPROVED SENDING SCHOOL ACTIVITIES OR FIELD TRIPS.**

Oxbow Unified Union School District
River Bend Career & Technical Center

POLICY: Student Dress Code
PROCEDURE: Dress Code
IMPLIMENTED: August 2015

FILE CODE: F35
FILE CODE: F-1 procedure
PAGE: 1:1

Procedure:

River Bend Career & Technical Center sets expectations for student behavior and dress which are consistent for the age, grade and mission of the Center. Personal appearance is an expression of individuality, allowing for freedom of choice while recognizing the need for safety, good health and an atmosphere that is focused on learning.

The process of education is intended to help students acquire a sense of what is appropriate during the school day, at school sponsored activities, and in the world of work. Students may encounter incidents and activities both at school, on field trips and at school sponsored activities where appropriate attire may be a safety requirement and beneficial for the outreach of the Center with the community.

Respect for the feelings of others is a fundamental requirement in our society; therefore this procedure strives to provide a learning environment where students can be creative, caring, responsible and productive. Instructors have the right to set forth dress code parameters that they believe is both safe and professional in their perspective industries and professions.

I. Specifics

- Clothing that disrupts, interferes or distracts from the learning environment will not be tolerated. This includes, but is not limited to:
 - Revealing, immodest, or indecent clothing
 - Substance endorsing
 - Sexually suggestive or obscene
 - Vulgar, offensive or degrading
- Shirts or tops must meet the waistband of lower garment with no bare skin showing.
- Garments that are “see through” are not appropriate for school.
- Clothing must be restrained to the body to prevent indecent exposure.
- Undergarments must not be blatantly visible.
 - No spaghetti straps, halter tops, bare backs, midriffs, or muscle shirts*
*the appropriateness of each top will be determined on fit, fashion and how it is worn
- Pants must be restrained with a belt or be of appropriate fit.
 - Leggings are permitted as long as they are worn with the appropriate fashioned top.
- No short skirts or shorts
 - Length should meet the fingertips when arms are at the side of the body
- Footwear must be appropriate for the work place and safety
 - Socks, cleats, flip flops are not permitted

II. Consequences

Violations of the dress code may result in the following:

Any student deemed by the schools administration to be in violation of the code will be required to find clothing that meets the code (parents must bring in appropriate clothing) or may be sent home to correct the situation.

III. Formal/Semi-formal Attire (Dances, Evening Ceremonies, CTSO Functions)

IV. Some dictates of fashion are not appropriate in an academic setting, although current fashion trends will be taken into consideration for formal or semi-formal attire.

Clothing that is revealing, immodest, indecent or sexually suggestive will not be permitted. Teachers attending the event will differentiate between appropriate and inappropriate attire.

Note: Instructors have the right to set forth dress code parameters that they believe is both safe and professional in their perspective industries and professions.

**Orange East Supervisory Union
Oxbow Unified Union School District
River Bend Career & Technical Center**

POLICY: Eighteen-Year Old Students
PROCEDURE: Eighteen Year-Old Students
IMPLIMENTED: 6/24/20

FILE CODE: C32

Below is the Oxbow Unified Union School District policy and the River Bend Career & Technical Center's procedure regarding school communication with 18-year-old students and their parent/guardians.

Policy

Eighteen year-old students are subject to all school policies, rules and standards. Except as provided in this policy, report cards, discipline reports and other communications from the school will be provided to responsible parents or guardians of all students regardless of the age of those students.

Procedures:

Permission slips for participation in field trips or other school activities may be signed by eighteen (18) year old students. Eighteen year old students may sign their own absence and late notes, but parents will be notified of absences and tardy for their 18 year old children on the same basis as other students, unless communications from the school are limited to the student only in accord with this policy.

Communication with Parent/Guardians

Students who are 18 years old or older may request, via a school form, that communications to their parents or guardians be provided to them as well. The school will comply with these requests.

Students who are 18 years or older may request, via a school form, that all communications from the school be made to them and not to their parents. These requests will be granted only when the student's responsible parents or guardians agree in writing, or when the student shows that he or she is not a dependent student as defined in section 152 of the Internal Revenue Code.

Permission

River Bend Career & Technical Center's form to be completed by student and parent when student reaches the age of majority (eighteen years of age)

(See next page for entire form to be sent out in summer mailing)

Name of Student: _____

Date: _____

To be completed by student:

I, the above named student, having reached the age of majority (eighteen years of age) hereby notify all involved parties that I request to participate in the Adult Status Program at the River Bend Career & Technical Center.

In accordance with Vermont and Federal laws, I will assume responsibility for signing my own attendance notes, permission slips, progress reports, discipline reports, and all other school documents requiring a parental signature.

In accordance with Federal regulations, I understand that communications between the River Bend Career & Technical Center and my parents will continue and is not changed by my adult status, unless I am an independent student as defined by section 152 of the Internal Revenue Code. As an independent student, I may request that the River Bend Career & Technical Center not communicate with my parents regarding my education or information contained in my educational records.

I hereby request to participate in the River Bend Career & Technical Center Adult Status.

_____ My parents claimed me as a dependent on their latest federal income tax return. Because I am a dependent student, the River Bend Career & Technical Center will continue to communicate with my parents regarding my education or information contained in my educational records.

_____ My parents did not claim me as a dependent on their latest federal income tax return. Because I am an independent student, the River Bend Career & Technical Center (please circle one) may / may not continue to communicate with my parents regarding my education or information contained in my educational records.

Signature of Student _____

Date _____

To be completed by parent:

I have reviewed the program as outlined above and certify that (please check one below).

I, understand that my son/daughter has requested to participate in the River Bend Career & Technical Adult Status Program as outlined above and certify that he/she (please check one below):

_____ was claimed by me as a dependent on my latest federal income tax return, and that communication between myself and the school will continue.

_____ was not claimed by me as a dependent on my latest federal income tax return, and that my daughter/son (Please circle one) has or has not allowed the school to continue correspondence with me.

Signature of Parent _____

Date _____

To be completed by teacher:

Teacher: Please sign below indicating that you are aware of the above request.

Date _____

Return completed form to the River Bend Career & Technical Center Office

Student: If at a later time you should change or add a class, your new teacher will need to sign this form as well. This form will be on file in the office and may be obtained by you from the RBCTC office personnel for additional signatures when necessary.

Student Acceptable Use Procedures Agreement

General Procedures

Students in the Oxbow Unified Union School District have access to the school's electronic resources for the purpose of enhancing learning. To gain access to these resources, all students under the age of 18 must obtain parental permission and must sign and return this form to the person designated. Students 18 and over may sign their own forms.

Students may access the school's electronic resources for educational purposes only. Acceptable use includes classroom activities, career development, curriculum driven research and may involve electronic communication, as designated by the school. The school's electronic resources shall not be used for commercial or entertainment purposes, as a public access service or a public forum, unless permission is allowed by the school. Students are expected to follow the rules of personal conduct outlined in the student handbook, as well as abide by state and federal laws in the use of the school's electronic resources.

Parents/guardians are warned that some material accessible via the Internet, through the school's electronic resources may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While it is the school's intent to provide appropriate electronic resources to enhance the curriculum, students may find ways to access other materials as well. The District believes the benefits to students from access to electronic resources and the Internet for information gathering, research and to provide opportunities for collaboration, exceed the potential disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources. To that end, we support and respect each family's right to decide whether or not to apply for access.

Individual User Responsibilities

System users shall:

1. understand that electronic mail transmissions and other use of the electronic communication system is not confidential and may be monitored at any time by designated staff to ensure appropriate use;
2. not distribute personally identifiable information about themselves or others by means of the school's electronic communication system;
3. be responsible at all times for the proper use of their account by taking all reasonable precautions to prevent others from gaining access to their system account and password;
4. not use another person's system account or password, or present themselves another person, without written permission from the system administrator or school coordinator;
5. not purposefully access or send materials, which include pictures, video or audio files, that are rude, disrespectful, abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal;
6. purge electronic mail in accordance with established school e-mail retention guidelines;
7. not use the school's electronic resources and Internet connection for commercial or illegal purposes, or for any other activity prohibited by school policy; not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, school policy, and administrative regulations;
8. not plagiarize work using the school's electronic resources (plagiarism is taking the ideas or writings of others and presenting them as one's own);
9. not use the school's electronic mail, or other personal email accounts, in any way that causes recipients or other readers to assume the email message represents the opinion of educators or other school officials, or anyone else without their explicit permission;
10. not waste school resources related to the electronic communication system, or damage or attempt to damage computers, computer systems, computer networks or software;
11. not abuse the school's electronic communication system by downloading large files or sending annoying or unnecessary messages to a large number of people;
12. not gain or attempt to gain unauthorized access to the school's electronic resources, network or restricted information;
13. not upload, download or redistribute public domain programs to the system for their own use without advance permission;

14. be responsible for determining whether a program is in the public domain and follow the school virus protection procedures in downloading software.

Disciplinary Actions

The school's electronic resources system is a limited forum, similar to the school newspaper, and therefore the school may restrict individual user's speech for valid educational reasons. The District school will not restrict speech on the basis of disagreement with the opinions expressed. Users should not expect privacy in the contents of their personal files or record of web research activities. Routine maintenance and monitoring of system resources may lead to discovery of violations of District policy, disciplinary code, or state and federal law. An individual search may also be conducted by the system administrator if there is reasonable suspicion that a user has violated this Acceptable Use Procedures agreement. If there is evidence that a violation has occurred the school Principal shall be notified and will determine appropriate consequences.

Due Process

If any of the conditions of this Acceptable Use Procedures agreement are breached, parents/guardians will be notified (if student is under 18 years of age) and may be given an opportunity to review the contents of their child's electronic files. The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the school's electronic system or the Internet. In the event there is a claim that an individual user has violated school policy, procedures or disciplinary code, the user will be provided with written notice and the opportunity to be heard in the manner set forth by the school disciplinary policy.

Limitation of Liability

The school makes no guarantee that the functions or the services provided by or through the school's electronic system will be error-free or without defect. The school will not be responsible for any damage individual users may suffer, including but not limited to, loss of data or interruptions of service. Other than for student records, the school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school will not be responsible for financial obligations arising through the unauthorized student use of the system. Parents/guardians of the individual user may be held financially responsible for any harm to the system as a result of carelessness or intentional misuse. If students choose to bring their own electronic devices to school they do so at their own risk. River Bend will not be held responsible for damage done to personal individual electronic devices that students bring on campus.

Parent/Guardian Permission

As the parent/guardian of this student, I have read the "Student Acceptable Use Procedures Agreement." I understand that school access is designed for educational purposes only. The school has taken precautions in an attempt to eliminate student access to controversial materials. However, I also recognize it is impossible for the school to restrict access to all controversial materials. Thus, I will not hold teachers, staff, administrators or the school board responsible for materials acquired on the school system. Further, I accept full responsibility for supervision if and when my child's electronic resources use is not in the school setting. I hereby give permission for the school to issue an account for my child and certify that I have read the Student Acceptable Use Procedures agreement and have signed below giving my son/daughter permission to access the school's electronic resources.

Student Name (please print): _____

Parent/Guardian Name (please print): _____

Address: _____

Phone #: _____

E-mail Address: _____

Date: _____

Parent/Guardian Signature: _____

Student Permission

I have read, understand and agree to abide by the "Student Acceptable Use Procedures Agreement." I further understand that any violation of the Procedures may enact school disciplinary action or constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action may be initiated.

Student's Name (please print): _____

Student Signature: _____

Date: _____