

Dumont Technical Institute Student Policies and Procedures Manual

Revised October 2013

WHAT WE BELIEVE:

Dumont Technical Institute (DTI) provides upgrading opportunities, certificate and diploma programs for Métis people across the province. At DTI we are proud to be a part of the only Métis Institute of its kind in Canada. Because DTI works within Métis regions and areas, providing community-based educational opportunities, it is both important and necessary to foster a sense of culture and community, within the classroom and in the larger society. The Métis cultural component of our Institute is one of the keys to the success of our learners.

At DTI, we endeavour to follow a philosophy of education that focuses on learner needs and successes. This means that **learners come first**, in terms of providing quality education, striving for the success of every learner, and continually working toward transformative and empowering education. In this vein, the educational opportunities offered by the Institute are as flexible as possible, focussed on keeping all potential avenues of achievement open for learners. One of the highest compliments DTI staff, and the Institute as a whole, receive is that the people at DTI go above and beyond what learners expect, showing compassion, encouragement, and genuine concern for the accomplishment of all learners. The emotional support is often as critical as the academic; learners have said that once they know someone cares, then they can learn.

Learners who come to DTI are adults returning to school after periods of being out of formal learning environments. The decision to return to school is not always an easy one, and the transition to the school routine may take some adjustment. DTI incorporates adult education principles and practices as a means of providing appropriate education for the learners who attend DTI. Some adult education principles are as follows:

1. We all bring knowledge and experience to the learning situation and the knowledge and experiences of adult learners need to be respected. Adult learners will be infinitely more interested and engaged in learning if their experiences and knowledge are incorporated into the classroom, if they are treated as equals with respect to their knowledge and experience, and if they are encouraged to voice their ideas freely in class. Educators of adults should be looking for ways to reduce “top heavy” hierarchies in the classroom, operating on more equal footing with adult learners with a focus on cooperative and collaborative teaching and learning, capitalizing on the experiences of learners. The adult education class is one where both educators and learners have something to learn.
2. Adult learners learn better in supportive, non-threatening situations where different learning styles are understood and built on. Such learning environments can help to increase self-esteem and confidence, important factors in successful learning. When learners experience mutual respect, when their particular learning needs are accounted for, when their situations as adults are understood and affirmed, and when they are not under duress within the learning environment, then we can proceed with the more “academic” part of learning. We all need to feel safe before we can turn our attention to the business of learning.
3. Adult learners thrive in learning environments that are learner-centred and learner-directed. Learners will be more successful if they have control over the nature and direction of the learning situation. Educators should provide as much choice and input as possible into the process of learning. Adults also have a need to determine

the value of what they are learning and will look for ways that the learning is relevant and meaningful to them.

Finally, it is necessary to articulate the understanding that while the learning process for adults may be inhibited by rules, there is a need to incorporate certain standards or rules within an institution the size of DTI. This point is made self-consciously within a “Student Policies and Procedures Manual,” which articulates the “rules” that students must follow. The following policies and procedures are laid out because it is necessary to have some type of guideline to follow, for students, instructors, and counsellors. By laying out the parameters in advance, all parties can know what boundaries are. At the same time, the principles of fairness, flexibility, and caring are to guide the application of these policies.

DUMONT TECHNICAL INSTITUTE
STUDENT POLICIES AND PROCEDURES MANUAL
Revised October 2013

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Dumont Technical Institute requires all students to conduct themselves in accordance with the following regulations.

1.0 STUDENT ATTENDANCE POLICY

1.1 Classroom Hours

Classroom hours are 9:00 am - 12:00 pm and 1:00 pm - 4:00 pm unless otherwise stated by the instructor. Students are expected to arrive before the class start time. Classroom instruction will begin promptly at 9:00 am and 1:00 pm. Any student arriving after the start of the class will be considered late.

1.2 Student Attendance Expectations

One of the key strategies to achieving success in school is regular attendance during class time. There is a general expectation that students will attend 100% of their classes.

- Students are responsible to contact instructor each day prior to start of class and provide a valid reason for the absence and provide adequate documentation if necessary.
- Students are responsible for completing course work and assignments due to absence.
- Personal appointments should be scheduled for after class hours.
- Back up childcare should be arranged.

1.3 Absences Over Three Days in a Row

Any student who misses three (3) schools days in a row without providing acceptable reasons (including not contacting their instructor) may be discontinued/suspended from the program regardless of the student's attendance/academic status.

1.4 Pressing Necessity and Bereavement Leave

Pressing necessity and bereavement leave will be considered in the case of serious illness, accident, or death in the student's family. Additional leave may be granted at the discretion of the Program Coordinator.

1.5 Medical Leave

Requests for maternity leave and extended sick leave may be granted on a case-by-case basis and must be made in writing to the Program Coordinator. Where leave is requested for a period not exceeding three (3) weeks, medical or other certificates shall be requested specifying that medical or other leave is required and the date upon which it is expected that the student can resume attendance. Where leave is requested for a period in excess of three (3) weeks the student will be required to discontinue from PTA without prejudice to his/her applying for re-admission to the next available course.

1.6 Leave for Addiction Treatment

Leave for addiction treatment may be granted on a case-by-case basis. Where leave is requested for a period not exceeding three (3) weeks medical or other certificates shall be requested specifying that medical or other leave is required and the date upon which it is expected that the student can resume attendance. Where leave is requested for a period in excess of three (3) weeks the student will be required to discontinue from PTA without prejudice to his/her applying for re-admission to the next available course.

2.0 ETHICAL CONDUCT GUIDELINES

Students of DTI are expected to behave in a professional and ethical manner. Actions or behaviour by any student that are harmful, or reflect negatively on the Institute, will result in disciplinary action. Disciplinary action may include being subjected to a Verbal Reminder, Written Agreement, or placed on a Final Arrangement Plan. The following guidelines are minimal expectations of all students.

2.1 Government Laws

Follow all government laws, including those pertaining to copyright, human rights, libel, unauthorized use of facilities or property, and indecent acts.

2.2 Program Policies and Procedures

Follow all program policies and procedures, such as those regarding assignments, attendance, and academic performance.

2.3 Dispute Protocol

Follow proper protocol procedures for concerns or disputes.

For example, if you have a concern with a staff member, instructor or student, if at all possible, speak to that person first to see if you can resolve the dispute informally. If you are unable to speak to the person directly, seek the support of the student counsellor or another staff member. If you can't resolve the issue at the informal level, talk to the Program Coordinator. He/she will advise you as to what formal or informal steps you may take next.

2.4 Confidentiality

Respect the confidentiality of others in the program by not discussing any information you receive in the classroom.

2.5 Accountability

Every student is accountable to the instructor for the student's conduct on the school premises during school hours or during those hours that the student is engaged in authorized school activities conducted during or out-of-school hours, on or off school

premises.

2.6 Discontinuation Protocol

Students may be suspended or discontinued from a program if the student has:

- Threatened or subjected anyone to physical or mental harassment, indignity, defamation, injury, or violence;
- Disturbed, disrupted, or interfered with the studies or activities of others;
- Attended classes under the influence of alcohol or drugs;
- Engaged in any other type of gross misconduct.

3.0 STUDENT RESPONSIBILITIES

3.1 Alcohol and Other Drugs

It is expected that students will not attend the Institute under the influence of alcohol or other drugs. Students who are impaired through the use of alcohol or drugs will be subjected to disciplinary action including immediate discontinuation.

DTI prohibits all students and their guests from any possession or use of alcohol or illegal drugs on its premises. This includes occasions when students represent DTI in the community (e.g., field trips and graduations). Any student in breach of this section will be subjected to disciplinary action including immediate discontinuation.

3.2 Academic Honesty

Students are expected to behave honestly in the production and completion of academic work. Students who cheat, plagiarize, or otherwise behave dishonestly in relation to academic work and exams will face disciplinary action that may include re-doing assignments, reduced grades, suspension, or discontinuation from the program.

3.3 Internet Use

Students must maintain ethical and responsible conduct on all on-line activities as per Gabriel Dumont Institute policy 3.18: Acceptable Use Policy for Internet and Other Electronic Resources. Policy can be obtained from Dumont Technical Institute staff.

4.0 PROTOCOL GUIDELINES

4.1 Phone Calls and Communication Devices

Students are not to make or receive phone calls or use communication devices during class time, except in the case of an emergency. This policy includes the use of cellular phones, which should be turned off during classroom hours.

4.2 Nutrition Breaks

Nutrition breaks will be arranged with the instructor.

4.3 Smoking

Dumont Technical Institute is a smoke free environment. Smoking, or other tobacco use (e.g., chewing tobacco), is not allowed in any Dumont Technical Institute facility. This includes offices, classrooms, coffee rooms, student lounges, and washrooms. Smoking should occur in the designated smoking section (at least 3 metres away from doorways, windows, and air intakes).

4.4 DTI Property

Students are expected to treat DTI property and resources with respect. It is expected that students will not write on, or otherwise cause damage to, desks, tables, textbooks, equipment, or other institute property.

5.0 STUDENT REVIEW PROCESS

The purposes of reviews are to assist students, instructors, and counsellors to identify areas of concern and to work positively and jointly toward a solution in order to ensure the success of students.

5.1 Verbal Reminder

A student whose attendance, academic, and/or attitude does not meet required expectations may be given a Verbal Reminder for the purpose of monitoring and correcting the concern(s). Verbal reminders may be documented and placed in the student's file. If the concern continues, the student will be subjected to a Written Agreement.

5.2 Written Agreement

A student whose attendance, academic, and/or attitude continues to not meet the required expectations of their Verbal Reminder may be given a Written Agreement for the purpose of monitoring and correcting the concerns(s) for a maximum of two (2) weeks. If the concern continues, the student will be subjected to a Final Agreement Plan.

5.3 Final Agreement Plan

A student whose attendance, academic, and/or attitude continues to not meet the required expectations of the Written Agreement may be placed on a Final Agreement Plan for a maximum of two (2) weeks for the purpose of very closely monitoring and correcting the concern(s). The student should consider the Final Agreement Plan as the final step before possible discontinuation.

5.4 Student Withdrawals

A student may withdraw from a program at anytime for any reason. The student must notify the Instructor or Program Coordinator in writing if he/she wishes to withdraw. Written confirmation of the withdrawal will be provided to the student and a copy placed in the student file.

5.5 Student Discontinuations

A student will be notified in writing from the Program Coordinator or designate that they have been discontinued. The student may appeal a discontinuation. The policy for appeals is outlined in the Appeal section of this document.

6.0 STUDENT APPEAL

The following is a summary of the Student Appeal Process. Any student registered in a DTI program may appeal any Institute decision or treatment in which the student feels that he or she has been treated unfairly (e.g., placement on contract, disciplinary action, suspension, or discontinuation).

Student Appeals are treated very seriously by the Dumont Technical Institute faculty and administration. When filing an appeal it is the student's responsibility to provide grounds, evidence, or documentation to support claims of unjust treatment.

Throughout the process students are encouraged to enlist the advice of others, such as, Counsellors, staff members, Program Coordinators, and student association representatives in writing their letter of appeal and gathering other information.

6.1 Student Status While on Appeal

A student who has been discontinued or suspended and who has initiated the appeal process will attend classes unless the Director decides otherwise.

6.2 Appeal Timelines

The appeal process must follow definite time lines. The appeal process must be initiated by the student in writing within five (5) school days of the incident or decision.

6.3 Appeal Process

Student submits a **Student Appeal Request Form**, along with a letter detailing their reasons for appealing the decision to the Program Coordinator, Faculty, or Counsellor of the program (see Appendix A). This initiates the appeal process. Appeals applied for outside of the allotted time frame (see 6.2 above) will not be considered.

Submission of the Student Appeal Request Form initiates a review. Appeals involving discontinuations are independently reviewed by two (2) Institute senior managers not involved in the case. All other appeals are dealt with by the Director. Appeal hearings will be convened only on recommendation by the senior managers responsible for the review.

In the event that the decision is split, the case will automatically be referred to the Appeal Hearing. These senior managers will have ultimate authority and will decide whether the student has grounds for the appeal and if the process will continue.

The Dumont Technical Institute Appeal Committee will consist of the following representatives:

- a) a GDI senior manager (or designate) not involved with the disciplinary action being appealed,
- b) a representative at large from the Métis community, and
- c) a GDI/DTI faculty member not involved with the disciplinary action being appealed.

As an Institute, we recognize that there are concerns expressed by students and staff in regards to programming, scheduling, and instruction. The steps listed above are fair for both parties involved. We make it a priority to ensure that the students of the program are treated fairly and justly. The Student Appeal Process was developed to protect the rights of the students.

7.0 FUNDRAISING

Dumont Technical Institute (DTI) recognizes the need for students to raise funds for graduations and extra curricular activities. DTI has set guidelines for the fund raising activities as the Institute's name is associated with many of these activities and some of these activities are carried out on the Institute's premises.

- All fundraising activities must receive approval from the Program Coordinator.
- If funds are raised for a specific, stated purpose, then the funds must be spent for the stated purpose and not for other activities.
- All fundraising activities must be of a nature that is appropriate to be associated with a publicly funded educational institution. The activities should be in accordance with Student Policy and Procedures Manual and conform to all federal, provincial and municipal regulations.
- Fundraising activities have a cumulative, maximum limit of \$2,000. If a class wishes to fund raise in excess of this amount, the class must submit a proposal with a sound rationale to the Program Coordinator for approval.
- No alcohol or drugs are to be associated with a DTI fundraising event.
- If funds are raised from a fundraising activity that does not use DTI's name and the funds are deposited into the student account, then these funds are subject to all DTI's policies regarding expenditures from student fundraising accounts.
- Student fundraising activities will not expend or commit more financial resources than they currently possess in their accounts (e.g., student bodies will not establish credit with suppliers that they intend to pay in the future).
- All funds raised must be deposited into a bank and where a bank is not available; the Northern store will be used for deposits.

- Bank accounts will require two signatures: that of a student and that of an Institute staff member.
- Bank statements will be posted in the classroom or program facility at regular intervals. Financial information regarding student accounts will be made available upon request.
- The student body will elect and maintain a representative council for the process of administering this policy.
- At the end of the year of program, any funds remaining in the student account are to be turned over to the next year's class. No funds are to be distributed directly to students. If a program ends and there are still funds in the account, these funds will be donated to a registered charity. The charity will be selected through a poll of the student body conducted by the Program Coordinator.
- A listing of all expenses and revenues including copies of all receipts, deposits and withdrawals will be kept on file. The Program Coordinator will ensure that these records are included in the program master file located at DTI head office.

8.0 LIVING ALLOWANCES-SPONSORED PROGRAMS

8.1 PTA Sponsorship

Provincial Training Allowance (PTA) is a Government of Saskatchewan student living allowance program with its own set of regulations. A DTI Staff member may assist students with applications or other questions and may contact a PTA representative on students' behalf.

8.2 Gabriel Dumont Institute Training & Employment and Other Sponsorships

By registering as a student in a sponsored program you are agreeing to DTI sharing information concerning attendance and student performance generally with your sponsoring organization. If you do not agree with DTI sharing information with your sponsoring organization you must discuss this with your sponsor and with DTI prior to registration. In sponsored programs, students receive living allowances from organizations that are not under the control of DTI. Often these allowances come from GDI T&E. In such programs, the funding agency has jurisdiction over how living allowances are administered. This may include provisions to deduct allowances for late and problematic attendance.

Appendix A:

STUDENT VERBAL REMINDER: (To be completed by Instructor)

STUDENT: _____

PROGRAM & LOCATION: _____

INSTRUCTOR: _____

COMMENTS: (include what reminder was given)

INSTRUCTOR STRATEGIES TO ASSIST STUDENT PERFORMANCE:

Date: _____

Instructor Signature: _____

Program Coordinator Signature: _____

Copy to student file

Appendix B

STUDENT WRITTEN AGREEMENT: (To be completed by Program Coordinator)

Student: _____

Program & location: _____

Reason for Written Warning:

Attendance Academic Attitude Other

CONCERN(S): _____

SOLUTION: (Instructor and Program Coordinator input)

STUDENT INPUT: (include own concerns and possible solutions, written by student)

GOALS ACHIEVED BY: _____ (date)

- * Written Warnings are for 2 weeks.
- * If goals have not been met, student will be placed on a Final Agreement Plan.

STUDENT SIGNATURE: _____ **DATE:** _____

PROGRAM COORDINATOR SIGNATURE: _____

Copy to instructor(s), student, and student file

Appendix C

FINAL AGREEMENT PLAN (to be completed by Program Coordinator)

Student: _____

Program & location: _____

Program start date: _____ **Program end date:** _____

Month	% Attendance	Absences	Excused Absences	Unexcused Absences	Late
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					

Academics: (Instructor(s) include input)

Student feedback on why Verbal and Written did not work:

Solutions: (to be determined by student, Instructor(s), and Program Coordinator)

GOALS ACHIEVED BY: _____.

Student signature: _____ Date: _____

Program Coordinator signature: _____ Date: _____

Appendix D:

STUDENT APPEAL REQUEST FORM

Complete this form and attach a letter detailing your reasons for the appeal. Please refer to Appendix E for further information regarding the appeal process.

Name: _____ Program & Location: _____

STUDENT CONCERN: (attach separate sheet if necessary)

REASON FOR APPEAL:

DATE OF INCIDENT: _____

DATE REPORT RECEIVED: _____

Signature of Student

Date

Program Coordinator

Date

****OFFICE USE ONLY***

Person(s) involved: _____

Steps taken: _____

How issue was resolved:

Appendix E: Appeal Process Information

Appeal Process Instructions for Students

1. Complete the DTI Student Appeal Request Form and attach a letter detailing your reasons for the appeal. It is important that you state all of the reasons in detail as to why you think you have been treated unfairly.
2. You are responsible for providing documentation and evidence to support your appeal. Documentation (e.g., copies of contracts, attendance reports, medical notes, and other pertinent information) will be provided by a Faculty member, Counsellor, or Program Coordinator upon request.
3. You are encouraged to seek the assistance and advice of others, such as Counsellors, staff members, Program Coordinators, and student association representatives.
4. You are responsible for ensuring that the timelines for appeal are followed and that all documentation is submitted.
5. You may contact DTI by phoning 1-877-488-6888.
6. You will be notified about the date for an appeal hearing, receive an appeal kit, and have the opportunity to attend and speak on your own behalf.
7. You may bring a support person to the appeal hearing.

What to Expect at an Appeal Hearing (for Students)

1. Students whose appeals go to an Appeal Committee hearing can expect to be notified of the time and place of the appeal hearing.
2. You can expect to receive the appeal kit pertaining to your own appeal. This will help you prepare.
3. Appeal hearings may be in-person or by conference call.
4. Three people sit on the Appeal Committee. These are as follows:
 - a) a GDI senior manager (or designate) not involved with the disciplinary action being appealed,
 - b) a representative at large from the Métis community, and
 - c) a GDI/DTI faculty member not involved with the disciplinary action being appealed.
5. You may bring a support person to the appeal hearing. This person's role is to provide moral support, to provide background and information for the Appeal Committee to consider, and to be there to assist you in whatever capacity is necessary.
6. You will be interviewed at the appeal hearing, as will your instructors.
7. The Appeal Committee advises you of the outcome of your appeal through a letter or a telephone call, or both.

Application for Student Appeal Process - Guidelines for Program Staff

1. Students must be advised of their right to appeal any decision or treatment in which the student feels that he or she has been treated unfairly.
2. Students must be made aware of the timelines that the appeal must follow. This is the responsibility of the program staff. (Note – numbers one and two may be accomplished in the formal letter of discontinuation that the student receives).
3. Program staff will provide a copy of the Student Appeal Request Form and the Student Policies and Procedures Manual if requested by the student.
4. Program staff are responsible to direct the student to sources of assistance to complete the Student Appeal Request Form and appeal letter. Program staff may elect to assist students in completing the appeal form and letter.
5. Program staff are responsible for receiving the appeal documents and forwarding them to the Program Coordinator.
6. Program Staff are responsible for providing the following documentation to the Program Coordinator:
 - Attendance records – daily attendance documents
 - Contracts and action plans
 - Documentation relevant to attendance and performance (e.g., medical notes or records of marks, summary of student performance)
 - Records of telephone calls received from the student explaining absences
 - Notes and documentation regarding incidents and meetings
 - Notes regarding the current decision being appealed and the events leading up to it.
 - Completed Background Form for Appeals found in appendix F
7. Program staff are responsible for ensuring that all documentation submitted protects the privacy of other students and that the information submitted reflects only that applicable to the student appealing.

Student Appeal Process - Guidelines for DTI Administrative Staff

1. When an appeal hearing is being convened, students must be notified about the appeal hearing and invited to attend and to speak on their own behalf.
2. Students must be notified that they are allowed to bring a support person to the appeal with them.
3. Appeal Committee members will receive the appeal kit on the day of the review and adequate time will be allocated for review.

4. Students should receive the appeal kit in advance of the hearing.
5. Care should be taken to ensure that all documentation submitted protects the privacy of other students and that the information submitted reflects only that applicable to the student appealing.

Guidelines for Appeal Committee

Role of Appeal Committee

As appeal committee members your role is vital to ensuring that Institute students are treated fairly and given adequate opportunity to be successful in their program of study. Furthermore, you play a key role in ensuring the integrity and transparency of the Institute in relation to its student policies.

Conflicts of Interest

For the reasons outlined above, it is imperative that Appeal Committee members declare any bias or personal conflicts of interest related to the appeal at hand and excuse themselves from the appeal hearing in such cases.

Oath of Confidentiality

Dumont Technical Institute endeavours to protect the privacy of all members of the institute, including students and staff. As such, Appeal Committee members will be asked to sign an oath of confidentiality prior to participating in an appeal hearing.

Student Appeals

Students are provided with the opportunity to appeal decisions made by the Institute which adversely affect their position as students. Most commonly, student appeals are for discontinuations and suspensions.

Procedure

The GDI senior manager (or designate) should chair the appeal hearing. The decision(s) along with any specific conditions for the student should be recorded, and a designate from the Institute assigned to write the letter to the student. Any written notes and/or comments for the Institute regarding policy and recommendations for practice can be given to administrative or program staff to be typed. All decisions and reports of the Appeal Committee should be directed to the Director.

Guidelines

When reviewing the materials presented to you please use the following guidelines:

1. Review the decision being appealed and the events leading up to that decision. This information will be provided in the form of notes made by the program staff, discontinuation letter, contracts, attendance records, and the Student Appeal Request Form and appeal letter.
2. Review the DTI Student Policies and Procedures Manual to determine specific policy related to the decision being disputed.
3. Interview the student (who may bring a support person with them) as well as the program staff involved.
4. Does the decision follow Institute policy or generally accepted conduct for students in similar institutions?
5. Has the student been given opportunities to be successful? Has the student taken advantage of opportunities to be successful?
6. Is the decision fair given the circumstances surrounding the case?
7. Does the committee uphold the decision? If so, on what grounds? Can the committee make any recommendation for the student for future programming?
8. If the committee does not uphold the decision, what is the committee's recommendation (e.g., to reinstate the student, to reinstate the student with conditions, to uphold part of the decision but rescind another part)?
9. Does the committee have any recommendations to improve Institute policy or process in cases such as the one reviewed?

Appendix F: Background Form for Appeals (to be completed by Program Staff.
Copies will go to Appeal Committee and student)

Program Name and Location:

Student:

Date:

Attendance:

Month	% Attendance	Absences	Excused Absences	Unexcused Absences	PN	Lates
Sept						
Oct						
Nov						
Dec						
Jan						
Feb						
Mar						
Apr						
May						
June						
July						
August						

Background:

Performance:

Documentation:

Appendix G:

ACKNOWLEDGMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

I have read the Student Policies and Procedures Manual and I agree to abide by the Policies and Procedures stated in this manual.

AUTHORIZATION FOR RELEASE/EXCHANGE OF INFORMATION

I hereby agree to the exchange or release of information between **Dumont Technical Institute** and **sponsoring agencies**, where such information is relevant to my situation as a student of Dumont Technical Institute.

AUTHORIZATION FOR PHOTO RELEASE

I hereby give permission for Dumont Technical Institute to take my photograph for the purpose of activities related within the realm of Dumont Technical Institute/Gabriel Dumont Institute.

COMPUTER USE AGREEMENT

I have read, understand and will abide by the Acceptable Use Policy when using computer and other electronic resources owned, leased or operated by the Dumont Technical Institute/Gabriel Dumont Institute. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be initiated.

Name (please print): _____
Signature: _____
Date: _____

Witness (please print): _____
Signature: _____

