



Office of Student Affairs: Student Conduct and Discipline

# **Student Conduct Team: A GUIDE FOR BEHAVIOR ASSESSMENT, RESPONSE, AND INTERVENTION**

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## Introduction

Citrus College is dedicated to its mission of preparing our students for productive and rewarding lives. An important part of fulfilling the college's mission is providing a college environment that is respectful, inclusive, and collegial. Concurrently, the Office of Student Affairs and the Student Conduct Team are dedicated to promoting and maintaining a college environment that is free from intimidation, threats, coercion, or violence. The Office of Student Affairs is also dedicated to espousing the Citrus College Strategic Plan for 2011-2016 Institutional Goal 4.1:

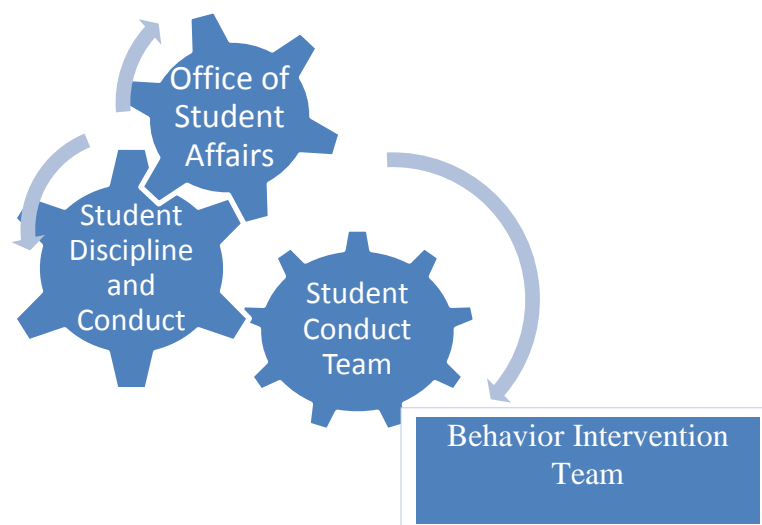
*Citrus College will enhance student learning by providing a safe, accessible, and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs.*

Additionally, The Office of Student Affairs is committed to implementing California State Education Code Sections 66300, 66301, 72122, and 76030. The purpose of these procedure are to provide a prompt and equitable means to address violations of the Standards of Student Conduct, assuring the student or students involved the due process rights guaranteed to them by state and federal constitutional protections. These procedures will be used in a fair and equitable manner and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The Office of Student Affairs has created a campus violence prevention committee called the Student Conduct Team to assess, identify, monitor, and respond to students whose behaviors may be troubling and/or present potential threats. Assessing each individual situation to devise an appropriate, case-by-case response is the essential role for the team. Furthermore, the Student Conduct Team created an ad-hoc subcomponent group called the Student Behavioral Intervention Team to assist faculty, staff, administrators, and students with procedures for students of concern to engage them with appropriate treatment, receive appropriate assistance, and/or needed referrals.

\*Disclaimer: This guide is not intended to cover every possible scenario that could arise and does not mitigate the responsibility of anyone that is acting outside the bounds of what is required by District policies and procedures. This guide does not exempt your responsibility as a mandated reporter.

## Overview: Student Affairs, Student Discipline & Conduct, Student Conduct Team



### Office of Student Affairs

The Office of Student Affairs oversees and facilitates different areas and roles to support students, faculty, staff, and administrators. The Office of Student Affairs is campus information resources where faculty and students can use to problem solve and reach agreements. The Office of Student Affairs provide information regarding Student Conduct Standards, Academic Dishonesty Codes, Campus policies, procedures in resolving college related challenges encountered in pursuing personal educational goals, and due process. Our staff consists of the Dean of Students and one administrative assistant.

### Student Discipline and Conduct

The Dean of Students employs a variety of methods in adjudicating student discipline cases. The Dean of Students work collaboratively with various Citrus College members from different Student Affairs, Academic Affairs and Community representatives to assess behavior of concern as an academic or non-academic situation. The Dean of Students addresses all student disciplinary matters and informs students of the due process procedures. Academic violations and non-academic violations are assessed and resolved through the student disciplinary process by the Dean of Students.

### Student Conduct Team

The Office of Student Affairs has created a campus violence prevention committee called the Student Conduct Team to assess, identify, monitor, and respond to students whose behavior may be troubling and/or present potential threats. Assessing each individual situation to devise an appropriate, case-by-case response is the essential role for the team. The Student Conduct Team will also guide faculty, staff, administrators, and students with procedures for students of concern to engage them with appropriate treatment, receive appropriate assistance, and/or needed referrals.

### Behavior Intervention Team

The Dean of Students, with the guidance of the Student Conduct Team, can form an ad-hoc group known as the Behavioral Intervention Team. The BIT team is coordinated on a case-by-case response to behaviors of concern and is comprised of different Student Conduct Team members who have the expertise to recommend an intervention or action of the situation. The BIT team assesses threats and provides immediate intervention and preventative services as well as facilitates the flow, process, and synthesis of safety related information as needed.

## **Definition of Terms**

**Anxious Student** – Complain of difficulty concentrating; always being “on edge”, having difficulty making decisions or being too fearful to take actions.

**Behavior of Concern** – Any conduct of behavior that interferes with any students attaining his or hers academic goals, maintaining the orderly operations of the college, or presents a threat to the health and safety of the campus community.

**Confused or Delusional Student** – Disorganized speech, disorganized behavior, odd or eccentric behavior, inappropriate or no expression of emotion, expression of erroneous beliefs that usually involve a misinterpretation of reality, expression of bizarre thoughts that could involve visual and auditory hallucinations.

**Demanding Passive Student** – Sense of entitlement, an inability to empathize, a need to control, difficulty dealing with ambiguity, a strong drive for perfection, difficulty respecting structure, limits and rules, persistence after hearing “no”, dependency on others to take care of them, and a fear of dealing with the realities of life.

**Depressed Student** – Behaviors that significantly impairs a student’s thinking while reducing their hope for change and motivation to seek help. In major depression, a student’s appraisal of him or herself, the future, and the world at large, becomes markedly and irrationally negative and distorted.

**Disruptive Classroom Behavior** – Any conduct that makes it difficult for an instructor to teach, or students to learn.

**Disruptive Student** – Any conduct that interferes with the orderly operations of the college, or presents a threat to the health and safety of the campus community.

**Emotionally Distressed Student** – Sudden behavioral changes, especially if the behavior is inconsistent with previous observations. (Please refer to Assisting the Emotionally Distressed Student Guide for more information).

### **Student Under the Influence -**

**Suicidal Student** – Irrational about how bad things are, now and in the future. High-risk indicators include: feelings of hopelessness and futility; a severe loss or threat of loss; a detail suicide plan; a history of a previous attempt; history of alcohol or drug abuse; feelings of alienation and isolation.

**Verbally Aggressive Student** – Explosive outbursts or ongoing belligerent, hostile behaviors becomes this student’s way of gaining power or control in an otherwise out-of-control experience and this student is angry at the world and you are the object of pent-up frustration.

### **Violent Student -**

## **Mission**

The Student Conduct Team is committed to improving safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to the early prevention, identification, assessment, intervention and management of situations that pose or may reasonably pose a threat to the well-being of the Citrus College community.

## **Purpose**

The purpose of the Student Conduct Team is to develop guidelines for early interventions, support strategies, opportunities, and prevention services for students of concern. The Student Conduct Team attends to the needs of individuals but also deescalates potential threats to campus and student safety. The Student Conduct team will regularly review and assess prevention situations and recommend actions in accord with existing district policies and campus procedures. The Student Conduct team convenes on a monthly basis.

## **Scope of Student Conduct Team**

The Student Conduct Team is responsible for providing guidelines for concerning student behaviors and strategies to prevent violence or threats of violence on campus. The main focus of the Student Conduct Team is to maintain a safe campus environment conducive to life-long learning, academic excellence, retention, successful student transfer success, and a college of completion.

## **Responsibilities**

1. To identify students of concern that could potentially pose a threat.
2. Monitor students of concern and provide them appropriate resources.
3. The team will provide information on community support services.
4. Oversee an ad-hoc Behavioral Intervention Team, also known as BIT, and develop a case-by-case intervention and/or resolution.
5. Provide training for faculty, staff, and administrators on how to assist students of concern.
6. Provide clear communication and procedures to the Citrus College community.
7. Build strong working relationships and establish liaisons with local community.
8. Review and update campus policy and procedures as needed.

### **Measurable Goals for Student Conduct Team**

1. To educate the Citrus College community about which behaviors are cause for concern and how and under what circumstances to contact the Student Conduct Team.
2. To develop strategies to manage violence, threats, and disruptive behavior.
3. To increase faculty, staff, and administrative awareness of the purpose of the Student Conduct Team.
4. To increase faculty, staff, and administrative awareness that BIT Teams are comprised of Student Conduct Team members formed to assess case-by case responses to behaviors of concern.
5. To increase faculty, staff, and administrative awareness of the Campus Behavior Assessment/Intervention Guide.

### **Measurable Goals for BIT Team**

1. One of BIT's important functions is to differentiate warning signs or behaviors which are an imminent threat from those that are a lower level of concern.

### **Student Conduct Team Organization: Composition, Size, and Leadership Role**

The Student Conduct Team is dedicated to the early prevention of campus violence and potential student threats and will be led by the Dean of Students.

#### **Student Conduct Team: Composition**

The Student Conduct Team is composed of Citrus College members from different Student Affairs, Academic Affairs and Community representatives: Dean of Counseling, Academic Affairs Dean, College Nurse, Campus Safety Supervisor, Student Affairs Administrative Secretary, SPS Coordinator, DSPS Counselor, Mental Health Therapist, Faculty Representative, GPD Liaison, and Aurora Behavioral Health Care Liaison.

#### **Student Conduct Team: Size**

The Student Conduct Team membership is composed of 11 persons. Each member is committed to the well-being and safety of each Citrus College member and its community. The Student Conduct Team philosophy states:

*Improving and maintaining campus safety through early prevention practices by identifying and assessing appropriate intervention and management of situations that pose or may reasonably pose a threat to the campus community and well-being of the Citrus College community. Responding with appropriate protocol to any students of concern, whether committed by, student or member of the public, occurring on College-owned or controlled property, at College-sponsored or supervised functions, or related to or arising from College attendance or activity as a violation of District policies and administrative procedures.*

#### **Student Conduct Team: Leadership Role**

The Student Conduct Team blends campus leaders with proximity to information about what is going on around the campus community, campus leaders who have expertise in assessing and managing students of concern, and campus leaders who have the authority to recommend and/or take action. The Student Conduct Team brings together individual campus and local leaders with different areas of expertise, as follows:

**Dean of Students** – Administrative leader responsible for oversight and management of Student Conduct and Discipline, Campus Safety, Health Center, Student Life as well as other departments and programs.

**Dean of Counseling** – Responsible for the developmental, coordination, and supervision of counseling and assessment programs for the college.

**College Nurse**- Assessment of physical and mental well-being of students in efforts to provide emotional support and guidance.

**Campus Safety Supervisor**- Assists with providing a safe and secure learning environment. They assist with enforcement of Board Policies and Administrative Procedures, while being a liaison with responding law enforcement agencies and emergency medical services as needed.

**DSPS Coordinator** – Provide guidance and knowledge of the policies related to DSPS students.



**DSPS Counselor** -Provide guidance as to the needs and special issues concerning students with disabilities.

**Mental Health Therapist/Counselor** - California Licensed Therapist with specialized training in crisis evaluation/intervention techniques. Conduct short term individual and group therapy session and effectively refer to appropriate community services. Provide mental health related workshops and support for our academic community.

**Faculty Representative** – Provides a connection with Academic Affairs.

**Student Affairs Administrative Secretary:** Prepares agendas and minutes, as the recoding secretary, as well as prepare informational handouts, schedule meetings for the given academic year, and prepare workshops, as necessary for the Student Conduct Team.

**GPD Liaison** – Police officer resource that provides recommendations and guidance regarding law enforcement as well as provide knowledge on trends and safety concerns that could potentially threaten the campus environment.

**Aurora Behavior Health Care Liaison** – Provides psychiatric evaluations, assessments and resources for treatment should the student need these outside services, for example: 5150, medications and or intensive treatment.

**Academic Affairs Dean** - Serves as a liaison between the Student Conduct Team and the other Academic Affairs deans.

### **Student Conduct Team: Function**

The Student Conduct Team will meet monthly and will be led by the Dean of Students. If the Dean of Student is absent, the Dean of Counseling, will convene the meeting and facilitate appropriate protocols based on student behavior assessments.

The Student Conduct Team will be accountable for the following functions:

1. Educate campus community on concerning behaviors and how to contact the Student Conduct Team.
2. Provide faculty, staff, and administrators' resources, workshops, and training.
3. Improve coordination and communication across various campus departments.
4. In cooperation with existing relevant systems, coordinate and triage referral of students of concern from offices across campus.
5. Oversight of management and/or support coordination process.
6. The team will consult and support faculty and staff with behavioral and psychological concerns on campus.
7. Develop and implement protocols.
8. Form and coordinate action with the Behavioral Intervention Team as needed.

The Dean of Students, with the guidance of the Student Conduct Team, can form an ad-hoc group known as the Behavioral Intervention Team. The BIT team is coordinated on a case-by-case response to behaviors of concern and is comprised of different Student Conduct Team members who have the expertise to recommend an intervention or action of the situation. The BIT team assesses threats and provides immediate

intervention and preventative services as well as facilitates the flow, process, and synthesis of safety related information as needed.

## **Behaviors of Concern Assessment**

The basic sequence of events for the Student Conduct Team begins when behaviors of concern is brought to the team's attention. The behavior of concern is assessed and then addressed through some combination of immediate intervention and/or monitoring, depending on the results of the initial assessment. Each situation does not follow a linear process and each step – identification and communication of behaviors, assessing, intervening, and monitoring - may raise complex issues and possible responses.

### **Before the Intervention**

The Dean of Students and/or with the Student Conduct Team receives information about behaviors of concern through various channels, including online reporting, emails, phone calls, individual conversations, reports, or personal visits. Educating the Citrus College community about which behaviors are cause for concern and how and under what circumstances to contact the team is an important ongoing team function.

Noting that faculty and staff may be the first to notice that a student is struggling in some way, The Student Conduct Team has developed a comprehensive guidebook entitled, Assisting the Emotionally Distressed Student. Faculty and staff can notice signs of distress and can directly express their concern to the Dean of Students or a Student Conduct Team member.

Based on the behavior of concern, the Dean of Students -as needed- can form a BIT Team consisting of Student Conduct Team members based on their professional expertise and role at the college. The BIT team will gather information about a student of concern, isolating behaviors that cause concerns, and recognizing- in a timely manner - behaviors of concern. Input from different BIT team members representing different aspects of campus life and operations become crucial, especially for deciding whether behaviors warrant a formal threat assessment and more urgent response. One of BIT's important functions is to differentiate warning signs or behaviors that consider itself an imminent threat from those that generate lower levels of concern.

### **During an Intervention**

The threshold for acting, investigating, and intervening will depend on the Student Conduct Team scope and the specific degree to which the team considers itself a threat assessment team most concerned with the potential for violence on campus.

Depending on the behavior and its implications, the next steps might involve a more formal assistance of the student or engaging the campus mental health and/or student

conduct systems. If any direct or immediate threat is involved, a crisis management process would be activated that usually involves campus law enforcement.

Situations of concern will be examined by the Student Conduct Team from the following perspective: a) health and safety of the student and the community, b) psychosocial and educational situation of the student, and c) the legal ramifications of the specific situation. Team members will handle their duties in a professional manner while respecting the sensitivity of the student. Confidentiality will be maintained at all times with the only exceptions defined by law. The Student Conduct Team will examine basic principles of action, but each case will be assessed based on its own particular set of needs, concerns, and circumstances. As needed, a BIT team can be assigned to manage student of concern.

### **Intervening**

Once the Dean of Students has assigned its members to a BIT Team after receiving and assessing information regarding the student of concern, the BIT Team can consider whether or not further action or monitoring is needed – and what form it should take. The team can help faculty or staff develop a plan of action that they can pursue, with support, or to make referrals as needed.

If mental health assessments are warranted, the Student Health Center mental health therapist will conduct voluntary or mandated mental health assessments. If the student does not accept referrals to therapy within the campus health center, the BIT Team will create a separate case management resource to monitor and support student.

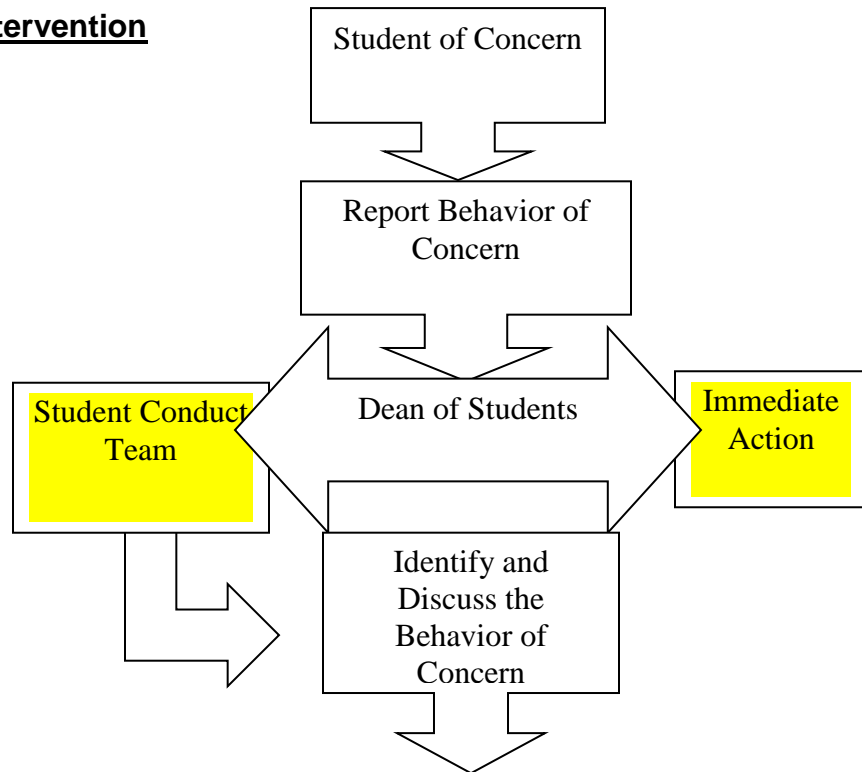
Situations that are more serious and complex could begin to engage the office of the Dean of Students, at least in a coordination role, as multiple offices and departments become involved. It is worth noting that the Behavior Intervention Team will be assigned and may frequently decide on more than one course of action. It is important to note, though, that when sequential or multiple referrals are made, there is a greater need for tracking and coordination by the team of both what has occurred and what the outcome might have been. However, this is precisely the context in which the Behavior Intervention Team can be most useful and helpful.

### **After the Intervention**

The Behavioral Intervention Team will monitor the results and student responses to the series of interventions and refine both assessment of the problems and responses to them as things progress. The Behavioral Intervention Team will follow each case until there is a consensus that either the problem has been resolved to a great extent or the student is connected to the full array of services that are needed and the problem is being actively addressed in these areas.

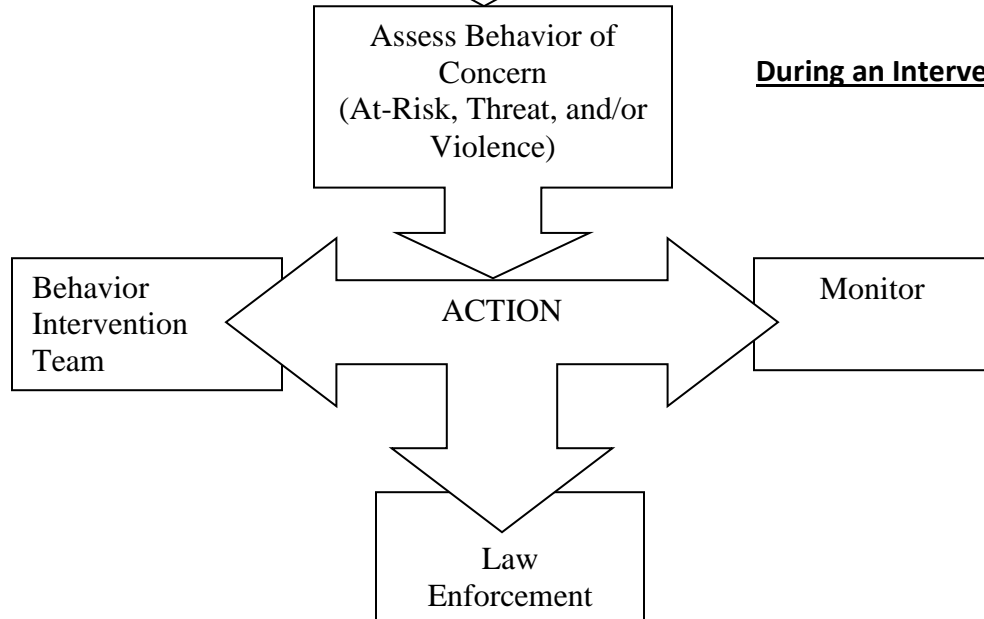
# Student of Concern Process Flowchart

## Before the Intervention

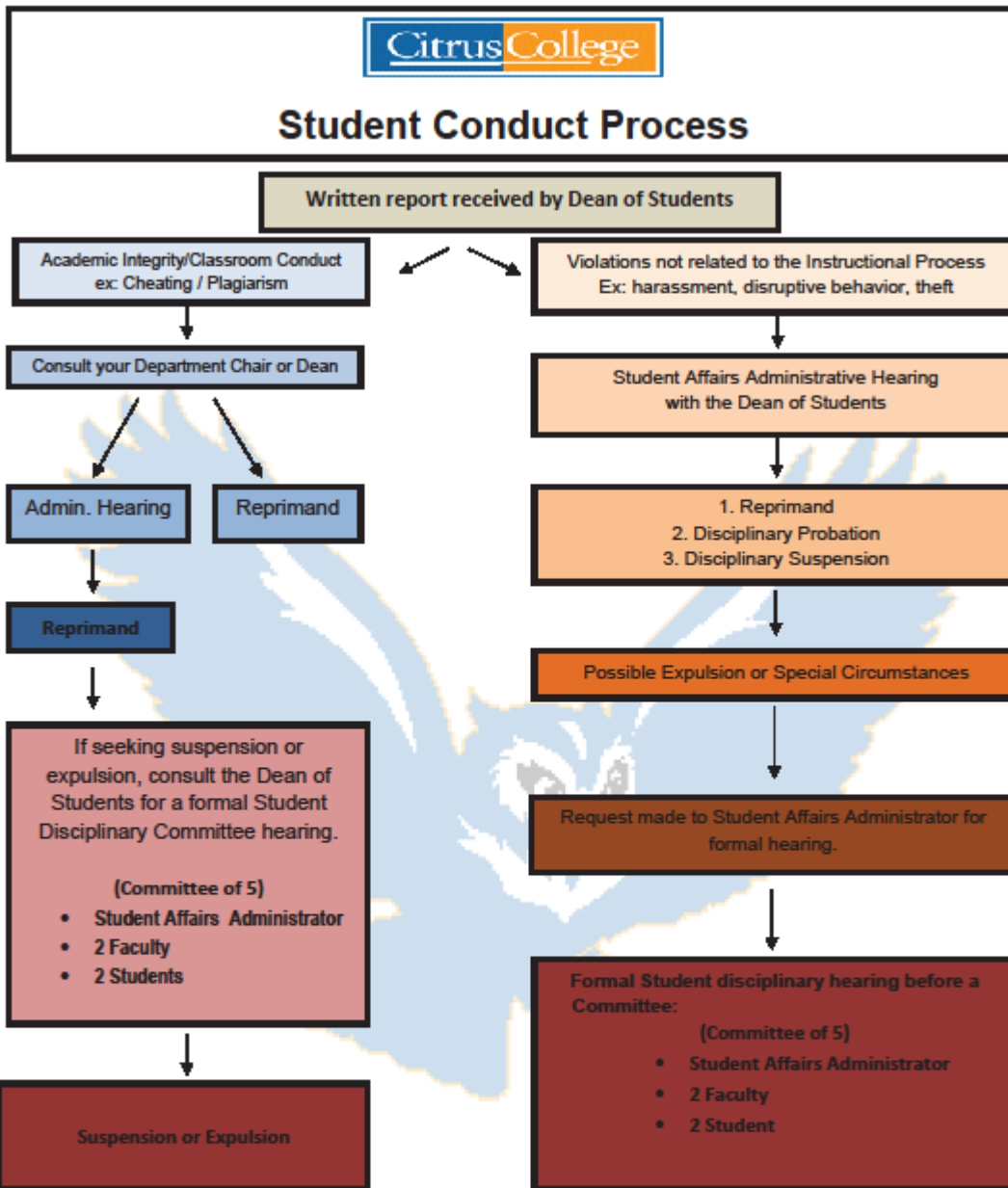


## During an Intervention

## Intervention



**General Process Flowchart: Student Conduct Process**



This is the process that takes place when a student is facing disciplinary action.

Please refer to [AP 5520](#) Student Discipline Procedures for details.

For more information please call (626) 914-8601.

Student Conduct Team will be transparent in their operational process and protocols to assure campus community of their supportive role. Student Conduct Team will outreach, educate, and inform campus community that each campus member has a role, an even an obligation, to “notice and respond” when they observe someone experiencing difficulties.

The team will promote a notice and respond culture that will make campus members engagement comfortable in reporting a behavior of concern. The team will also conduct training workshops for faculty, staff, and administrators on the do’s and don’ts in responding to disruptive or distressed students.

### **Ongoing Team Function**

The Student Conduct Team will identify opportunities for improvement after disposition of cases. The Team will also conduct regular reviews of college policies and procedures as well as periodically conduct institutional comparisons of other Student Conduct Teams. The team will also consider leadership and membership rotations.

### **Conclusion**

School safety is essential for academic success. The Student Conduct Team provides intervention and support to address the needs of students while promoting a safe and secure campus.

## **Online Campus Resources**

AP 5520 Student Discipline Procedures

<http://www.citruscollege.edu/admin/bot/Documents/Policies%20and%20Procedures%20%28Updated%29/Chapter%205%20Student%20Services/Administrative%20Procedures%205/AP%205520%20Student%20Discipline%20Procedures.pdf>

Assisting the Emotionally Distressed Student: Guide for Faculty and Staff

<http://www.citruscollege.edu/stdntsrv/studentaffairs/conduct/Documents/Assisting%20the%20Emotionally%20Distressed%20Student.pdf>



## Appendix A: Confronting a Behavior of Concern



### Confronting a “Behavior of Concern”

*Distributed by Citrus College Dean of Students and Discipline  
Student Conduct Team*

*January 10, 2013*

A difficult part of maintaining a productive academic environment is deciding what to do when confronted with emotional, behavioral or academic student conduct that raises concern or is not appropriate or conducive to either the individual or the group learning environment.

This typically will begin by having a planned conversation with the student... which usually produces anxiety on both sides. The following information is intended to assist you in dealing with a "behavior of concern"... whether it's academic dishonesty, disruptive classroom behavior, or the students emotional distress. This approach is only a suggestion, and there is ample room in our system for different personal styles. Respect and civility, however, are elements that should be present no matter what the style or approach.

#### PREPARATION

It is important to be able to succinctly and objectively describe the factors that have led you to be concerned. Be prepared with your facts... possibly in writing... before you meet with the student. Good questions to ask yourself at this stage are:

- What did I actually observe happening?
- Why am I concerned about this?
- What do I believe happened or is happening?
- What evidence do I have that supports that belief?
- Is there another plausible explanation or possible misinterpretation?
- Is there anyone else who has information about this incident?
- Is the expectation or situation covered in the syllabus or the *Student Code of Conduct*?
- Do I have everything I need in order to discuss this with the student?
- If this is a case of academic or behavior misconduct, how serious a violation do I believe it is?

#### SETTING UP THE MEETING

There are a number of ways to arrange to meet with students in these situations. Plan to meet in person. It is never effective to discuss sensitive issues on the phone or by e-mail.

- Approach the student(s) after class, when they are not in the presence of their classmates, and schedule a convenient time to meet
- Call or email the student and ask him/her to come in to talk with you
- Return a copy of an exam or assignment in question with no grade but with a note to set up a meeting
- Give the student a note in class that asks them to remain after or come to your office hours.

\*\* It is not a good idea to ask a friend of the student to contact the student and have them call you. This just brings one more person into the mix.

Do not include your specific concern or suspicion. If asked, indicate that you have some concerns that you need to discuss with the student in private. You are not obligated to outline your concerns or suspicions on the phone or in the hallway. It is also unwise to put that information in an e-mail or phone message.

#### THE MEETING

The meeting should occur in a private and confidential place such as your office or an empty classroom where you will not be interrupted. If you are comfortable with the student it's not *necessary* to have another person with you... but always feel free to ask your Division Dean to join you if you wish. If you suspect any potential for violence do not meet the student alone in a closed office or classroom. An open office in the division office area or outside at a picnic table is a non-threatening and safe location for everyone. If you have any questions about your preparation prior to the meeting, call Dean of Students to assist you.

The most important element to keep in mind is that it is a behavior that is the issue, not whether the student is a good or bad person. Questions and statements that focus on behaviors are less likely to make people defensive.

- *"The remarks you make in class are inhibiting other students from expressing their opinions."*  
not
- *"You are an ignorant bigot and intolerant of other people's opinions."*

This will increase the chances of a successful resolution at the conclusion of this meeting. Often the first few sentences set the tone for the remainder of the meeting. Examples of successful opening lines are given below. If nothing seems to fit your circumstances or if you would like to brainstorm ideas, chat with your Division Dean, Dean of Students, or a Student Conduct Team member. In all cases, plan out your opening remarks before you meet with the student. It's best to only state what you know or have observed without making any interpretation.

#### *Suggested Openings:*

- I have heard you making insulting remarks in class when someone gives an opinion that differs from yours. Since there are fewer additional comments after that, it affects the flow of discussion in class.
- The papers you have been writing recently all revolve around suicide and harming yourself or others. This concerns me.
- You have missed the last three classes and this is unlike your previous attendance pattern. I am concerned about you.
- I have asked you to meet with me to talk about your last test. I saw you frequently looking at a piece of paper in your lap throughout the test period.
- During the grading process I noticed striking similarities between your paper (or test) and that of another student.
- I have reviewed your paper and I was struck by the differences between this and your previous work.
- As a part of grading your paper I checked the sources you cited, as well as some that I am aware of, and I was disturbed to find whole sections of another author's work, reprinted in your paper, without proper citation.

#### **QUESTIONING**

Remember that the purpose of your meeting is to gather more information than you give. Ask your questions before you give too much information. Students often contradict what you know to be true and this gives you a clue as to the veracity of the rest of their statements.

There are a wide variety of questions that can and should be asked of students in these situations. The one element that all the questions need to have in common is that they focus on behaviors. Following are examples of three types of questions that may be effective:

*open-ended questions* (those that can't be answered with a yes or no) are often good to begin with:

- Why did you choose suicide as a topic for your paper?
- Why haven't you been attending class regularly?
- How did you prepare for this exam?
- How do you explain the similarities on these two papers?

*closed-ended questions*, specifically seeking a "yes" or "no", may be both necessary and important:

- Do you feel that you and all students should be allowed to express their opinions?

- Are you aware that you have violated the *Student Code of Conduct*?
- Did you look at the other student's paper during the test?
- Did you receive a copy of this paper from someone else?
- Did you copy this paper from another source?

*directive statements* are sometimes best used to get to the point:

- Please tell me where you found this source.
- Tell me how you solved this problem on the exam.

At some point in the conversation it will be clear to you that a misunderstanding has occurred, the student acknowledges a reason for your concern, or the student continues to deny the behavior even though you are not convinced.

**Misunderstanding**—Thank the student for helping to clarify the situation, consider how to restructure to avoid similar concerns in the future and move on.

**Acknowledgement**-- Some students will acknowledge the behavior but ask your understanding because of their “extraordinary circumstances”. You can be sympathetic without being a pushover. Be aware that sympathy is a successful ploy frequently used by students. Other students will acknowledge the behavior and seek your assistance in correcting the situation. If it is a mental health issue be sure to refer the student to the Student Health Center. Make other helpful referrals as necessary but also make it clear that the student will be held accountable for the behavior.

**Denial**—Continue to ask questions until everything is very clear. Be sure to take accurate notes and confirm with the student that what you are writing is what they mean to say. Consider having the student write out their own statement. It is usually wise to stop the meeting at this point and tell the student you will investigate further and contact them again for resolution. This is when you involve the Student Conduct Team by completing a Student Conduct Violation form.

### **NOW WHAT??**

At this point you must determine your next step.

- If you and the student have arrived at an impasse, this is the time to complete the Student Conduct violation form and turnover all of your information to the Dean of Students for further investigation. A Student Conduct violation form can lead to a simple "warning" or progress to expulsion, as outlined by the *Disciplinary Procedure (AP 5520)*.
- If the behavior is minor, and one you feel you can, and should, handle within your own class structure you are, of course, free to do so.
- If the behavior involves intimidation or academic integrity (cheating or plagiarism) it is strongly suggested that you enforce your classroom sanctions as well as complete a Student Conduct violation form so the behavior is documented to determine if any pattern exists or develops.
- Obviously, making referrals to various Student Services designed to assist the student would also be appropriate.

Sanctions will differ depending on how serious the misconduct or behavior was, how the class was informed of expectations regarding behavior and academic integrity, and the specific circumstances surrounding the incident. The other element that should be considered in sanctioning is the educational one. What needs to occur so that this student learns from this experience, receives the assistance they need, and does not engage in similar behaviors in the future? As a student learning institution, this is the intent of the Student Conduct Team and "*Confronting a Behavior of Concern*".

The ultimate goal for any behavior intervention is to eliminate a destructive behavior and replace it with a constructive behavior. The role of an educator is to teach far more than merely their discipline. We teach students life skills through example, holding to high standards, and insisting upon accountability. A student will learn a better lesson by making a mistake and being held accountable than they will by talking their way out of the situation or being "let off the hook" because the teacher feels sorry for them.

Your Student Conduct Team members are the Dean of Students, Dean of Counseling, College Nurse, DSPS Coordinator, DSPS Counselor, Mental Health Therapist, Faculty Representative, GPD Liaison, Aurora Behavior Health Care Liaison, Academic Affairs Dean, and the Campus Safety Supervisor. This team is here to assist you and students of Citrus College to find positive and productive resolution for "behaviors of concern".

#### **ACKNOWLEDGEMENT**

**Our sincere thanks to Moorpark Community College BAIT Team efforts, who we have liberally borrowed to include in this document, "Confronting a Behavior of Concern."**

## Appendix B: Guidelines for Student Behavior

### Guidelines for Assessing Student Behavior

Hostility, verbal aggression, depression, isolation, and withdrawal are key signals that should not be ignored. Disregarding early warning signs facilitates escalation. It is better to offend a student by "over-reacting" and apologize than to fail to act in the interest of everyone's safety.

Below are three categories of behavior and actions, which need attention and a response. They are listed in an order of increasing severity. Research suggests that acting-out and violent behavior may be diffused if these issues are addressed in the early levels of escalation.

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#### LEVEL I – WARNING SIGNALS

- **Pronounced and sudden change in attendance patterns**  
Tardiness and increased absences
- **Change in behavior**  
Withdrawn, irritable, confrontational, depressed, angry
- **Negative change in attitude**  
Significant change in the way the student interacts with staff and/or students
- **Minor disruptive behavior**

#### LEVEL II – MODERATE RISK

- **Negative/hostile attention seeking behavior in classroom**  
Behavior interferes with educational goals; cheating
- **Threats to harm self or others disclosed either in a direct or disguised manner**  
Jokes, name calling, sarcasm, hints, symbolic gestures, drawings, writing, assignments
- **Withdrawn behavior of increasing concern**  
Vacant stare, crying, or deep sadness.
- **Openly confrontational with faculty, staff, and/or students**  
Agitation or intimidating behavior
- **No participation in class discussions and activities with passive/aggressive behaviors and acting out**

#### LEVEL III – EXTREME RISK

- **Continued demonstrations of add or disruptive behaviors that you have previously discussed**
- **Aggressive and threatening behavior of gestures**
- **Escalating threats, raise voice**
- **Visible agitation, physical tension**

#### WHAT I SHOULD DO

- Make time to meet with the student one-on-one.
- Invite the student to discuss problems that may be interfering with their academic goals after class or during your office hours.
- In a non-threatening and non-punitive fashion comment on your observations and express your concern.
- Inquire as to what circumstances may be causing the changes in behavior (document).
- Refer to appropriate student services.
- Reference the class syllabus and college catalog.
- After hours, contact Campus Safety or Administrator on Duty.

#### WHAT I SHOULD DO

- If you feel safe, meet with the student one-to-one.
- Brainstorm with your Department Chair or Dean. Consider asking them to join you with the students.
- Express your interest in the student's well being.
- In an objective, firm, and non-punitive fashion describe the problem behavior.
- Set clear guidelines regarding appropriate behavior.
- Walk the student to the Health Center or ACCESS.
- Complete Behavior Intervention Referral Form – send to Dr. Martha McDonald, Dean of Students.
- OR contact a member of the Student Conduct Team (SCT)  
Dr. Martha McDonald (626) 914-8602  
Campus Safety (626) 914-8611

#### WHAT I SHOULD DO

- Immediately call Campus Safety, (626) 914-8611
- Remain calm, do not engage in argument.
- Keep distance between you and the student.
- Allow the student a way to exit; do not allow yourself to be trapped. Reduce noise, talking, questions, stimulation.
- Ask the student to leave.
- If the student refuses to leave, remove yourself and others from the situation.
- Campus Safety will notify Administrator on Duty or Dean of Students.

## Appendix C: Diffusing Crisis/Anger



### Student Conduct and Discipline

## Diffusing Crisis/Anger

### I will.....

- Ask permission to talk to them.
- Introduce myself.
- Ask the student their name.
- Call the student by name.
- Keep my cool.
- Listen without correcting or arguing.
- Say, *"Let me make sure I understand your concern."*
- Make "I" statements.
- Avoid "You" statements.
- Answer with a "Yes".
- Avoid sarcasm, humor, excuses, and blame.
- Lower my voice and speak slowly.
- Allow time to elapse before I respond.
- Create time and/or space.
- Move to a quiet, but safe, area.
- Graciously hand it off to someone else, if necessary.
- Ask, "Is there someone (advisor, mentor, teacher, veteran center, etc.) I can call?"

Contact the following in this order/or as appropriate for assistance:

1. Campus Safety ext. 8611
  - When assistance arrives, brief them on the situation; ask and allow them to take over.
  - Stand by in case they need you to contact further resources.
2. Dean of Students

### Aggressive and threatening behavior or gestures

- CALL Campus Safety, ext. 8611.
- Keep distance between you and the student.
- Allow the student a way to exit; do not allow yourself to be trapped. Reduce noise, talking, questions, stimulations.
- Ask the student to leave.
- If the student refuses to leave, remove yourself and others from the situation.

