Shasta-Tehama-Trinity Joint Community College District

HELPING THE DISTRESSED STUDENT
A Faculty and Staff Guide

Behavioral Intervention Resource Team

Shasta College
Student Health & Wellness Office
(530) 242-7580

Becky Bogener, LCSW
Psychological Counselor

Debbie Goodman, MSN, RN
College Nurse

With assistance from Shelley Lowry, Student Health & Wellness Office Support Staff

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Dear Colleague,

In your day-to-day interactions with students, the great majority of the contacts made are cordial, productive and enjoyable. It is likely, however, that you will also have experiences with students whose problems, or style of approach, cause you concern and discomfort. If you have questions or concerns you want to discuss, please contact BIRT (Behavioral Intervention Response Team) at birt@shastacollege.edu or the Student Health & Wellness Office at 242-7580. If a student is causing a disruption in or around a classroom, contact Campus Safety at 242-7910. As in all cases, if the situation has escalated to an emergency level, dial 9-911 for immediate assistance.

This guide provides straightforward advice on how to identify, assist and refer emotionally distressed and/or difficult students. We share a common desire with you to provide students with positive learning opportunities and self-development.

Becky Bogener, LCSW  
Psychological Counselor  
Student Health & Wellness Office

Debbie Goodman, MSN, RN  
College Nurse  
Student Health & Wellness Office
INTRODUCTION

As a member of the Faculty/Staff of Shasta College, you are constantly interacting with students. At times, you may encounter a student undergoing an overwhelming amount of stress. Many of these students may be experiencing serious and painful crises in their lives that may lead to poor academic performance and inappropriate, disruptive behavior.

Some students will have chronic problems that will affect their lives on a more regular basis. Other students will be experiencing serious and painful crises in their lives or situational frustrations, pressures or conflicts. All students react differently to stress. Some have better coping mechanisms than others. The learning process can be dramatically affected by how a student manages stress.

The most recent information we have gathered indicates that around midterms and finals there is an increased likelihood you will encounter emotionally troubled students in the classroom or in your office. Freshman and reentry students may also encounter transitional difficulties that impact their emotional state. Students who experience learning problems or other disabilities are at greater risk for frustration and are often less able to seek the help available to make their academic experience less difficult.

All of these circumstances may interfere with students’ learning processes and alter their behavior. Sometimes it is difficult to distinguish why someone is acting differently, and what he or she is really trying to achieve or express through their behavior.

This booklet is designed to give you some techniques in dealing with distressed or difficult students. Distressed and/or difficult students may be aggressive, depressed, anxious, suspicious, suicidal, verbally aggressive, violent, demanding, under the influence of alcohol or drugs, sexually harassed, culturally different, or in poor contact with reality. Included in this guide are techniques and suggestions on how to identify, assist, refer and cope with these types of students.
FACULTY AND STAFF
CRISIS INTERVENTION GUIDELINES

A crisis situation occurs when the student feels unable to cope with the circumstances of his/her life. *The more helpless the individual feels, the greater the sense of urgency about the crisis.* As a result of the crisis situation, the student may feel depressed, anxious, hostile or ashamed. A **psychological emergency occurs when a person is:**

- Suicidal
- Homicidal
- Gravely Impaired (psychotic):
  - confusion
  - not in control of his/her behavior
  - hallucinations
  - disorientation
  - extreme hyperactivity
- Physically Assaulted or Witness to an Assault
- Sexually Assaulted
- Fears for their Life or the Life of Someone They Know
- Physically Abused
- Experienced Recent Death of a Friend or Family Member

If you encounter a student experiencing a crisis, there are a number of helpful actions you can take. First, it is important to **help the student discuss the situation and his/her feelings.** Let the student know that you hear the concern. Tell the student you want to help. You have probably been approached because you are trusted. Second, **assist the student in exploring the situation or problem** and deciding what course of action needs to be taken. Third, **decide what your limits are** in working with the student and **let the student know when the limits have been reached.** Fourth, **know appropriate referral resources.** These are listed at the back of this booklet.

When dealing with most students in a crisis situation, conveying your concern and willingness to help in any way you can (including referral) is probably the most important thing you can do. Your support, encouragement and reassurance will be particularly valuable to a student in crisis.
FACULTY AND STAFF
GENERAL INTERVENTION GUIDELINES

We encourage you, whenever possible, to speak directly and honestly to students when you sense they are in academic or personal distress. Openly acknowledge to students that you are aware of their distress, sincerely concerned about their welfare, and willing to help them explore their alternative.

**Signs of Student Distress:**
- Inability to Concentrate
- Confusion
- Depression
- Persistent Worry
- Social Isolation
- Bizarre Behavior
- Increased Irritability
- Missed Classes/Assignments
- Procrastination
- Dangerous or High Risk Behavior
- Restlessness
- Disheveled Appearance
- Mood Swings
- Indecisiveness

**Guidelines for Interaction:**

1. **Request to see the student in private**, unless there is a potential for danger. This may help minimize embarrassment and defensiveness. It also minimizes environmental stimulation that could be stressful.

2. **Briefly acknowledge your observations and perceptions** of his/her situation and express your concerns directly and honestly.

3. **Listen carefully** to what the student is troubled about and try to see the issues from the student’s point of view without necessarily agreeing or disagreeing.

4. ** Attempt to identify** the student’s problem or concern as well as your own concerns or uneasiness. You can help by exploring alternatives to deal with the problem.

5. **Strange and inappropriate behavior should not be ignored.** Comment directly on what you have observed.

6. **Flexibility with strict procedures** may allow an alienated student to respond more to your concerns.

7. **Involve yourself only as far as you want to go.** At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits. Extending oneself to others always involves some risk, but it can
be a gratifying experience when kept within realistic limits. (See The Demandng Student/Stalking Student sections)

8. If you become uncomfortable or concerned that you or others are not safe, contact Campus Safety at 242-7910 or dial 9-911 for immediate assistance.

9. The student’s family or significant other will be contacted if it is necessary to protect the health and safety of the student or other persons. If the student is under 18 years of age, parents MUST be contacted. (Information may be released based upon the Family Rights and Privacy Act of 1974, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.)

10. If you are unsure how to handle a specific situation we encourage you to contact BIRT at birt@shastacollege.edu, the Psychological Counselor, College Nurse, or Campus Safety.
Guidelines for Behavior Intervention

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.

MILD RISK -- Warning Signals—(opportunities for preventive strategies)

- **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 student interacts with staff and/or students
- **Minor disruptive behavior**

What I Should Do:

- Make time to meet with student one on one.
- Invite student to discuss problems that may be interfering with their academic goals after class or during 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 changes in behavior (document and provide to Dept. Dean).
- Refer to appropriate student services.

MODERATE RISK

- **Negative/hostile attention seeking behavior:**
  Behavior interferes with ed goals; cheating
- **Threats to harm self or others, directly or indirectly:**
  Jokes, 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

What I Should Do:

- If you feel safe, meet with the student one-on-one.
- Brainstorm with Dept. Dean—consider asking them to join you with student.
- Express your interest in the student’s well being.
- In an OBJECTIVE, FIRM AND NON-PUNITIVE fashion, describe the problem behavior.
- Set clear, and if necessary, written guidelines regarding appropriate behavior.
- If needed, obtain an escort for the student to the Health & Wellness Office if student agrees to counseling.
- Contact B.I.R.T. member by email or phone:
  BIRT@shastacollege.edu
  Becky Bogener—Psychological Counselor  242-7580
  Debbie Goodman—College Nurse  242-7580
  Craig Carmena—Campus Safety  242-7910
  Morris Rodrigue—VP of Admin Svcs  242-7526

EXTREME RISK (red flags)

- **Continued demonstrations of odd or disruptive behaviors that you have previously discussed with student**
- **Aggressive and threatening behavior or gestures**
- **Escalating plausible threats with either raised voice or detached behavior**
- **Visible agitation, physical tension**

What I Should Do:

- Call Campus Safety 242-7910 or 911
- Remain calm, do not engage in argument.
- Keep distance between you and student.
- Allow student a way to exit; do not allow yourself to be trapped.
- Reduce noise, talking, questions and/or stimulation.
- Ask the student to leave.
- If the student refuses to leave, remove yourself and others from the situation
- Campus Safety will notify Administration

Document all behaviors

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DISRUPTIVE STUDENT BEHAVIOR

In some cases, disruptive behavior is just annoying and in other cases, it brings the academic or administrative activity to a complete halt. In either case, this information should assist you in dealing with the disruptive student.

What is disruptive behavior?

Disruptive behavior will range from incidents which are mildly annoying to those which are blatant and prevent any teaching or learning from taking place.

According to the Shasta College Student Code of Conduct (attached), disruptive behavior can include, but is not limited to…

- Verbal abuse
- Physical abuse or threats
- Willful damage to personal or college property
- Use of drugs and alcohol on college premises
- Inordinate demands for time and attention
- Harassment
- Disruption of a classroom, administrative or campus activity

Does it matter if the student is psychologically disabled? Are they treated differently?

Any disciplinary action taken is not made on the basis of the presence or absence of mental illness, but on the basis of explicit behavior, which is in violation of the Shasta College Student Code of Conduct, regardless of the cause. The college is committed to providing “reasonable accommodation” to physically/mentally disabled students. Disruptions, which are minor annoyances and non-threatening, are expected to cease upon the first request, but repeated inappropriate behavior will be handled like any other disciplinary matter.

What action should you take if you encounter disruptive behavior?

If a situation should arise wherein a student poses a serious discipline problem, the matter should be referred to the appropriate Center Dean / Director or Extended Education Site Supervisor. The faculty member should brief those concerned immediately and thoroughly of the situation, particularly in the event that a conference with the student is forthcoming. (Shasta College Faculty Handbook)

Note: It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrence of disruptive behavior. When referring or reporting disruptive behavior, be specific, concise and describe observable behavior. Avoid evaluative diagnosis (e.g., person seems to be “paranoid schizophrenic”).
Classroom/Office Disruption

If a student is causing a disruption in or around a classroom, contact Campus Safety at 242-7910. As in all cases, if the situation has escalated to an emergency level, dial 9-911.

Criminal Behavior

Everyone is asked to assist in making the campus a safe learning and working environment by being alert to suspicious situations and by reporting such observations immediately. The College has a zero tolerance policy regarding drugs and/or alcohol on the campus and these matters will be strictly dealt with. The State Education Code strictly forbids any sale, use or possession of drugs and/or alcohol on public property. Should you observe any suspicious activity or behavior, do the following:

- During the hours of 8:00 a.m. to 12:00 p.m. Monday through Friday and 9:30 a.m. to 5:30 p.m. on Saturday, contact Campus Safety at 242-7910.
- If you are unable to contact Campus Safety because it is after hours, immediately call 9-911.

Note: If this is a dormitory issue, please contact the Coordinator of Student Housing at 242-7739. (Shasta College Emergency Procedures Guide)

What happens after a disruptive incident is reported?

After a disruptive incident, Campus Safety will conduct an initial investigation. After the investigation the Vice President of Student Services will contact the student(s) involved and hold a "preliminary hearing" so that facts may be collected. Further action will depend upon the outcome of the preliminary hearing.
THE AGGRESSIVE STUDENT

Description:
Aggression can take many forms from very subtle passive acts to violent outbursts. Aggression is the result of being frustrated and feeling out of control. Some aggressive people express hostility immediately without regard for their circumstances or the people around them. Other aggressive students express their hostility through explosive outbursts and the rest of the time denies their anger and frustration. Many times students who are verbally or physically aggressive feel inadequate and use the hostile behavior as a way to build up their self-esteem. Often they feel that you will reject them so they become hostile and reject you first to protect them from being hurt. They may see you as attempting to control them and lash out to try and gain a sense of control.

It is important to remember that the student is generally not angry with you personally, but is angry at his/her world, and you may be the object of the pent-up frustrations.

Response:
The following may be helpful guidelines in dealing with the aggressive student:

1. Acknowledge their anger and frustration (e.g., “I hear how you are feeling.”)
2. Rephrase what they are saying and identify their emotion (e.g. “I can hear how upset you are and how no one will listen.”)
3. Reduce stimulation; invite the person to a quiet place if this is comfortable.
4. Try to prevent total helplessness by quickly and calmly acknowledging the intensity of the situation. Continue rephrasing what they say keeping your voice volume down.
5. Focus on diffusing the situation rather than seeking resolution right away.
6. Allow them to ventilate, get their feelings out, and tell you what is upsetting them.
7. Call for help when necessary (Campus Safety, co-workers, psychological counselor).

The following will not be helpful:

1. Getting into an argument, becoming hostile or punitive.
2. Pressing for explanations for their behavior.
3. Not dealing with the situation or ignoring warning signals.
4. Touching the student.
5. Making threats, dares or taunts.

If a student’s behavior is disruptive or appears to be threatening or dangerous: Call Campus Safety at 242-7910 or dial 9-911.
THE DEPRESSED STUDENT

Depression, and the variety of ways it manifests itself, is part of a natural emotional and physical response to life’s ups and downs. With the busy and demanding life of a college student, it is safe to assume that many students will experience periods of reactive or situational depression in their college careers. It is when the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student’s ability to function in school, work or social environment, that the student will come to your attention and be in need of assistance. Due to the opportunities that faculty and staff have to observe and interact with students, they are often the first to recognize a student is in distress. Look for a pattern of these indicators:

- Tearfulness/Emotionality
- Increased Anxiety
- Markedly Diminished Performance
- Deterioration in Personal Hygiene
- Infrequent Class Attendance
- Significant Weight Loss or Gain
- Lack of Energy or Motivation
- Alcohol or Drug Use
- Irritability

Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student’s return to previous performance.

Response:

If you encounter what appears to be a depressed student, the following actions may be helpful:

1. Let the student know that you are aware he/she is feeling down and you would like to help.
2. Reach out more than halfway and encourage the student to discuss how he/she is feeling.
3. Offer options to further investigate/manage symptoms of depression. Encourage the student to seek services with the Psychological Counselor in the Student Health & Wellness Office.

The following actions may not be helpful:

1. Minimize the student’s feelings, “Everything will be better tomorrow.”
2. Bombard the student with “Fix It” solutions or advice
3. Be afraid to ask whether the student is suicidal if you think it is possible
4. Chastise the student for poor or incomplete work.
5. Becoming overwhelmed by or trying to take responsibility for the students’ problems may only provide them with more evidence that they should feel helpless.
THE SUICIDAL STUDENT

Suicide is the second leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. Watching for some of the following behaviors will also give you clues to what is going on with a student. If several of these are true, refer the student to psychological counseling services in the Student Health & Wellness Office.

High Risk Suicidal Indicators:
- Expresses hopelessness or guilt.
- Sudden mood or behavior changes
- Giving possessions away
- Expresses that life is not worth the trouble
- Feelings of helplessness and futility
- A severe loss or threat of loss
- Sleeping much more and later than normal
- Not sleeping well and waking up early
- Taking frequent naps
- Withdrawing from friends and family
- Not attending class
- Abusing alcohol and drugs
- Engaging in high risk behaviors
- Change in appetite so the student is not hungry or overeats
- Taking care of business
- A lift in depression, surge of energy

Facts About Suicides:

1. College students have higher suicide rates than non-college people of the same age.
2. More men complete suicide, but more women attempt.
3. There are more attempts at the beginning and end of semesters.
4. People committing suicide rarely want to die; they really want to end the pain they experience.
5. Talking about suicide will not plant the idea in a person's mind, but will probably relieve some of the tension they experience.
6. Suicides rarely occur without warning.
7. Feeling isolated (no support group) increases the likelihood for suicide.
8. The more developed the suicide plan, the greater the likelihood.
9. If the student has made attempts in the past, he/she is at higher risk for future (and possibly more serious) attempts.

To assess a student at risk for suicide, there are generally four areas that we explore. We ask the student about a plan, means, recent losses, and any previous attempts he or she has made at suicide.

Plan – Do you have a well-developed plan that includes an easily available method to harm (kill) yourself?

Means – Do you use substances such as alcohol and other drugs that can weaken impulse control?
Prior Behavior – Have you attempted suicide before?

Loss Due to Suicide – Has a friend, family member or acquaintance taken his/her life through suicide?

Examining these four areas will help in determining the severity of the threat of a student taking his/her life.

Response:

If you encounter what appears to be a suicidal student, the following actions may help:

1. Talk about suicide openly and directly.
2. Be confident, caring and know the resources available.
3. Take charge and escort the student the Student Health & Wellness Office during regular day time hours or call Campus Safety after 4:00 pm weekdays and anytime during the week-ends.
4. Listen to the small voice inside that says, “Something isn’t right with this student.” (Take the student seriously; 80% of suicides give warning of their intent.)

The following actions may not be helpful:

1. Ignore comments like, “I won’t be a problem much longer,” or “Nothing matters; It’s no use.”
2. Be too busy to intervene.
3. Be afraid of planting the idea of suicide in an already depressed person’s mind. They will feel relieved that someone has guessed.
4. Get involved with the student without help from professionals. Referral is imperative. If the student refuses help and you believe s/he may follow through with their threat immediately contact Campus Safety at 242-7910 or dial 9-911.
THE STUDENT IN POOR CONTACT WITH REALITY

Description:

This student may appear withdrawn, frightened, disruptive, confused, illogical, unaware or unconcerned with classroom protocol or acceptable social behavior. These students have gross impairment in functioning and a poor sense of reality.

Written or verbal communication may be disjointed, with little or no connection between topics. Their speech may be rapid or slowed down. They may also pay a great deal of attention to some unimportant detail that is being discussed or may be generally scattered and incoherent.

The student may make inappropriate emotional responses. He/she may overreact to his/her feelings with excessive anger, sadness or exuberance. Others may demonstrate a complete lack of emotional expression and speak in monotone.

These students tend to distort their perceptions of the world in such a way that innocent occurrences have special meaning to them (e.g., interpreting an innocent facial expression or tone of voice as being hostile or persecutory). They may experience themselves as especially powerful or important or may believe that people are trying to control or harm them in some way.

The student may experience hallucinations, most commonly voices speaking to them. They may appear to be on drugs. However, that assumption should not be made. Since these students may elicit alarm or fear from others, it is important to get them assistance as soon as possible. If you cannot make sense of their conversation, immediately consult with or refer to Psychological Counseling Services in the Student Health & Wellness Office. If the student is belligerent or acting out, call Campus Safety at 242-7910 or dial 9-911 for immediate assistance.

Response:

The following actions may be helpful:

1. Respond to them with warmth and kindness, but with firmness.
2. If you are comfortable in doing so, see them in a quiet atmosphere to remove extra stimulation from the environment (rather than dealing with them in front of the class).
3. Acknowledge their position or feelings without supporting the mis-perceptions (e.g., I understand you think they are trying to hurt you and I know how real it seems to you, but I didn’t perceive them trying to humiliate you.).
4. Reveal when you have difficulty in understanding them and ask that they repeat or rephrase their communication.
5. Focus on the “here and now” (e.g., “you seem very tense, short of breath”).
6. Acknowledge your concerns and state that you can see they need help. Referral is very important for these students.
The following will not be helpful to this student:

1. Arguing or trying to convince them of the irrationality of their thoughts, as it may just make them defend their position (false perceptions) more.
2. Playing along with their beliefs to not upset them (e.g., maybe you are a prophet).
3. Encouraging further delusions. It is more helpful to switch topics and divert focus to reality issues.
4. Demand that they change their ideas or behavior. Limits on their behavior may need to be imposed but this is best done in consultation with others.
5. Expect customary emotional responses.
THE ANXIOUS STUDENT

Description:
We have all experienced anxiety in response to a perceived stressful situation. As anxiety becomes heightened, the situation becomes more vague and less familiar.

A panic attack is an overwhelming sense of dread and fear and is the extreme result of feeling anxious. Some of the physiological and psychological components of general anxiety and a panic attack are:

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<th>Rapid heart palpitations</th>
<th>Difficulty concentrating</th>
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<td>Choking</td>
<td>Memory distortions</td>
<td>Anticipating misfortune</td>
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<td>Sweating</td>
<td>Chest pain/discomfort</td>
<td>Easily distracted</td>
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<td>Cold, clammy hands</td>
<td>Dizziness</td>
<td>Trouble sleeping</td>
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<tr>
<td>Fear</td>
<td>Trembling or shaking</td>
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The student may experience feelings of worry, fear, and anticipate some misfortune. He/she may complain of difficulty concentrating, being always on edge, being easily distracted, memory distortions, or trouble sleeping. The student may also state unreasonably high self-expectations and be very critical of his/her present performance. This student may constantly think about and discuss his/her problems and possible solutions but be too fearful to take action.

Response:

The following may be helpful in dealing with an anxious student:

1. Let them discuss their feelings and thoughts. This may relieve a great deal of pressure.
2. Help them define their stressors (which may be difficult to do), their ineffective and effective coping strategies. This is an area where referral to the Psychological Counselor would be particularly helpful.
3. Be clear and explicit about what you are willing to do. It may be helpful to have the student repeat what you have said to insure that he/she understands.
4. Talk slowly and remain calm. If possible, provide a safe and quiet environment.
5. Encourage them to use a support system (e.g., family, friends, religious affiliations) to ventilate.

The following will not be helpful in dealing with an anxious student:

1. Minimize the perceived threat to which the student is reacting.
2. Taking responsibility for their emotional state.
3. Trying to solve their problem as if it were your own.
4. Overwhelm them with information or ideas to “fix their condition”.

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THE DEMANDING STUDENT

Description:

Typically, the utmost time and energy given to this student is simply not enough. He/she often seeks to control your time and unconsciously believes that the amount of time received is a reflection of personal worth. In many instances, these people feel incompetent to handle their own life. Usually, they present as immature and self-centered. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many sources of support on campus and in the community in general.

Response:

It may be helpful to utilize the following actions:

1. Set clear and precise limits with them and stick to the limits no matter how much the student protests.
2. Let the student make his/her own decisions. Don’t take responsibility for them. If you do, they may attempt to trap you into solving more and more of their life problems.
3. Do not let them use you as their only means of support. Refer them to other students in class, their friends or some particular group on campus.
4. Set limits to your contact with the student (e.g., “I am able to spend 10 minutes with you now. My regular office hours are…”)

The following actions may not be helpful:

1. Get trapped into giving advice or special considerations.
2. Avoid the student as an alternative to setting and enforcing limits.
THE STUDENT WITH STALKING BEHAVIORS

Description

California Penal Code Section 646.9 describes a stalker as, “Any person who willfully, maliciously, and repeatedly follows or harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family…guilty of the crime of stalking.”

Stalking is more prevalent than previously thought: 16 percent of surveyed women and 5 percent of surveyed men reported being stalked at some time in their life. Approximately 6.6 million people are stalked annually in the United States. Given the prevalence of this behavior in the U.S. it is not surprising to discover that stalking occurs on college campuses fairly frequently.

Warning Signs of Stalking

- Verbal/written threats to hurt, kill or maim
- Paranoia
- Irrational violent statements or associations
- Romantic obsession: persistent calls, letters, gifts or unnecessary office visits
- History of violence
- History of several failed and short lived marriages and/or relationships
- Significant personal/family/financial stressors
- History of mental illness
- Persistent physical actions or **boundary crossing**
- Verbal/written third party harassment and/or threats
- Frequent hang ups at one’s residence/place of employment immediately upon arrival

Common Characteristics of Stalkers

- Desire for power and control
- Obsessive, bizarre delusions, jealousy, anger, and revenge
- Seek to win or maintain the affection of the victim
- Either intense attraction to the victim or extreme hatred
- Socially maladjusted
- Exhibit low self-esteem
- Emotionally Immature
- Abuse of alcohol or other drugs
- Criminal record
- Mental illness
- Mirror behavior patterns common in domestic violence cases
- Erratic employment or lack thereof
- Unable to succeed in relationships
Response:

The following may be helpful:

1. **Set very clear, strong boundaries** with the student. Specify how much time you can spend answering questions or going over assignments and then end when you have stated you would.
2. Maintain an objective, courteous demeanor when the student approaches you, but avoid overly friendly responses.
3. If the student’s contact/communication (e.g. email, telephone calls and/or office visits) becomes inappropriate or overwhelming, notify the student immediately that only class related communications are acceptable. Any others that verge on personal should be forwarded to the dean of the department, the Vice President of Student Services and Campus Safety. The student should be made aware of this boundary/action early on.
4. If you believe you have a student who is exhibiting these characteristics seek counsel with the psychological counselor. The sooner the better.
5. If the student becomes “attached” or “threatening” notify security immediately.
6. Be prepared to pursue a restraining order if the situation escalates—**only very strong behavioral and legal boundaries will resolve this issue**.

The following is not helpful when dealing with this student:

1. Providing personal information in the classroom that could be misconstrued or used against you by a student with stalking behaviors (e.g. home telephone, address, type of car, etc.).
2. It is common to feel compassion towards an individual that seems so needy and wants to attach. Remember, direct the student to appropriate services or their relationship with you could become out of control. Do not extend yourself beyond the classroom setting. The person will only become more “obsessed” with you.
3. Never transport the student as a “favor” or invite them to your home.
4. Never flatter the student or overly extend yourself with the student.
5. Never present yourself as the student’s advocate. If advocacy is needed refer to appropriate resource.
THE PARANOID/SUSPICIOUS STUDENT

Description:

Usually, these students complain about something other than their psychological difficulties. They are tense, cautious, mistrustful, and have few friends. These students tend to interpret minor oversights as significant personal rejection. Often many overreact to insignificant occurrences. They see themselves as the focal point of everyone’s behavior and everything that happens has special meaning. Usually, they are overly concerned with fairness and being treated equally. They project blame onto others and will express anger in roundabout ways. Many times they feel worthless and inadequate.

Response:

The following may be helpful in dealing with a suspicious/paranoid student:

1. Send clear, consistent messages regarding what you are willing to do and what you expect.
2. Express compassion without intimate friendship. Remember, paranoid students have trouble with closeness and warmth. It would not be helpful to be overly warm or nurturing or to assure the student you are his/her friend. Let him/her know that you can still be concerned, without being intimate.
3. Be aware of personal boundaries and space when interacting.
4. Be aware of your own anxiety.

The following actions may not be helpful:

1. Be overly warm or too friendly with student.
2. Flatter the student, laugh with him/her or be humorous.
3. Assure the student that you are his/her friend or advocate
THE DEVELOPMENTALLY DISABLED STUDENT

Description:

The essential feature of mental retardation or a developmental disability is significant sub-average intellectual functioning. This is accompanied by substantial limitations in adaptive functioning in at least two of the following skill areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety. Individuals that are moderately disabled tend to be significantly more impacted socially. During adolescence their difficulties in recognizing social conventions may interfere with peer relationships and involvement in group activities, such as classroom settings. Unless intervention occurs, this impairment continues with these individuals for the rest of their lives.

Adaptive functioning can be influenced by various factors, including education, motivation, personality characteristics, social and vocational opportunities, and the mental disorders and medical conditions that may coexist with this disability. With appropriate supports, individuals with this disability can usually live independently or in supervised settings. Problems in adaptation are more likely to improve with remedial efforts, supervision and direct, clear communication.

Response:

The following actions may be helpful:

1. Send clear, consistent messages regarding what behavior you expect from the student. Talk slowly and remain calm.
2. Set precise limits with them and consistently reinforce those limits with the student each time s/he is inappropriate. Repetition is important.
3. Set limits regarding your contact with the student.
4. Have the student repeat back to you what you have said to insure the student clearly understands what is expected. You may choose to do this after class in order to safeguard the student’s dignity.
5. Refer student for services if deemed appropriate.
6. Contact Disabled Students Programs and Services at 242-7990 for information on strategies that may be of further assistance.

The following will not be helpful in dealing with the developmentally disabled student:

1. Getting into an argument or “power struggle.”
2. Pressing for explanations for their behavior (they may not have the cognitive capacity required to define what you are asking).
3. Looking away and not dealing with the situation. This student especially benefits from clear, direct communication related to stopping inappropriate behaviors.
THE VIOLENT STUDENT

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature it erodes all of the student's emotional controls. This behavior is often associated with the use of alcohol and other drugs.

- **Remain calm**, get help if necessary (send a student for other staff/faculty/dean/Campus Safety).
- **Stay safe** (have access to a door, keep furniture/desk between you and the student).
- **Do not threaten, corner, or touch the student.** The adage, “An ounce of prevention is worth a pound of cure,” best applies here.

Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., “I can see you’re really upset and are ready to lash out.” Explain clearly and directly what behaviors are acceptable, e.g., “You certainly have the right to be angry but breaking things is not OK.”
THE STUDENT UNDER THE INFLUENCE OF SUBSTANCES

Description:

Alcohol is the most widely used psychoactive drug and the preferred drug on college campuses. It is common to find that students who abuse alcohol also abuse other drugs, both prescription and illicit. Fads and peer pressure affect patterns of substance use. Consuming alcohol in large quantities quickly (known as chugging) can cause alcohol poisoning or death. Other adverse effects include: hangovers, hospitalization for alcohol overdose, poor academic performance, missed classes, injury, and unprotected sexual activity. Prevention strategies have not been very effective in reducing the amount of binge drinking due to its glamorization by our culture.

Student alcohol abuse is most often identified by faculty when irresponsible, unpredictable behavior affects the learning situation (i.e., drunk and disorderly in class), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern for the student not in terms of suspicions about alcohol and other drugs but in terms of specific changes in behavior or performance.

Symptoms associated with substance abuse are dependent upon the type of substance used. The following outlines observable symptoms for the most commonly used drugs in Shasta County.

<table>
<thead>
<tr>
<th>Marijuana</th>
<th>Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Difficulty forming concepts or thoughts</td>
<td>-Mild euphoria and loss of inhibition</td>
</tr>
<tr>
<td>-Poor concentration and mental confusion</td>
<td>-Impaired judgment, memory, concentration</td>
</tr>
<tr>
<td>-Loss of motivation</td>
<td>and coordination</td>
</tr>
<tr>
<td>-Wide mood swings</td>
<td>-Altered sense of time and space</td>
</tr>
<tr>
<td>-Aggression and hostility</td>
<td>-Impaired fine motor skills</td>
</tr>
<tr>
<td>-Depression, anxiety and paranoia</td>
<td>-Slow reactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methamphetamine (Crank)</th>
<th>Cocaine</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Enhanced wakefulness</td>
<td>-Irritability</td>
</tr>
<tr>
<td>-Increased physical activity</td>
<td>-Anxiety and panic attacks</td>
</tr>
<tr>
<td>-Writhing, jerking or flailing motions</td>
<td>-Hyper, erratic behaviors</td>
</tr>
<tr>
<td>-Irritability and aggression</td>
<td>-Confusion</td>
</tr>
<tr>
<td>-Confusion and anxiety</td>
<td>-Non-stop babbling</td>
</tr>
<tr>
<td>-Tremors, hyperthermia and convulsions</td>
<td>-Aggressive, violent behavior</td>
</tr>
<tr>
<td>-Delusions, paranoia and hallucinations</td>
<td></td>
</tr>
</tbody>
</table>

Response:

What action should you take if you encounter a student you suspect is under the influence of substances?

1. Speak directly to the student about his/her behavior that is of concern.
2. Address the substance abuse issue if the student is willing and open.
3. Offer support and concern for the student’s overall well being.

**Actions not to take:**

1. Convey judgment or criticism about the student’s substance abuse.
2. Make allowances for the student’s irresponsibility.
3. Ignore signs of intoxication in the classroom.
4. Getting into an argument.
5. Pressing for explanations for their behavior.
6. Accusing student of drug use. Although they may exhibit the above behaviors, again, it may be due to other reasons such as the topics outlined in this guide. Let the student acknowledge if their behavior is drug induced.

Everyone is asked to assist in making the campus a safe learning and working environment by being alert to suspicious situations and by reporting such observations immediately. The College has a **zero tolerance** policy regarding drugs and or alcohol on the campus and these matters will be strictly dealt with. The State Education Code strictly forbids any sale, use or possession of drugs and/or alcohol on public property.

Should you observe any suspicious activity or behavior, do the following:

- During the hours of 8:00 a.m. to 12:00 p.m. Monday through Friday and 9:30 a.m. to 5:30 p.m. on Saturday, contact Campus Safety at 242-7910.
- If you are unable to contact Campus Safety because it is after hours, immediately call 9-911.

**Note:** If this is a dormitory issue, please contact the Coordinator of Student Housing at 242-7739. *(Shasta College Emergency Procedures Guide)*
THE STUDENT WHO HAS BEEN SEXUALLY HARASSED

Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct; it is usually found in the context of a relationship of unequal power, rank or status. It does not matter that the person’s intention was not to harass. It is the effect of the harassment that harms. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it may be considered sexual harassment.

Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one’s body or clothing.
- Questions about one’s sexual behavior.
- Demeaning references to one’s gender.
- Sexually oriented jokes.
- Conversations filled with innuendoes and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.

The California Educational Code Section 89535 covers sexual harassment of students. Common reactions by students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen or if, in some way, they have brought it on themselves. A student may begin to participate less in the classroom, drop or avoid classes, or even change majors.

Response:

The following may be helpful in dealing with students who may have experienced sexual harassment:

1. Listen to the student’s concerns.
2. Handle the situation with sensitivity regardless of your personal biases.
3. Tell the student about helpful resources for problem resolution.
4. Share factual information about the campus policy on sexual harassment.
5. Refer the student to a resource for informal or formal resolution of the concerns.

It may not be helpful to do the following:

1. Ignore the student’s complaint.
2. Take action based on your personal biases.
3. Take action without consultation.
4. Tell the student nothing can be done about sexual harassment.
UNDERSTANDING STUDENTS ACROSS CULTURES

Working with cultural differences is as “American as apple pie,” but discussing the impact of differences on students is sometimes uncomfortable. Issues of disability, gender, color, sexual orientation, religion, ethnicity/race, national origin, class and age represent California and Shasta College’s heterogeneity. While we appreciate our similarities and respect our differences, working with these differences can sometimes complicate an already stressful situation.

Many students may feel isolated and alone with their problems and may be reluctant to express themselves because they believe that being “different” is a stigma that sets them apart from others. Each person operates from his/her own cultural reference point and usually will not notice differences until confronted by something unusual or distressing. Sometimes differences become a point of focus when a student feels discomfort because of a perceived slight or misunderstanding that they believe is based on their uniqueness.

Because of our society’s continued struggle with managing various aspects of difference, we are often reluctant to ask questions, take risks, and intervene for fear of making things worse. However, the general rule of thumb in this situation is to act based on the information that you have at hand—your own experiences and the behaviors that you observe in the student. Difficulties in assessing emotional distress across cultures can be compounded by different group norms for behaviors, emotional expression, sense of privacy, or personal discomfort with contemporary U.S. cultural values.

Response:

It may be helpful to take one of the following actions:

1. Make direct contact with the student and express your concerns.
2. Reach out to the student with respect and understanding.
3. Let the student know if you have some limited knowledge of his/her culture.
4. Clearly and directly express your support.
5. Have a resource person in mind when talking to the student.
6. Ask the student if s/he has a resource person who could assist both of you with the student’s concern.
7. Tell the student that many difficulties in college are transitional and can be resolved with timely assistance and intervention.

It may not be helpful to take the following actions:

1. Assume the student will not want to relate to you.
2. Be “put off” by the student’s silence, denial or reluctance to express concerns.
3. Lose the focus of helping with distress by getting into the intricacies of the culture.
REFERRAL RESOURCES

There may come a time when you need to refer a student to one of the services on or off campus. The following are guidelines that may facilitate the referral process.

Refer a student when:

- The problem or request for information is beyond your level of competency.
- You fear for the safety of a student or others.
- You feel like you cannot work with a student for whatever reason (e.g., you feel overwhelmed, you have reached your limit of energy or patience, or you feel manipulated or scared).

Referral Resources on Campus

Emergency: Campus Safety 242-7910 or 9-911.

Student Health & Wellness Office, Psychological Counselor – call 242-7580 to schedule an appointment.

Administration: Vice President of Student Services 242-7621

Referral Resources off Campus

Emergency: 9-911 for Police, Medical, Psychiatric

Help-Line (8am-8pm Counseling Hot-Line) 244-2222

National Suicide Prevention Lifeline 1-800-273-8255

The Student Health & Wellness Office can facilitate other off-campus referrals for non-emergencies for the multiple county areas Shasta College serves. Please call 242-7580 for assistance.

Referral to Psychological Counselor, Student Health & Wellness Office

Referring a student for counseling may be threatening for various reasons. Education and general information about our services can make the difference in a successful referral. It is helpful to remember that you are doing what you think best for the student and that knowing your limits is important and commendable rather than something negative.

When referring a student for counseling we strive to give the student our immediate attention. Early intervention is preferable to crisis intervention. Therefore, we encourage you to refer students you are concerned about as quickly as possible. During the spring and fall semesters the Student Health & Wellness Office hours are 8am-12noon and 1pm-4pm, Monday thru Friday. Counseling appointments are available during these hours. You may walk the student to the office, have the student phone or stop by the office to schedule an appointment. If you have a student in crisis, please refer them to our counselor’s walk in hour – daily at 3:00 pm.
This gives the student an opportunity to meet with the counselor for 15-20 minutes to address an immediate need. Please remind the student they will need to bring their student ID number as well as their government issued photo ID (driver’s license, state issued photo ID, passport, Consular Matricula card, etc.) with them.

When you do discuss a referral to psychological counseling, it would be helpful for the student to hear in a clear, concise manner your concerns and why you think counseling would be of benefit. You might also tell them a few facts about the Student Health & Wellness Office. For instance, all services are free to students registered in the current semester, for credit-bearing classes at the time of service. A trained, Licensed Clinical Social Worker (LCSW), or intern supervised by the LCSW, is available by appointment through the Student Health & Wellness Office. Counseling sessions are generally 45 minutes, limited to 3-6 sessions per semester. At the discretion of the counselor, some exceptions may be made. If long-term therapy is indicated, a community referral is made. All information is held confidential with certain legal exceptions.

Having the student call for an appointment increases his/her responsibility and commitment to follow thru with the counseling appointment.

The material in this handbook has been compiled by the staff of the Shasta College Student Health & Wellness Office with information generously donated by mental health professionals at various counseling centers throughout California. We would like to especially acknowledge the contributions of Santa Rosa Junior College and California State University, Sacramento.
Standards of Conduct--Shasta College Board Policy 5500
Reference: Education Code Section 66300, 66301; Accreditation Standard 11.A.7b

Students and visitors to a Shasta College campus are expected to obey all California State laws and all Federal laws which pertain to behavior on a college campus. The following regulations represent reasonable standards of conduct for students and visitors, and shall be followed at all times on a Shasta College campus. Generally, Shasta College’s jurisdiction and discipline shall be limited to conduct which occurs on Shasta College premises or which is related to school activities.

Rules and Regulations: Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Board Policy and Administrative Procedures 3550 and 5520.

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty. Academic dishonesty is the willful and intentional fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all student behavior by fraudulent and/or deceptive means. The student has the full responsibility for the content and integrity of all academic work submitted.
   b. Furnishing false information to any Shasta College official, faculty member or office.
   c. Forgery, alteration or misuse of any Shasta College document, record or instrument of identification.
   d. Tampering with the election of any Shasta College-recognized student organization.

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other Shasta College activities including its public-service functions on or off campus, or other authorized non-Shasta College activities when the act occurs on Shasta College premises.

3. Physical abuse, verbal abuse, threats, intimidation, coercion and/or conduct which threatens or endangers the health and safety of any person.

4. Sexual harassment as defined by law or by regulation of the college or the District.

5. Attempted or actual theft of and/or damage to property of Shasta College or property of a member of the Shasta College community or other personal or public property, or knowingly receiving stolen district property or private property on campus.

6. Engaging in harassing or discriminatory behavior based on race, sex (i.e., gender), religion, age, national origin, disability, or any other status protected by law.

7. Hazing, defined as an act that endangers the mental or physical health or safety of a student, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a group or organization.

8. Failure to comply with direction of Shasta College officials or law enforcement officers acting in the performance of their duties, and/or failure to identify oneself to one of these persons when requested to do so.

9. Unauthorized possession, duplication or use of keys to any Shasta College premises or unauthorized entry to or use of Shasta College premises.

10. Violation of published Shasta College policies, rules or regulations.

11. Violation of federal, state or local law on Shasta College premises or at Shasta College sponsored or supervised activities.

12. Use, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.

13. Public intoxication or use, possession or distribution of alcoholic beverages except as expressly permitted by law and Shasta College regulations.

14. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals including but not limited to any facsimile firearm, knife, explosive or weapon on Shasta College premises.

15. Participation in a campus demonstration that disrupts the normal operations of Shasta College and infringes on the rights of other members of the Shasta College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
16. Obstruction of the free flow of pedestrian or vehicular traffic on Shasta College premises or at Shasta College sponsored or supervised functions. The use of bicycles, roller blades and skateboards is not permitted in heavy traffic areas or in buildings.

17. Conduct that is disorderly, lewd or indecent; habitual profanity or vulgarity; breach of peace; or aiding, abetting or procuring another person to breach the peace on Shasta College premises or at functions sponsored by or participated in by Shasta College.

18. Theft or other abuse of computer time and network resources, including but not limited to:
   a. Unauthorized entry into a file to use, read or change the contents, or for any other purpose.
   b. Unauthorized transfer of a file.
   c. Unauthorized use of another individual’s identification and password.
   d. Unauthorized use of phone and electronic devices such as radios, etc.
   e. Use of computing facilities to interfere with the work of another student, faculty member, or Shasta College official.
   f. Use of computing facilities to send obscene or abusive messages
   g. Use of computing facilities to interfere with normal operations of Shasta College computing systems.

19. Abuse of the judicial system, including but not limited to:
   a. Failure to obey the summons of a Shasta College official.
   b. Falsification, distortion or misrepresentation of information before a hearing officer.
   c. Disruption or interference with the orderly conduct of a judicial proceeding.
   d. Institution of a judicial proceeding knowingly without cause.
   e. Attempting to discourage an individual’s proper participation in, or use of, the judicial system.
   f. Attempting to influence the impartiality of a member of a judicial body prior to and/or during the course of the judicial proceeding.
   g. Failure to comply with the sanction(s) imposed under the Student Code.
   h. Influencing or attempting to influence another person to commit an abuse of the judicial system.

20. Willful or persistent smoking in any area where smoking is prohibited by lawful authority.

21. Littering of any kind.

22. Misrepresentation of oneself or of an organization to be an agent of Shasta College.

23. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.

24. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

Students who engage in any of the above are subject to the procedures outlined in AP 5520.

See Administrative Procedures

Reviewed by the Board Ad Hoc Committee on Policy 8/12/09
Board Approval of Revisions 4/14/10
Student Discipline AP 5520

Reference: Education Code Sections 66017, 66300, 66301, 72122, 76120, 76220, 76234, 76030 et. seq.; Penal Code Sections 626.2, 626.4; Title 5, Section 59410; Accreditation Standard II.A.7b

The purpose of these administrative procedures is to provide a means to address violations of the Standards of Conduct set forth in Board Policy 5500 (BP 5500).

These administrative procedures are not intended to substitute for criminal or civil proceedings that may be initiated by other agencies and will be used in a fair and equitable manner, and not for purposes of retaliation. These procedures are not considered a legal proceeding. Therefore, students do not have a right to counsel during a student disciplinary hearing.

I. DEFINITIONS

Discipline Officer: The Dean of Students or such other official so designated by the Superintendent/President.

District: The Shasta-Tehama-Trinity Joint Community College District.

School Day: Any day during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Student: Any person enrolled in any program at the District, either full-time or part-time. Persons who withdraw after allegedly violating the Standards of Conduct are considered “students” for the purposes of these procedures. The Standards of Conduct apply to all locations and activities of the District, including online courses and District-sponsored events.

Instructor: Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Educational Administrator: Any administrator who provides leadership and direction for the operations of the District whose responsibilities include supervision of managers, staff or instructors and the management of the institutional relations among students, faculty and staff.

Expulsion: Permanent separation of the student by the Board of Trustees from all courses and activities offered by the District.

Good Cause: Any offense defined by Education Code section 76033 and such other causes as set forth in the Standards of Conduct.

Hearing Authority: The Vice President of Student Services or such other official so designated by the Superintendent/President and with responsibility for the first appeal level.

Removal from Class: Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Reprimand (Written or Verbal): An admonition to the student to cease and desist from conduct determined to violate the Standards of Conduct.
Immediate Interim Suspension (Education Code Section 66017): The immediate suspension of a student when the Discipline Officer or any educational administrator concludes that immediate suspension is required to protect students or others from injury, to protect property, or to ensure the maintenance of order at the District provided that a reasonable opportunity for a hearing be afforded the suspended student within ten (10) days.

Short-Term Suspension: Exclusion of the student for good cause from one or more classes, school activities, and/or all District facilities for a period of up to five (5) school days.

Long-Term Suspension: Exclusion of the student for good cause from one or more classes, school activities and/or all District facilities for more than five (5) school days.

Withdrawal of Consent to Remain on Campus: Withdrawal of consent by the Discipline Officer for any person to remain on campus in accordance with California Penal Code Section 626.4 where the Discipline Officer has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

II. EXPECTED STUDENT CONDUCT

The Standards of Conduct are set forth in BP 5500 and apply to conduct that relates to District activity or District attendance, including conduct that occurs while at District campuses or facilities, or at District sponsored activities, including before classes begin, after classes end, during the academic year, and during periods between terms of actual enrollment. The Standards of Conduct shall apply even if the student withdraws from school while a disciplinary matter is pending.

III. SANCTIONS

One or more of the following sanctions may be imposed upon any student found to be in violation of the Standards of Conduct:

1. Warning: Verbal notice to the student by the Discipline Officer that the student is violating or has violated the District’s Standards of Conduct and that a continuation of the specified conduct by the student may lead to further disciplinary action. The warning will be documented by the Discipline Officer and may become part of the student’s record for a period of up to one year.

2. Reprimand: A written or verbal admonition to the student by the Discipline Officer to cease and desist from conduct determined to violate the Standards of Conduct. A record that a reprimand has been given shall be documented and may become part of a student’s record for a period up to one year.

3. Disciplinary Probation: A written reprimand by the Discipline Officer for violation of a specific provision of the Standards of Conduct that invokes probation for a designated period of time, which includes the possibility of more severe disciplinary sanctions should the student violate any of the Standards of Conduct during the probationary period.

4. Restitution: Reimbursement by the student for damage(s), injury or misappropriation of District property or to instructional materials/equipment caused by the students’ misconduct. Restitution/reimbursement may be one or more of the following: appropriate service, monetary or material replacement. Pursuant to Title 5 of the California Code of Regulations, Section 59410, students who fail to provide the required restitution will have their grades, transcripts, diplomas, and registration privileges withheld until the financial obligation to the District is satisfied. The Discipline Officer shall provide the student with an opportunity to be heard prior to the imposition of a restitution order.

5. Removal from Class or Instruction-Related Activity: Any instructor may order a student removed from his or her class or instructional activity for the day of the removal and the next class or activity meeting. The instructor shall immediately report the removal to the Discipline Officer. The Discipline Officer will arrange for a meeting with the student regarding the removal. The student shall not be allowed to return to the class or instructional activity during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the Discipline Officer from further disciplinary sanctions in accordance with these
procedures, and based on the facts which led to the removal. If the student removed is a minor, the Discipline Officer shall ask the parent or guardian of the student to attend a parent conference regarding the removal as soon as possible. If the instructor or the parent/guardian so requests, the Discipline Officer shall attend the conference.

6. **Loss of Privileges:** Denial of privileges that do not involve restrictions on class attendance for a designated period of time.

7. **Residence Halls Suspension:** Separation of the student from the Residence Halls for a definite period of time for violation of the Student Residential Housing Agreement or Standards of Conduct after which the student is eligible to return. Conditions for readmission to the Residence Halls may be specified.

8. **Residence Halls Contract Revocation:** Permanent separation of the student from the Residence Halls for continued or serious violations of the Student Residential Housing Agreement or Standards of Conduct without possibility of readmission, which may also include revoking the privilege to be in or near the Residence Halls for any reason.

9. **District Suspension:** Subject to notice and appeal hearing requirements, separation of the student for good cause from all classes, school activities and/or all District campuses for a definite period of time after which the student may be eligible to return.

10. **District Expulsion:** Permanent separation of the student by the Board of Trustees from all courses and activities offered by the District.

11. **Revocation of Degree or Certificate:** A degree or certificate awarded by the District may be revoked for fraud, misrepresentation, or other violation of District standards in obtaining the degree or certificate. Such a revocation shall be by action of the Board of Trustees.

12. **Withholding of Degree or Certificate:** The District may withhold awarding a degree or certificate otherwise earned until the completion of the process set forth in these procedures, including the completion of all sanctions imposed, if accusations of misconduct affect the student’s entitlement to the degree or certificate.

13. **Withdrawal of Consent to Remain on Campus:** The Discipline Officer may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the Discipline Officer, the officer will immediately notify the Vice President of Student Services and the Superintendent/President. The person from whose consent has been withdrawn may submit a written appeal in accordance with Sections VI and VII of these procedures.

   Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to attend a hearing, is subject to arrest (Penal Code section 626.4).

14. **Discretionary Sanctions:** Work assignments, essays, service to the District, or other related discretionary assignments that are determined to be appropriate by the Discipline Officer to remedy a violation of the Standards of Conduct or that serve as an educational lesson in response to such a violation.

**IV. DISCIPLINE INVOLVING STUDENT GROUPS**

Sanctions upon student groups or organizations may be imposed as follows:

1. Those relevant sanctions listed in Section III of these procedures.
2. Loss of selected rights and privileges for a specified period of time.
3. Deactivation: Loss of all privileges, including District recognition, for a specified period of time.
Accusations that a student group or organization has collectively violated the Standards of Conduct, terms that govern the group or organization, or any conditions of District operations, shall be initially reviewed by the Discipline Officer who shall have authority to impose sanctions on the group or organization.

No sanctions shall be imposed until the Discipline Officer has provided the group or organization with a written statement of the accusations and given the group or organization an opportunity to respond.

V. RECORDS OF DISCIPLINARY ACTION

In accordance with Education Code section 76220, the District shall establish, maintain and destroy student records according to regulations adopted by the Board of Governors of the California Community Colleges. The Discipline Officer will create a record of disciplinary actions, along with relevant supporting documents and evidence. This record shall be maintained as a confidential student disciplinary record and may not be released without the permission of the student, except as permitted by law. The student shall have the right to inspect the record and to challenge the contents. Disciplinary records shall be retained in a manner consistent with state law.

In accordance with Education Code section 76234, whenever there is included in any student record, information concerning any disciplinary action taken by the District in connection with any alleged sexual assault or physical abuse or any conduct that threatens the health and safety of the alleged victim, the alleged victim of the sexual assault or physical abuse shall be informed within three (3) days of the results of any disciplinary action by the District and the results of any appeal.

VI. SUSPENSION/EXPULSION PROCEDURES

The following procedures shall be followed before any suspension or recommendation of expulsion except in the event that an emergency/interim suspension is imposed as set forth herein.

A. Administration. The Discipline Officer shall administer these procedures and take appropriate action, subject to the approval of the District Superintendent/President and the Governing Board if required herein or otherwise by law.

B. Reporting of conduct. Alleged student misconduct shall be reported to the Discipline Officer.

C. Investigation. Upon receiving a report of alleged student misconduct, the Discipline Officer shall initiate an investigation.

D. Notice. Before imposing this discipline, the Discipline Officer shall make reasonable efforts to give the student written notice of the reason for the proposed disciplinary action. If the student is a minor, the Discipline Officer shall also notify the parent or guardian of the investigation and charges.

E. Opportunity to be Heard. Within a reasonable period of time following the delivery to the student of the notice referred to above, the Discipline Officer shall offer the student an opportunity to attend a meeting at which time the student may present a rebuttal to the accusation or otherwise offer relevant comment on the proposed suspension or recommendation of expulsion. If the student fails to arrange such a meeting (or fails to appear for a meeting the student arranged), the decision of the Discipline Officer shall be made without input from the student.

F. Determination after Meeting. The Discipline Officer shall decide whether or not to proceed with the proposed suspension or recommendation of expulsion after hearing the student's explanation and considering all of the information. The Discipline Officer shall send the student a written notice of the decision via personal delivery or certified mail to the student's last known address, as set forth in subsection (H) below.

G. Notice to the District’s Hearing Authority. The Discipline Officer shall report any disciplinary action imposed to the District's Hearing Authority (the Vice President of Student Services or such other official so designated by the Superintendent/President.)
H. **Short-Term Suspension Notification.** The Discipline Officer shall send the student a written notice of determination within three (3) school days after the meeting described in subsection (E). The notice shall inform the student of the decision and the length of the suspension, if any. The notice shall also inform the student that the decision is final. The notice shall be hand delivered or sent via certified mail to the student’s last known address.

I. **Long-Term Suspension and/or Recommendation for Expulsion Notification.** The Discipline Officer shall send the student a written notice of determination within five (5) school days after the meeting described in subsection (E). The notice shall be hand delivered or sent via certified mail to the student’s last known address. The notification shall include:

1. A statement of the charges, the reason for the suspension or recommended expulsion, and a description of facts related to the misconduct, including the evidence against the student, the date of the incident(s), time of the incident(s), and location of the offense(s);

2. A copy of the Standards of Conduct;

3. An explanation that the student who has been suspended is entitled to appeal the decision and has a right to an appeal hearing ("appeal hearing"). The notification shall also state that a request for an appeal hearing shall be filed within five (5) school days of the receipt of the notification. Mailed notice is presumed received three calendar days after mailing. The written request for an appeal hearing must be submitted to the Hearing Authority, and must cite the specific ground(s) for the appeal (from those listed below), and provide information which substantiates the ground(s) on which the appeal is being made. The failure to request a hearing in a timely manner shall constitute a waiver of the right to a hearing;

4. Grounds for appeal: A student may appeal the decision of the Discipline Officer on the grounds that:
   
   i. fair consideration was not provided to the student (i.e., there is evidence that some aspect of the meeting described in subsection (E) was prejudicial, arbitrary, or capricious); or
   
   ii. new and significant information, not reasonably available at the time of the initial meeting, has become available; or
   
   iii. the sanction or remedy imposed is not in due proportion to the nature and seriousness of the offense. Any evidence supporting these grounds must be included in the request for an appeal hearing.

5. A statement that the student has the right to be accompanied at an appeal hearing” by an on-campus advisor of his or her choice. If the student decides to be accompanied by an advisor, the name and address of that advisor shall be submitted to the Hearing Authority at the time the appeal is filed;

J. **Schedule of Hearing.** The Hearing Authority shall schedule an appeal hearing no later than ten (10) school days after a timely written request for a hearing is received by the District.

**VII. HEARING AUTHORITY’S APPEAL PROCEDURES**

A. Sanctions recommended by the Discipline Officer may be appealed, by the student charged, to the Hearing Authority (the Vice President of Student Services or such other official so designated by the Superintendent/President). The appeal must be in writing and received by the Hearing Authority within five (5) school days of receipt of notification of right to appeal.

B. Upon receipt from the student of a request to appeal within the time stated above, the Hearing Authority will review the facts of the Discipline Officer’s findings and recommended sanctions. Sanctions recommended by the Discipline Officer may or may not be suspended until such time as the appeal hearing is held.
C. If after the review, the Hearing Authority determines that an appeal is warranted then the appeal hearing will be conducted with the student within ten (10) school days of receipt of the request to appeal.

D. Additional parties and/or witnesses to the violation may be requested to meet with the Hearing Authority to verify information obtained from the hearing held with the Discipline Officer.

E. The Hearing Authority may uphold, modify or reject any or all disciplinary sanctions recommended by the Discipline Officer. If the Hearing Authority modifies or rejects any or all sanctions recommended, the Hearing Authority shall prepare a new written decision which contains specific factual findings and conclusions. The Hearing Authority's decision shall be sent via certified or registered mail to the student’s last known address. The Hearing Authority shall report all suspensions, recommendations of expulsion, and recommendations to revoke or withhold a degree or certificate to the Superintendent/President within five (5) school days.

F. If the student fails to attend the appeal hearing without prior notice of cancellation, or without rescheduling another hearing, the Hearing Authority may uphold, modify, or reject the disciplinary sanctions recommended by the Discipline Officer without input from the student. Sanctions imposed could result in suspension, expulsion, or revoking or withholding a degree or certificate.

G. In cases not resulting in long-term suspension, expulsion, or revoking or withholding of a degree or certificate, the decision of the Hearing Authority shall be final.

H. In cases where a recommendation of long-term suspension, expulsion, or the revoking or withholding of a degree or certificate has been rendered, notice shall be forwarded immediately to the Superintendent/President.

VIII. EMERGENCY INTERIM SUSPENSION

A. The Discipline Officer may impose an emergency/summary suspension if deemed warranted. It is an extraordinary measure and shall be utilized only when necessary to protect individuals from injury or death, or damage to property, or to ensure the maintenance of order pending an opportunity for the student to be heard.

B. A meeting shall be provided to the student within five (5) school days of an emergency/summary suspension (Education Code section 66017). The procedures set forth in sections VI and VII shall apply to the meeting and any appeal hearing.

C. An emergency/summary suspension shall be reported to the Board of Trustees at its next regular meeting after such suspension has been imposed.

IX. SUPERINTENDENT/PRESIDENT

In cases where long-term suspension, expulsion, or revoking or withholding a degree or certificate is recommended, the following shall apply:

A. Long-Term Suspension: Within ten (10) school days following receipt of the recommended decision, the Superintendent/President shall render a final written decision. The Superintendent/President may uphold, modify or reject the disciplinary sanctions recommended by the Hearing Authority. If the Superintendent/President modifies or rejects the suspension recommendation, the Superintendent/President shall review the record of the hearings, and prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final except as to expulsions or revoking or withholding of a degree or certificate. The final decision shall be sent via certified or registered mail to the student’s last known address. The Superintendent/President shall report all suspensions, whether short- or long-term, of any student to the Board of Trustees in closed session at its next regular meeting after the suspension has been imposed.
B. Expulsion or Revoking or Withholding a Degree or Certificate: Within ten (10) school days following receipt of the recommended decision, the Superintendent/President shall render a written recommended decision to the Board of Trustees. The Superintendent/President may uphold, modify or reject the disciplinary sanctions recommended by the Hearing Authority. If the Superintendent/President modifies or rejects the expulsion recommendation, or the recommendation to revoke or withhold a degree or certificate, the Superintendent/President shall review the record of the hearings and prepare a new written decision which contains specific factual findings and conclusions. The Superintendent/President’s decision shall be forwarded to the Board of Trustees.

X. BOARD OF TRUSTEES

In cases where expulsion or revoking or withholding a degree or certificate is recommended, the following shall apply:

A. The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion and/or revoking or withholding a degree or certificate at its next regularly scheduled meeting or as soon thereafter as is practicable. The Board of Trustees shall consider an expulsion recommendation in closed session, unless the student requests the matter be heard in open session in accordance with these procedures and Education Code section 72122. The Board may expel a student for good cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of the student or others (Education Code section 76030).

B. The student shall be notified in writing, by registered or certified mail or by personal service, at least five (5) school days prior to the meeting, of the date, time, and place of the meeting of the Board of Trustees. The student may, within forty-eight (48) hours after receipt of the notice, request that the hearing be held in open session. Even if a student has requested that the Board of Trustees hear an expulsion recommendation in open session, the Board of Trustees may deliberate in closed session in accordance with Education Code section 72122.

C. A closed hearing will be closed to everyone except the following:

1. the student charged;
2. an advisor/advocate for the student charged, if so desired. If the student chooses to be accompanied by an attorney, the student must notify the District in writing of his/her intent to bring an attorney at least two (2) school days prior to the hearing. Failure to notify the District will result in a postponement of the hearing;
3. the District Superintendent/President and/or President's designee;
4. the Board of Trustees;
5. Counsel for the District;
6. the student's parent(s) or guardian, if the student is a minor;
7. Campus Security or such other law enforcement personnel deemed necessary for the safety of meeting participants.

D. The hearing shall be conducted in accordance with the following procedures:

1. The President of the Board of Trustees will serve as chair of the hearing, and will rule on all questions of procedure and admission of evidence.
2. Hearings need not be conducted in accordance with strict rules of evidence or the formality of a court hearing.
3. Before commencement of the hearing, the Board of Trustees shall review a description of the charges, notices, evidence, findings, and a copy of the proposed decision from the college-level disciplinary appeal hearing. The Board of Trustees shall consider no evidence other than that evidence received in the hearing process.

4. The District Superintendent/President or designee shall make a brief statement to the Board of Trustees, referring to relevant evidence regarding the alleged misconduct.

5. The accused student may then make a brief statement to the Board of Trustees and present any relevant evidence.

6. The statements shall be limited to five (5) minutes each.

7. Upon completion of these statements, the Board of Trustees will have an opportunity to ask questions of both the student and the District Superintendent/President or designee.

8. The Board of Trustees will conclude the hearing, dismiss the parties, and privately deliberate as to a decision.

9. The Board of Trustees shall issue a statement of decision including findings of fact and a determination that the accused student did or did not commit the act(s) charged, a finding that the student's act(s) did or did not constitute a violation of the Standards of Conduct, and a decision as to whether the expulsion proposed by the District Superintendent/President will be upheld or modified. The Board of Trustees may also recommend further investigation. Pursuant to Education Code section 72122, regardless of whether the matter is heard in open or closed session, the final action of the Board of Trustees shall be taken in open session, and the result of the action shall be a public record. The name of the student, however, shall not be released.

10. The hearing (but not the deliberations of the Board of Trustees) shall be recorded either in written format or electronically. The record shall be the property of the District. The student may read the record or listen to the tape at a mutually agreeable location at the District. An accused student may, upon request, be provided a copy of the written record or electronic recording at his or her own expense.

11. A written statement of the Board of Trustees' decision shall be sent via certified or registered mail to the student's last known address within three (3) school days after the conclusion of the hearing.

12. If the Board of Trustees' decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the decision. This statement shall become a part of the student's records.

13. The decision of the Board of Trustees is final and not subject to further appeal.

XI. NOTIFICATION

The District Superintendent/President or designee shall, upon suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the District is situated of any acts of the student that may be in violation of section 245 of the Penal Code (Education Code section 76035).

XII. EXTENSIONS OF TIME

Calendar restraints may be extended with the agreement of both parties.

Board Reviewed 4/13/11