Assisting Distressed Students

Santa Barbara City College Faculty and Staff Resource Guide

Provided by Personal Counseling Program
SBCC Student Health Services and Wellness Program
SS-170, 965-0581 ext. 2298
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Special thanks to Humboldt State University, California State University, Sacramento and University of California, Santa Barbara for their contribution in the development of this manual.

Updated Fall 2002
PART I

Introduction

As a member of the Faculty/Staff at Santa Barbara City College, you are constantly interacting with students. At times, you may encounter a student whose behavior is inappropriate, disruptive or troublesome.

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. There will also be students experimenting with, abusing and/or addicted to alcohol and/or other drugs.

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 they are trying to achieve or express through their behavior.

This booklet is designed to give you some techniques in dealing with distressed or difficult students. It will hopefully offer you some reassurance in recognizing that you are not alone in any situation. Referral sources are discussed.
REFERRALS

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 guidelines 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 the 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 frightened).

Referral Resources On Campus

- Personal Counselors, Student Health Services and Wellness Program, ext. 2298, Monday through Thursday, 8 AM to 6PM and Friday 8 AM to 3 PM.
- Security: 965-0581, ext. 2264 (ext. 2400 after 4:00 PM).
- Administration: Dean of Educational Programs/Student Discipline, 965-0581, ext. 2278. (Evenings: Call Operator and ask for Evening Dean.)
- Additional SBCC support services: Student Health Services and Wellness Program, 965-0581, ext. 2298. www.sbcc.edu/healthservices

Referral Resources Off Campus

- Emergency: Dial 911 (dial 9 first to get outside line) for Police, Medical, Psychiatric assistance
- Student Health Services and Wellness Program can facilitate other off-campus referrals for non-emergencies. 965-0581, ext. 2298.

REFERRAL TO SBCC PERSONAL COUNSELORS

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

When you refer a student to a Personal Counselor, it would be helpful for the student to hear your concerns and why you believe counseling would be of benefit. You might also tell them a few facts about Student Health Services. For instance, all services are free to enrolled students. Licensed counselor and registered interns are available Monday through Thursday, 8 AM to 6 PM and Friday 8 AM to 3 PM. Counseling sessions are generally 45 minutes weekly for up to six weeks. If long-term therapy is indicated, a community referral is made. All information is held confidential. No information will be released without the student’s written consent except when the student presents a danger to him/herself or others.

Having the student call for an appointment increases his/her responsibility and commitment to come in for counseling. There may be situations, however, when it is more advantageous for you to call and make an appointment with the student in your office (e.g., student in crisis).

The Personal Counseling staff is also available for phone consultation to discuss students about whom you have concerns. Common presenting problems that our personal counselors work with include:

- Stress/anxiety
- Relationship issues
- Depression
- Independence transition issues
- Substance abuse
- Test anxiety
- Disordered eating
- Anger issues
- Abuse issues
- Self-esteem issues
- Low motivation
- Learning challenges
- Financial challenges
- Sexual issues
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 crisis. A psychological emergency occurs when a person is:

- Suicidal
- Homicidal
- Gravely Impaired:
  - Confusion
  - Extreme hyperactivity
  - Hallucinations
  - Not in control of his/her behavior
  - Disorientation

SBCC provides crisis intervention as needed. A Personal Counselor makes assessments during the following hours: Monday through Thursday, 8 AM to 6PM and Friday 8 AM to 3 PM. After office hours, contact the Security Office – ext. 2400.

PROCEDURE
The procedure for crisis intervention is as follows:

A. **Contact Security, extension 2400 for an assessment or assistance.** Security will contact a Personal Counselor or other crisis team member.

B. Until help arrives:

1. **Listen.** Avoid any physical contact and allow student to talk.

2. **Assist.** Provide a quiet atmosphere; minimize environmental stimulation.

3. **Recognize.** Know your limitations.

Personal Counseling or Security will make an assessment and will contact the student’s family or significant other, if it is necessary to protect the health and safety of the student or other persons.
PART II

THE VERBALLY AGGRESSIVE AND POTENTIALLY VIOLENT STUDENT

Aggression can take many forms ranging from very subtle and passive acts to violent outbursts. Aggression is the result of being frustrated and feeling out 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 pent-up frustrations. Some of the most difficult situations involve dealing with potential danger to self or others, especially when the danger is associated with aggressive behavior. Aggressive behavior occurs in many contexts and varies from verbal abuse to severe physical abuse. In most situations it is difficult to predict aggression until the person’s behavior changes. For example, (a) a person could be quiet, reserved, hard working and intelligent but prone toward hostile aggressive outbursts; (b) a person could have social resentment, a lack of moral inhibitions, suspiciousness, and intermittent explosive episodes; (c) another person could have rigid control of his/her emotional expressions, an inability to verbally express him/herself and over-controlled responses to hostility but sporadic and extremely assaultive episodes; or (d) a person with no history of violence may have aggressive outbursts that occur only in association with substance intoxication or substance withdrawal.

When you encounter a verbally aggressive or potentially violent student:

Do:

1. First determine if you feel safe with the student. If you feel unsafe, remove yourself from the situation and call 911 or Campus Security ext. 2400.
2. Remain in an open area, preferably with an exit door near you.
3. Directly and clearly explain the behaviors that are acceptable and unacceptable.
4. Instruct the student to lower his/her voice if he/she is screaming.
5. Stay calm and gain control of the situation by clearly setting limits and addressing the issue of concern.
6. If the student remains aggressive, tell him/her to make an appointment with you after he/she has calmed down.
7. Debrief the situation with a colleague.
8. Consult with Student Health Services, ext. 2299.
9. When appropriate, contact the Dean of Educational Programs, Student Discipline at ext.2278

Do not:

1. Remain in a place that you do not feel is safe.
2. Engage in a screaming match.
3. Make promises you cannot keep.
4. Ignore warning signs that the person’s anger is escalating.
5. Threaten, dare, taunt or back a student into a corner.
6. Allow yourself to be backed into a corner.
7. Touch the student or crowd his/her personal space.
8. Meet alone with the student.
THE DEPRESSED STUDENT

Depression is a pervasive problem in our society. It affects 17 million Americans each year and does not discriminate demographically. Depression differs from feeling sad or struggling with life events. Depression has symptoms of significant duration and severity. The most common features of depression are feeling empty, hopeless, helpless, worthless and unloved; a deep sense of sadness and emotional pain; the inability to experience pleasure in many activities; irregular sleep and eating patterns; difficulty concentrating, retaining information and making decisions; and fatigue and social isolation. Some depressed students experience agitation, anxiety, and intense anger. Some have recurrent thoughts of destruction and are preoccupied with death. Some desire to escape the pain through suicide. Fortunately, depression responds to treatment, and 80-90 percent of those treated show improvement.

When dealing with a depressed student:

Do:

1. See the student in private, if possible.
2. Validate the student’s feelings and experience.
3. Listen to the information the student is sharing.
4. Be supportive and express your concern about the situation.
5. Be directive and concise about a plan of action.
6. Initiate the action plan, such as having the student call from your office for a counseling appointment.
7. Ask if the student has any thought of hurting him/herself.
8. Refer the student to Student Health Services, SS-170, ext. 2298
9. Be willing to consider a request for, or offer, an accommodation (e.g., extension on a paper, exam or project) if you feel it is appropriate.

Do not:

1. Ignore the student.
2. Minimize the situation.
3. Argue with the student.
4. Provide too much information for the student to process and retain.
5. Expect the student to stop feeling depressed without some form of intervention.
6. Assume the family knows about the student’s depression.
Suicide is the second leading cause of death among college students. Suicidal states are temporary and usually associated with major depression, a combination of acute anxiety and severe depression, post-traumatic stress disorder and bipolar disorder. Though approximately 90 percent of suicidal persons may be suffering from depression and/or anxiety, suicide occurs because of physiological changes in the brain, which distort rational thinking and decision making, not from lack of character or courage. Suicidal persons tend to give clues to those around them. Approximately 80 percent of people who have attempted suicide discussed their intent to do so with someone around them. The initiation of the suicidal event is likely to be triggered by a major life stress such as a loss or threat of loss (e.g., death of family/friend, end of a significant relationship, flunking out of school). Some indicators of potential suicidal behavior include: talk of ending things (e.g., quitting school, work); giving things away; taking care of business; statements of hopelessness and a lift in depression, surge of energy. Students with a specific plan and means (medication, knives, or gun) to carry out the plan have a high level of lethality.

Facts about suicides:
1. College students have higher suicide rates than non-college people of the same age.
2. More men commit suicide but more women attempt suicide.
3. There are more attempts at the beginning and end of semesters.
4. People committing suicide rarely want to die; they want to end the pain.
5. Talking about suicide will not plant the idea in a person’s mind, but will probably relieve some of the tension they are experiencing.
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 attempts.

Do:
1. When possible, see the student in private.
2. Remain calm and in control of the situation.
3. Take the student seriously and acknowledge that the threat is a serious plea for help.
4. Listen to the student and respond with concern and care.
5. Reassure the student that you will help him/her find psychological care.
6. Accompany the student to Student Health Services, SS-170. If you are unable to accompany the student, you may request that a counselor come to your office.
7. If Student Health Services is closed call Security at ext. 2400 and/or 911.

Do not:
1. Minimize the situation. All threats need to be handled as potentially lethal.
2. Argue with the student about the merits of living.
3. Be afraid to ask the student about his/her intent and/or plans of suicide.
4. Agree to be bound by confidentiality.
5. Over commit yourself and not be able to deliver what you promised.
6. Allow friends to take care of the student without getting a professional opinion.
THE STUDENT OUT OF TOUCH WITH REALITY

Some of the features of being out of touch with reality are disorganized speech, disorganized behavior, increase in 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 or auditory hallucinations, withdrawal from social interactions, an inability to connect with people and an inability to track and process thoughts that are based in reality. Many of the disorders that involve psychotic features have an onset between the late teens and the mid-30’s.

When you encounter a student who demonstrates a gross impairment in reality testing:

Do:
1. Call Student Health Services at ext. 2298 or Security at ext. 2400.
2. Speak to the student in a concrete and direct manner.
3. Tell the student the plan for getting him/her to a safe environment, and repeat the plan emphasizing the safe environment.
4. Be aware that the student may show no emotions or intense emotions.
5. Be aware that the student may be extremely fearful to the extent of paranoia.
6. Be aware that the student may not understand you or understand only pieces of what is being said.
7. Be aware that a student in this state may pose a danger to self or others.

Do not:
1. Crowd the student’s personal space.
2. Assume the student will be able to take care of him/herself when out of touch with reality.
3. Agitate the student. Be flexible in the manner you proceed with the student.
4. Argue with the student’s erroneous thought processes.
5. Assume the student can understand you.
7. Allow friends to take care of the student without getting a professional opinion.
8. Assume the family knows about the student’s condition.
THE ANXIOUS STUDENT

Anxiety disorders are the most common psychiatric conditions in the United States, affecting more than 23 million people. Anxiety disorders are grouped into twelve distinct diagnostic categories, among which are generalized anxiety, social anxiety, panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder, and phobias. Some symptoms of anxiety include: intense tension or fear when there is no danger, feelings of losing control and a sense of doom, confusion, excessive worry, irrational thoughts, catastrophic thinking, avoidance behavior, hyper-vigilance, physical agitation, and the inability to sleep and eat. Some students may have generalized anxiety, which can impact their ability to perform academically by affecting concentration, memory, the processing of information, the ability to recall information, and the ability to comprehend. Others may struggle with a specific type, such as performance anxiety, that can affect an oral presentation, or test taking anxiety, that impacts the ability to perform on a test. Research suggests that when treating persons with high levels of anxiety, the most effective treatment is the combination of psychotherapy and psychotropic medication.

When you encounter a student who you suspect is struggling with an anxious condition:

**Do:**
1. Talk to the student in private, when possible.
2. Remain calm.
3. Assume control over the situation in a soothing manner.
4. Focus on the relevant information.
5. Respectfully help the student focus on items that can be addressed.
7. Assist the student in developing an action plan.
8. Contact or refer the student to Student Health Services, SS-170, ext. 2298.

**Do not:**
1. Make solutions complicated.
2. Overwhelm the student with information.
3. Argue with irrational thoughts or catastrophic thinking.
4. Crowd the physical personal space.
5. Try to solve all problems presented.
6. Devalue the information presented.
7. Assume the family knows about the student’s anxiety.
8. Assume the student will get over his/her anxiety without treatment.

It is not uncommon for students with a great deal of anxiety to experience a panic attack. 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:

- Rapid heartbeat
- Sweating
- Fear/worry
- Memory distortions
- Dizziness

- Difficulty concentrating
- Choking
- Cold, clammy hands
- Chest pain or discomfort
- Trembling or shaking

MANIPULATIVE / DEMANDING STUDENT
Demanding students can be difficult to interact with because they can be intrusive and persistent. Demanding traits can be associated with anxiety, agitated depression and/or personality disorders. Some characteristics of demanding students are a 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. These students may demand a lot of time and attention.

When dealing with a demanding student:

**Do:**
1. When possible, talk to the student in a place you feel safe and comfortable.
2. Remain calm and in control of the situation.
3. Set clear limits and hold to them.
4. Directly and clearly explain to the student the behaviors that are acceptable and unacceptable.
5. Be clear about the time you will give them.
6. Request that they treat you with respect.
7. Contain disruptive behavior that disturbs the class, study group, etc.
8. Be aware of manipulative behavior.
9. Refer the student to resources that can address his/her needs.
10. If excessive student demands become disruptive, consult the Disruptive Student Policy.

**Do not:**
1. Argue with the student.
2. Accommodate inappropriate requests.
3. Ignore the problem and the impact that it has on you and the other students.
4. Adjust your schedule to accommodate the student.
5. Feel obligated to take care of him/her.
6. Feel guilty about not doing more.
7. Allow the student to intimidate you.
THE SUBSTANCE ABUSING STUDENT

Alcohol is the most widely used psychoactive drug. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit. Fads and peer pressure affect patterns of use. Currently, alcohol is the preferred drug on college campuses. The effects of alcohol on the user are well known to most of us. Substance abuse problems often come to the attention of faculty when irresponsible, unpredictable behaviors begin to affect the learning process or environment (i.e., drunk and disorderly in class). Because of the denial that exists in most substance abusers, it is important to express your concern in terms of specific changes in behavior or performance rather than in terms of suspicions.

Do:
1. Confront the student with the behavior that is of concern.
2. Address the substance abuse issue if the student is open and willing.
3. Offer support and concern for the student’s overall well-being.
4. Maintain contact with the student after a referral is made.

Do not:
1. Convey judgment or criticism about the student’s substance abuse.
2. Make allowances for the student’s irresponsible behavior.
3. Ignore signs of intoxication in the classroom.

Note: Being under the influence of alcoholic beverages and/or illegal narcotics/drugs on college premises, or college-sponsored events is against the Standards of Student Conduct and subject to disciplinary actions.
THE STUDENT WITH DISORDERED EATING

Both anorexia and bulimia involve a significant disturbance in the perception of body shape and weight, which leads to an abnormal or obsessive relationship with food, exercise, and self-image. Anorexia is characterized by the refusal to maintain a minimum normal weight for age and height (weight less than 85% expected), an intense fear of gaining weight, a denial of the seriousness of the current low body weight, and loss of menstrual cycles. Bulimia is characterized by recurrent episodes of binging followed by unhealthy behaviors to prevent weight gain such as self-induced vomiting, misuse of laxatives, diuretics, and enemas, fasting and/or excessive exercise. Depression anxiety and substance abuse often accompany these disorders. If a student’s eating disorder jeopardizes his/her physical and emotional health, the student may need to leave school and enter intensive treatment. Some of the symptoms associated with eating disorders are significant weight loss (15% or more) from original body weight, the inability to concentrate, chronic fatigue, decreased strength of immune system and susceptibility to illness, an obsession with food that dominates the student’s life, extreme moodiness, excessive vulnerability to stress, tendency to socially withdraw, repetitive injuries and pain from compulsive exercise, and excessive perfectionism and/or rigidity.

When you suspect a student may have an eating disorder:

**Do:**
1. Speak to the student in private, if possible.
2. Be supportive and express your concern about the student’s health. Provide specific examples of behaviors or symptoms that are of concern.
3. Refer the student to the Student Health Services SS-170 or ext. 2298.
4. Consult Health Services counseling or nursing staff if you want advice on how or when to intervene with a student.

**Do not:**
1. Reassure a student that his/her obsessions are normal and therefore nothing to worry about.
2. Scare the student into changing or getting help. With eating disorders, fear seldom motivates change.
3. Make jokes about eating disorders or about fat people to students.
4. Make positive comments about a student’s weight loss. It is difficult to discern if you are rewarding health behavior or encouraging a hidden disorder.
Part III

GUIDELINES FOR INTERVENING WITH THE STUDENT WHO IS THE VICTIM OF AN UNSAFE SITUATION

THE VICTIM OF AN ABUSIVE DATING RELATIONSHIP
Physical and sexual violence in early adult relationships often start during teenage dating—when adolescent boys and girls form their first conclusions about what to expect and accept from each other. In many cases, teenagers are predisposed to accept physical abuse because of their exposure to it in their homes, either as victims or witnesses. Lesbians and gay males experience violence in their intimate relationships at about the same rate as heterosexuals. Only one in twenty-five adolescent victims seeks professional help. Abusive relationships often involve a pattern of repeated verbal, sexual, emotional, and physical abuse that continues to escalate the longer the relationship continues. Some of the indicators of an abusive relationship are verbal abuse, isolation from friends and loved ones, fear of the partner’s temper, fear of abandonment by the partner, accepting the partner’s controlling behavior, fear of intimidation, distortion of the partner’s hurtful behavior, assuming responsibility for the partner’s abusive behavior, feeling trapped and fear of leaving the abusive partner. Some abusive relationships include behaviors that are in violation of the college codes of conduct and/or state laws.

When you become aware that a student is in an abusive relationship:

Do:

1. Meet with the student in private, if possible.
2. Be aware that the student may be feeling vulnerable and fearful.
3. Be supportive of the student and aware that being a victim of an abusive relationship involves many psychological factors.
4. Be aware that interventions from numerous sources are the best approach to dealing with abusive relationships.
5. Be aware that each intervention increases the probability of a student leaving an abusive relationship.
6. Be aware that denial and distortion enable a person to remain in an abusive relationship.
7. Encourage the student to call the police, when rape or violence is involved.
8. Consult with Student Health Services, Campus Security or the police if concerned about a student’s safety.
9. Encourage the student to connect with family, friends, or some other support system.
10. Refer student to Student Health Services, SS-170, ext. 2298.

THE VICTIM OF SEXUAL ASSAULT

Sexual assault is sexual contact by one person against another without consent. The law defines consent as positive cooperation in act or attitude pursuant to an exercise of free will. Consent may not be inferred from silence or passivity. A current or previous relationship does not constitute consent. The most recent national study by the Justice Department found that the number of incidents in which female college students were sexually assaulted occurred at a rate of 35.3 incidents per 1,000. The survey defined sexual assault as completed or attempted rape, threats of rape, sexual coercion, unwanted sexual contact with force or the threat of force and stalking. The report’s found that nearly 60% of the rapes on campuses took place in the victims’ residences.
Fewer than 5% of rapes and attempted rapes are reported to law enforcement officials. Sexual assaults are predominantly committed by men against women, although men are assaulted by women and same-sex assaults do occur. The majority of assaults are committed by an acquaintance of the victim and involve the use of alcohol by one or both persons.

When you become aware that a student has experienced a sexual assault:

Do:
1. Be aware that when a student discloses information about an assault to you, she/he is demonstrating trust in you and the desire for help.
2. Be aware that victims can feel shame and anger towards themselves. Listen without conveying judgment.
3. Speak to the student in private if possible.
4. Empower the survivor by providing them with their options.
5. Refer students to Student Health Services, SS-170, ext. 2298

Do not:
1. Minimize the situation.
2. Convey negative judgment even when high-risk behavior such as intoxication is involved.
3. Tell other staff about the incident except on a need to know basis.

THE VICTIM OF A HATE CRIME OR HATE INCIDENT

A hate crime is a criminal act against a person or his/her property targeted because of the person’s real or perceived race, color, religion, nationality, country of origin, disability, gender or sexual orientation. Under California law, for a crime to be considered a “hate crime” and for the penalty enhancement provisions of the law to take effect, a prosecutor must prove that the motivation of the perpetrator in committing the crime was bias against the person or persons in a protected category, and that this bias was a “substantial factor” (and not an incidental factor) in the crime. Hate incidents are considerably more common on college campuses than hate crimes. Unlike hate crimes, there is no formal legal definition for a hate incident. They are generally the same types of behaviors and crimes as described above except that one or more of the formal legal criteria described above are not met. Regardless, the victims tend to experience the same range of emotions and benefit from the same level of caring response.

When you are aware that a student has experienced a hate incident or hate crime:

Do:
1. Meet with the student in private, when possible.
2. Be aware that the student may be experiencing a wide range of emotions including shame, anger, fear and denial.
3. Advise the student to report the incident to the Dean of Educational Programs/Student Discipline. SS-260, ext. 2278.
4. Advise the student that counseling is available through Student Health Services. SS-170, ext. 2298.
5. Advise the student that she/he may report the incident to the Campus Security, ext. 2400.

Do not:
1. Try to explain or get caught up in the technical differences between a “hate crime” and “hate incident”. These differences are generally immaterial to the feelings being experienced by the student and his/her need for support and information.
2. Minimize the situation or indiscriminately share information about the crime or incident with others without the permission of the student.
3. Express personal biases.

THE VICTIM OF STALKING

Stalking is a pattern of legal and/or illegal goal-directed behavior, which can be influenced by irrational and/or delusional thought processes. Stalkers have an emotional obsession with the victim and tend to hold a selfish perception of the relationship. Through stalking they empower themselves to feel omnipotent and in control of the relationship while creating a state of vulnerability in the other person. The legal definition of stalking is “willful, malicious and repeated following and harassment combined with the credible threat intended to make the victim fear death or serious injury”. Stalking behavior includes following the victim to school, the theater, the grocery store, home, etc.; repeated harassing attempts to communicate via phone, e-mail, FAX, or letters; giving of unwanted gifts; vandalizing the victim’s property; and unwanted hyper-attentiveness to the victim. Stalkers can be male or female and their target can be a member of the same or opposite sex.

If you become aware of a student who is feeling unsafe around another person and believes she/he is being stalked:

Do:
1. Encourage the student to trust his/her instincts.
2. Refer the student to Student Health Services, SS-170, ext. 2298
3. Advise the student to call the Campus Security, ext.2400.
4. Advise the student to document each stalking incident and save correspondences to be used as evidence.
5. Advise the student to change his/her routes to and from work and/or school frequently to protect him or herself.
6. Advise the student to walk with an escort whenever possible. Campus Security escorts can be reached by calling ext. 2400.

Do not:
1. Ignore or minimize the situation.
2. Blame the student for inviting the obsession.
3. Feel responsible for protecting the student.
A crisis at SBCC can be defined as any of the following:

**Level 1:** An incident (on or off campus) where a student, faculty member or group of students is involved in an injury, death or major trauma. Examples include:
- Tragic accidents leading to death of a student(s) or faculty.
- Bombing of a residence hall or college facility.
- Violent attack on student(s)
- Rape or murder to a student

**Level 2:** A student who is posing a threat to his/her self or others while on campus. Examples include:
- Student is in immediate or potential danger (e.g. delusional or self-destructive).
- Student is out of touch with reality (e.g. hearing voices).
- Student is threatening suicide.
- Stalking another person.
- Threatening to harm another person physically or verbally.
- Weapon, or threat of one.
- Verbal abuse in a threatening manner – leading to immediate danger.

**Level 3:** Inordinate behavior in the classroom. Examples include:
- Uncontrollable crying that escalates.
- Escalating and persistent yelling.
- Any threatening behavior that becomes out of control.
- Any behavior that disrupts the classroom.
- Deliberate damaging of school property.
- Inordinate demand of time in or outside of the classroom.

**Level 4:** Traumatized or grieving victim. Examples include:
- A student lost a close friend or family member
- A student witnessed a violent act

**The procedure for psychological crisis intervention is as follows:**

**If the crisis occurs on campus:**

1. Contact security at extension 2400.
2. Security will contact the Director of Health Services, the mental health counselor, the Dean of Educational Programs and/or the police. Other campus or community services will be contacted as appropriate.
3. Security and/or health services will document the crisis and when appropriate provide a copy of the documentation to the Dean of Educational Programs: Student Development and/or the Dean of Educational Programs: Student Services. Note: If the crisis occurs after health services is closed and a night dean is contacted, the dean should contact the Director of Health Services.

4. The Deans will follow-up as necessary with disciplinary actions, phone calls to parents, dialogue with other administrators or other needed actions. This may include meeting with the crisis response team to formulate a plan.

If the crisis occurs off campus and security is notified:

1. Security should alert and prepare health services for possible intervention and support. If it occurs during off-hours security should contact the Director of Health Services who will contact mental health to be prepared to deal with the crisis. The Director of Health Services will also contact the Dean of Student Development who will contact Dean of Student Services and the Vice President of Educational Programs who will contact the Public Relations Director and President, as needed.

If the crisis involves an incident which involves injury, death or trauma to a member of the college community:

1. Health services/mental health staff will assess and make recommendations as to what interventions will be offered to those affected by the incident (e.g. demobilization, crisis management briefing, defusing, critical debriefing, grief or trauma counseling, classroom or work group processing or contacting instructors).

2. Dean of Student Development or President will contact family of students as needed and HRLA or President will contact faculty, staff or non-student community members.

3. Health services staff will offer services to any victims of a crime or trauma by contacting the individuals, their families or close friends. Mental Health staff will also contact the instructors of the victims, as needed.

If the crisis is one that affects the community at large and which has an affect on our student population (e.g. war/draft, widespread fire, a huge explosion in town that affects housing):

1. Health services/mental health staff will offer services for any students that may be affected psychologically.

All press releases are to go through the Public Relations Officer unless directed otherwise by the Executive Vice President or President of the college.
GUIDELINES FOR HANDLING DISRUPTIVE STUDENT BEHAVIOR

Introduction
Each individual instructor is charged with the responsibility and the right to establish the teaching and learning environment within the classroom. No individual student (or students) may interfere with the instructors teaching of a course nor deprive other students within the class of their right to learn within the classroom setting.

Recommendation
1). At class onset explain and provide in writing to each member of the class the instructor’s expectations including academic work, assignments, behavior, attendance requirements, and grading plan.
2). Explain that if an individual problem arises you, the instructor, will dictate how resolution can be achieved.

What is disruptive behavior?
According to the SBCC Standards of Student Conduct, disruptive behavior can include, but is not limited to, the following:
- 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

The disruptive student is one, who through his/her behavior or attitude, interferes with academic or administrative activity on campus.

Disciplinary action is taken on the basis of explicit behavior or attitude, which is in violation of the SBCC Standards of Student Conduct, regardless of the cause.

What action should you take if you encounter disruptive behavior?
Disruptions, which are minor annoyances and non-threatening, are expected to cease upon the first request. Repeated behavior will be handled according to the guidelines set forth in the SBCC Standards of Student Conduct. Note: These guidelines are applicable to the classroom or to any administrative or campus-related activity.)

Step 1: Inform the disruptive student...
   (1) of the appropriate standard of behavior.
   (2) that the disruptive behavior will not be tolerated because it is interfering with the educational process or functioning of a campus activity; or depriving others of the right to learn, the right to service, and/or the right to feel safe.
   (3) that if the behavior continues, he or she will be reported to the Assistant Dean of Educational Programs in SS-260.

Step 2: This verbal notice must be followed up in writing, with a copy given to the student at the next class meeting.

Step 3: If the behavior continues...
   (1) you have the right to ask the student to leave your class for the day of removal and the next class meeting. This action must be followed up in writing to the student and Mr. Ben Partee, Assistant Dean, Educational Programs.
   (2) If the student refuses to vacate the premises, call Security for assistance at ext. 2264, during the day, and ext. 2400, after 4:30 p.m.
**How should you report an incident of disruptive behavior? Who should you call?**

1. **Call Security**, ext. 2264, days, or ext. 2400, after 4:30 p.m., if the student appears threatening or dangerous.

2. **Call Mr. Ben Partee, Assistant Dean of Educational Programs**, days, ext. 2825, (in the evening, dial “Operator” and ask for ext. 2638) if the student’s behavior is disruptive but there is no imminent danger (e.g., the student stopped the disruptive behavior upon request, or the student is being referred for disciplinary action).

3. **Call Student Health Services and Wellness**, ext. 2298, 8 a.m. to 6:30 p.m. M-Th., and Fri. 8 a.m. to 1 p.m., if you suspect a student may be emotionally troubled, or you feel other students who were involved in or witnessed the incident need support, or if you need advice on interventions, or would like to make a referral on behalf of a student. Referrals should be accompanied by a *Student Referral Form*, available from the Counseling Office, room SS-135.

It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrences of disruptive behavior. When referring or reporting disruptive behavior, be specific, concise and describe observable behavior. Avoid evaluative diagnosis. All verbal reports must be followed up in writing. Referrals should be accompanied by a *Student Referral Form*, available from the Counseling Office, room SS-135 and the Assistant Dean of Educational Programs, Room SS-260.

**What happens after a disruptive incident is reported?**

Mr. Ben Partee, Assistant Dean of Educational Programs, Room SS-260, ext. 2825 handles disciplinary matters. The disciplinary action taken will depend on the seriousness and complexity of the disruption. Disciplinary sanctions range from reprimands to expulsion. The individual reporting the incident will be kept informed of the disposition of the case.

**SBCC’s Disruptive Student Response Team**

In addressing the issue of disruptive student behavior, SBCC has established a *Disruptive Student Response Team* to ensure a quick response to a disruptive incident, rapid dissemination of information and the development of effective intervention strategies. Members of the Response Team include:

- **Mr. John DaFoe**, Security Director (ext. 2264)
- **Mr. Ben Partee**, Assistant Dean, Educational Programs (ext. 2278)
- **Dr. Erika Endrijonas**, Dean, Educational Programs (ext. 2953)
- **Dr. Jack Friedlander**, Executive Vice President, Educational Programs (ext. 2579)
Student Conduct Intervention Guidelines
Did you know…..?

- Santa Barbara City College has clear guidelines for appropriate student behavior.
- It is the instructor’s right and responsibility to set limits for inappropriate comments and behavior in class.
- It is the instructor’s obligation to maintain a respectful and safe atmosphere in the classroom.
- It is recommended that you communicate behavioral guidelines and expectations in your syllabus (See below for sample wording).
- You have the right to ask a student to leave your class if s/he is causing a disruption.
- The Standards of Student Conduct outlines behaviors that are inappropriate as well as due process procedures (printed in District policy manual and college catalog and schedule).
- Racist or derogatory comments, verbal abuse, defiant behavior, property abuse, excessive demands for attention, threats made overtly or by innuendo, physical harm, being under the influence of alcohol or drugs are examples of the type of behavior that shall not be tolerated.
- Any concerns regarding student behavior should be documented and referred to Mr. Ben Partee, Assistant Dean, Educational Programs, ext. 2825 or Mr. John Dafoe, Security Director, ext. 2264.
- You can request training on dealing with disruptive individuals that will address your particular department needs.

Santa Barbara City College recommends that all faculty have a simple statement regarding appropriate behavior in the classroom. Below are sample statements for syllabi addressing student conduct:

1. “All students shall adhere to the District Standards of Student Conduct. Inappropriate behavior in the classroom may result in a referral to the Assistant Dean, Educational Programs for disciplinary due process.”

   Or

2. “Attend class ONLY if you wish to learn and contribute to this class and your own educational goals. If you can not arrive on time, stay the full meeting and conduct yourself in a way that is respectful of others’ desire to discuss and learn, please do not attend.”

   Or

3. “Standards of Student Conduct: obstruction or disruption of teaching and learning or any college activity shall not be tolerated. A copy of the Standards of Student Conduct code is attached for your reference.”

   Or

4. “All students shall comply with the Standards of Student Conduct. If a student disrupts the learning environment in any way s/he will be asked to leave class for the remainder of the class and the next class meeting and may be subject to further disciplinary action.”

   Or

5. Create your own.
Adherence to Standards

**ALL SANTA BARBARA CITY COLLEGE** students are encouraged to familiarize themselves with, as well as to conform to, college rules and regulations governing personal conduct on all campuses of the institution. Violations of such rules and regulations, for which students are subject to disciplinary action, include, but are not limited to, the following:

A. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or open and persistent defiance of the authority of, or persistent abuse of, college personnel.
B. Assault, battery, or any threat of force or violence upon a student or college personnel.
C. Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the college.
D. The use, offer to sell, possession or furnishing of, or presence under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code. The Governing Board may authorize students to serve alcoholic beverages at college-sponsored events.
E. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.
F. Persistent disruptions or serious misconduct including inordinate demands for time and attention in the classroom, from administrative staff or at campus activity, including, but not limited to, abuse of the disciplinary process, where other means of correction have failed to bring about proper conduct.
G. Committing or attempting to commit robbery or extortion.
H. Causing or attempting to cause damage to district property or to private property on campus.
I. * Academic dishonesty, including, but not limited to cheating, plagiarism, or using other individuals to take course or placement exams.
J. Dishonesty; forgery, alteration, or misuse of College documents, records, or identification, or knowingly furnishing false information to the college.
K. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other College activities, including but not limited to, its community services functions or or other authorized activities on College premises.
L. Verbal harassment, physical abuse or hazing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law, on or off College premises, of the person or property of any member of the College community or members of his or her family or the threat of any such physical abuse at any College authorized or governed activity.
M. Stealing or attempting to steal district property or private property on campus, including, but not limited to the theft or abuse of computer time or knowingly receiving stolen district property or private property on campus.
N. Unauthorized entry upon or use of College facilities.
O. Violation of College policies or campus regulations, including, but not limited to, campus regulations concerning student organizations, use of College facilities, gambling and hazing, or the time, place and manner of public expression.
P. Computer-related crimes or unauthorized, abusive or inappropriate use of campus computers, computer networks and computer software, including violations of software licensing agreements.
Q. Failure to comply with directions of College officials acting in the performance of their duties, or failure to identify oneself for just cause when requested to do so by College officials acting in the performance of their duties.
R. Lewd, indecent or obscene conduct on College-owned or controlled property, or at College-sponsored or supervised functions.
S. Unauthorized use of listening or recording devices on campus or at College-sponsored activities.
T. Attendance at any session of any class by a student or person who is not officially enrolled in that class, except with the prior permission of the instructor of the class.
U. Possession, sale or otherwise furnishing any firearm, knife, explosive, dangerous chemical or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president or designee. Students may possess a facsimile firearm if they are an authorized participant in an educational event related to college activity or college attendance.
V. Sexual assault, acquaintance or date rape, sexual activity without mutual and expressed consent at any College authorized or governed event.
W. Engaging in speech or other expression intended to insult or use of "fighting" words or non-verbal symbols directed at an individual's age, sex, race, color, disability, religion, sexual orientation, or national/ethnic origin which is obscene, libelous or slanderous, or which by their very utterance or expression are likely to incite a violent reaction as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
X. Attempting, soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or other discipline pursuant to this policy.
Y. Committing sexual harassment as defined by law or by District policies and procedures, which may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, that is sufficiently severe, persistent or pervasive to limit the ability of a member of the college community (student, faculty, staff) to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.
Z. Stalking or repeatedly following or harassing another person through conduct composed of a series of acts that seriously alarm, annoy, torment, or terrorize in a manner that threatens to place that person in reasonable fear for his or her safety or the safety of his or her immediate family. * Violations of Standard “I” will be resolved according to the Board of Trustee adopted “Academic Honesty Policy.”

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Standards of Student Conduct - Summary (continued)

Authority of Instructors

Pursuant to the authority contained in Education Code sections 76030-32, the Board of Trustees permits an instructor to remove a student, for good cause, from his or her class for the day of removal and the next class meeting. Removal shall be reported in writing, within one day, to the Administrator in charge of disciplinary matters. A student may be removed if he/she has interfered with the instruction process.

Due Process Procedures

The Administrator in charge of disciplinary matters, or his/her designee shall act directly in situations where the student has violated local, state or federal laws, or the SBCC Standards of Student Conduct. The Administrator in charge, or his/her designee shall review each case of misconduct with the involved student and determine appropriate sanctions and/or remedies. The Administrator in charge, or his/her designee shall inform the student in writing of the college's actions and appropriate means of appeal. A formal hearing to appeal a suspension or expulsion may be requested and shall be arranged by the Administrator in charge of disciplinary matters. For further information regarding the disciplinary hearing process, contact the Office of the Administrator in charge of disciplinary matters (Room SS-260).

Violations of Standard “I” will be resolved according to the Board of Trustee adopted “Academic Honesty Policy.”

Applicable Penalties

In all situations, a student shall be informed of the nature of the charges against him/her and be given a fair opportunity to refute them. The college shall not take arbitrary actions, and a decision may be appealed. Disciplinary action that may be taken because of student misconduct includes the following sanctions . . .

1. Warning
2. Reprimand
3. Disciplinary Probation
4. Short-term Suspension
5. Long-term Suspension
6. Expulsion
7. Restitution
8. Hold on Records
9. Forfeiture of fees
10. Participation in Special and/or Community Service

Student Grievance Procedures

Reasons for a Grievance
1. A grade, when the student contends it involved a mistake, fraud, bad faith, or incompetence.
2. Act or threat of intimidation or harassment.
3. Act or threat of physical aggression.
4. Arbitrary action or imposition of sanctions without proper regard to academic due process, as specified in college procedures.
5. Violation of student rights, as delineated in college policies.

Initiating a Grievance
A student shall initiate a grievance by:
1. Informal consultation with the faculty member, administrator, or staff member directly involved.
2. Conferring with the supervisor of the aforementioned person.
3. Submitting a signed statement specifying the time, place and nature of the grievance to the Executive Vice President, Educational Programs.
4. The Executive Vice President, Educational Programs, will determine if sufficient grounds for a hearing exist.
5. If a formal hearing is determined to be necessary, the Executive Vice President, Educational Programs, shall initiate it within ten (10) days.

For further information regarding the grievance procedures, contact the Executive Vice President, Educational Programs (Room A-113-D).

Alcohol & Drug Abuse Policy

The Drug-Free Schools and Communities Act Amendments of 1989 require institutions of higher education to implement a drug prevention program, which includes the annual dissemination of the following policy on alcohol and drug use.

Santa Barbara City College is committed to the success of each student and as a college, we realize that the use of alcohol and drugs can be a major impediment to success.

There are both physical and psychological health risks associated with drug and alcohol use, including decreased immunity, exhaustion, decreased muscle coordination, depression, confusion and paranoia, among other conditions. In most cases, anyone who uses drugs and abuses alcohol can expect a decline in the quality of his/her life.

Through the Health Services and Wellness Program and the Student Athletic Assistance Program (SAAP), SBCC offers classes, educational programming, resources and counseling as well as referrals to community service agency counseling and rehabilitation programs.

According to the Standards of Student Conduct, possession, use or distribution of illicit drugs and alcohol on college property or during campus-related activities are subject to disciplinary action. This can be up to, and including, expulsion from SBCC, as well as punishment under California State law, including from six months to one year in county jail, or up to five years in State prison.

Revised 8/03
Santa Barbara City College
Academic Honesty Policy

The purpose of this policy statement is to expand, clarify and set forth clear levels of authority and disciplinary protocols in response to academic dishonesty, as so referenced in the "Adherence to Standards" section of the SBCC STANDARDS OF STUDENT CONDUCT.

Definition of Academic Dishonesty:

• Cheating on an exam or assignment
• Using other individuals to take course or placement exams
• Unauthorized use of commercial "research" services such as term papers
• Plagiarism: Stealing the works or original efforts of others and presenting them, as one's own.

Examples of Plagiarism include:

- failure to footnote sources consulted;
- submitting papers or other work authored/created by others;
- undocumented paraphrasing of ideas originated by others;
- undocumented use of verbatim material originated by others;

Plagiarism is applicable to written, oral, and artistic work.

• Providing information to others without instructor's permission or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.

Individual First Offenses

In classroom related activities, on an individual’s first offenses, decisions regarding the severity of penalties imposed for academic dishonesty shall reside with the instructor. The instructor shall notify the Assistant Dean of Educational Programs, Student Services emphasis (Ext. 2278) of the incident and penalties imposed. The Dean of Educational Programs shall retain this documentation in his/her files.

In non-classroom activities, the assessment technician or other appropriate staff member shall notify the appropriate Assistant Dean of Educational Programs of the incident and the Assistant Dean shall notify the student of action taken on the infraction.

Penalties for the first offense may include, but not be limited to, the following:

• A failing grade on the assignment, paper or exam. Violations related to placement shall nullify course placement for the term.

• A failing grade for the course.

The student may grieve the determination of cheating using the Student Grievance Policy as administered by the Executive Vice President of Educational Programs (Room A-113D).
The student may grieve the penalty determined by the instructor to the appropriate Dean of Educational Programs for the reasons stated in Policies for Student Personnel, Section 3233.1 (1) Student Grievance policy, (Ed Code Section 76224) and following administrative procedures for responding to grievances regarding grades.

**Multiple Offenses**

When the Assistant Dean of Educational Programs, Student Services emphasis has determined that a cheating infraction is a second such offense, he/she shall initiate institutional action. Penalties may include, in addition to those listed for a first offense, suspension from the College with forfeiture of fees.

The Assistant Dean of Educational Programs, Student Services emphasis shall inform the student in writing of the penalty(ies) to be imposed. The student may grieve the action of the Assistant Dean of Educational Programs, Student Services emphasis following the Student Grievance Policy.

**Appeals**

All penalties imposed under the first and recurring offenses shall be suspended during the appeal process.
GUIDELINES FOR VIOLENT OR THREATENING SITUATIONS

When a violent or threatening situation occurs the following is offered. Each situation is different and the course of action taken will depend entirely upon the uniqueness of the situation. These are only guidelines.

WHAT TO DO FIRST

The first course of action to take is to get out of harms way. This may include helping others. It is impossible to advise a person exactly how to react to a serious threat of violence. Each situation is different, and each person has different capabilities in responding to a threat or an actual event. **DO NOT TAKE FOOLISH RISKS.**

CALLING FOR HELP

When using a regular campus telephone, dial 9 and then dial 911. The call will go directly into the Santa Barbara Police Department Communications Center. They will be able to tell that the call in coming from S.B.C.C, but not the exact location on campus. **GIVE THEM DETAILS.** This includes information on suspects, weapons, injuries, and exact location.

When using a cellular telephone dial 911. **NOTE: All 911 calls from cellular telephones go into the C.H.P. Communications Center in Ventura.** Tell the operator that you have an emergency and need to speak with S.B.P.D. You will be transferred to the S.B.P.D. Communications Center. Unless asked, do not give the details to the C.H.P., as you will have to repeat it for the S.B.P.D. operator.

AS SOON AS YOU ARE OFF THE LINE WITH S.B.P.D. CALL CAMPUS SECURITY.

From a campus telephone call X 2400. From a cellular telephone call 965-0581 X 2400.

Campus Security can be of great help during an emergency. There are two or more security officers on duty most of the time. They will respond to where the problem is to assist and will also meet the emergency vehicles at the kiosk to escort them to the exact location of the incident.

It is important to be aware that S.B.C.C. security staff is not armed. Security staff is instructed to respond, evaluate the situation, and assist in getting the police and other help to the scene as quickly as possible. To the extent possible they will assist with evacuation if necessary, and render aid and comfort to anyone who may be in need.

REPORTING AND INVESTIGATING

The employee who first becomes aware of a threat has a duty to report the incident to his or her supervisor. The administrator responsible for the area in which the incident
occurred will determine whom will investigate. In many instances this will be assigned back to the supervisor of the person reporting the incident. The administrator may ask for assistance from the security director or other administrators.

The reporting of the incident to a supervisor should be done as soon as practical. Emergency matters take first precedent, however the alert should occur as soon as there is no immediate danger to anyone.

**DUTY TO DOCUMENT**

It is imperative that the incident be documented in detail. There could be administrative, civil or criminal proceedings that follow. It is therefore extremely important that all information detailing the incident be documented. Include names, addresses, telephone numbers, places of employment, etc., on everyone involved. Days, weeks or months later the police, an insurance carrier or a college representative may want to contact one of these people.

The report should contain facts only. Do not draw conclusions, render opinions or speculate. At some later date the writer could be examined in court as to why this conclusion, opinion or speculation was included in the report.

**ADMINISTRATIVE REVIEW PROCESS**

Legal options exist that enable-authorized staff to suspend a student or any other person who interferes with college activities. Before utilizing any of the legal remedies listed, a consultation process must occur between the appropriate administrators. The involvement of the police may be very appropriate, however, except in the most obvious instances where police presence is essential, the responsible administrator shall be consulted prior to calling the police. If ever in doubt, call and ask. As a rule the following applies.

Student & Non student problems: Asst. Dean, Educational Programs Ext. 2278
Director of Security Ext. 2464

College Employee: Vice President of Human Resources & Legal Affairs
Ext. 2261
Director of Security

**STUDENT DISCIPLINE PROCEDURES**

The District independently of any charges filed through civil or criminal authorities may take disciplinary measures against a student. Disciplinary procedures will be followed as referenced by College policy (3231.3, Student Discipline Procedures). The Assistant Dean, Educational Programs is responsible for such proceedings.

The Assistant Dean, Educational Programs, will require a copy of all reports on the incident. Include the names, addresses and telephone numbers of witnesses or others who may have information about the incident.
EMPLOYEE INVOLVED INCIDENT

Any incident in which a college employee is accused of threatening or violent behavior is to be reported to a supervisor. The supervisor shall ensure that the information is passed on to the Vice President of Human Resources & Legal Affairs. The Vice President of Human Resources & Legal Affairs shall determine who will conduct the investigation.

ACCESS TO CAMPUS

When a student is suspended or dismissed from the college for disciplinary reasons, it is a violation of California Penal Code section 626.2 for that student to come on to campus during the time of the suspension or dismissal.

The law further provides that District representatives may invoke California Penal Code section 626.4. This grants authority to direct any person off campus for no longer than 14 days if there is reasonable cause to believe that such a person is willfully disrupting the orderly operation of the campus.

If a person violates either of these sections they are subject to arrest and could be fined up to $500 and/or receive 6 months in jail.

RESTRAINING ORDERS

Students, college employees and others who visit the campus may privately seek restraining orders as a result of situations that have occurred off campus. All legal restraining orders do apply on campus.

Whenever a violation of a restraining order is reported on campus, the Security Unit will document the incident and recommend that the person reporting the incident notify the police. The Security Unit does not have the authority to enforce restraining orders, however, will standby with the person reporting the restraining order violation until the police have arrived.

When a violation of any restraining order involves a student committing the violation, a copy of the report will be provided to the Assistant Dean of Educational Programs (SS-260).

When a violation of any restraining order involves an employee committing the violation, a copy of the report will provided to the Vice President of Human Resources & Legal Affairs.