



CRISIS ASSESSMENT, INTERVENTION & RESPONSE PLAN

PREFACE

The following plan is based on current relevant state and federal laws, as well as Policies and Procedures set forth by the Cerritos College Board of Trustees. Applicable statutes and policies can be found in Appendix B of this plan.

Acknowledgements:

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CERRITOS COMMUNITY COLLEGE DISTRICT

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Office of the President

Dear Colleague:

It is the highest priority of the college to provide a safe learning environment and workplace for our students and staff. With that goal in mind, preparation is the best strategy to avoid or reduce incidents. Past tragedies occurring on college and high school campuses has heightened our awareness and led us to be proactive in assessment and intervention practices. This booklet will provide a framework for those who may encounter a troubled student or employee and identify helpful resources.

I wish to express my appreciation to our colleagues who helped with the development and implementation of this helpful and timely project. Thank you to Dr. Lucinda Aborn, Dean of Disabled Student Programs and Services; Richard Bukowiecki, Chief of Campus Police; and Gary Cain, Coordinator of Judicial Affairs, who worked together to write and format the booklet under the leadership of Nancy Montgomery, Coordinator of Student Health Services. Many other Student Services members gave valuable input as well.

Thank you to everyone who had a hand in creating this valuable resource. Please take some time to review this booklet and develop a plan for how you can apply this information in your campus role. The information provided in this booklet may help you assist a person in need or prevent a crisis.

Thank you for your attention.

Sincerely,

President/Supervisor

CRISIS ASSESSMENT, INTERVENTION & RESPONSE PLAN

INTRODUCTION

The Crisis Assessment, Intervention and Response (CAIR) Team is a group of managers whose departments include critical responders in the event of a perceived, potential, or actual crisis. College departments with key roles include the Office of Judicial Affairs, Student Health Services, Student Psychological Services, Disabled Students Programs and Services, Campus Police and Counseling. This CAIR plan is designed to provide key information to college employees on what to do in the event of applicable scenarios. Such might include a worrisome change in a student's behavior, escalation of tensions between individuals that may result in violence, or credible threats to others.

A major key to campus safety is connecting the dots – meaning, for instance, that a problem escalating in the classroom is reported to the dean, the dean reports in to a member of the CAIR Team, and that member consults with the Team as indicated by his or her Team role and professional standards of care. The Team then both creates a repository for connected dots and identifies appropriate courses of action, if any. Doing this required a mechanism that college employees can readily access, and this is a chief purpose of the CAIR Plan.

Crisis Assessment, Intervention and Response (CAIR)

Resource Guide

CAIR Purpose

Like members of any community, employees of Cerritos College may at times be faced with the disruption caused by troubled students or visitors. Faculty, staff and administrators need to be aware of their rights and responsibilities in dealing with disruptive student behavior. The sole basis for imposing disciplinary sanctions on a student is Improvement. Students' psychological status or underlying emotional problems are matters subject to the judgment of health providers. It is everyone's responsibilities to maintain a safe and uninterrupted learning environment.

Disruptive behavior refers to that which interferes with the normal functions of the college. A few specific examples include the behavior of persons who:

- Habitually interfere with the learning environment by disruptive verbal or behavioral expressions.
- Persistently make inordinate and inappropriate demands for time and/or attention from faculty and staff.
- Verbally threaten or abuse college personnel.
- Physically threaten or assault other.
- Willfully damage District property
- Misuse drugs or alcohol on district grounds.
- Threaten or attempt to carry out suicide.

Potential crisis are best resolved by a consistent and uniform approach. This handbook will formalize procedures to follow in the case of a disruptive situation on campus.

There are many different types of crises or disruptive behaviors.

Roles & Responsibilities

Faculty, Staff and Administrators

Responsible for:

- Immediately setting clear expectations for conduct.
Example: Faculty should expect expectations for student conduct in their syllabus. See helpful tools/appendix.
- Making initial contact with the appropriate members of CAIR.
- Documenting each incident of disruptive behavior on a CAIR Referral Form (See Appendix A).
- Maintaining confidentiality

Office of Judicial Affairs

Responsible for:

- Suspending disruptive students when needed.
- Initiating formal disciplinary action when requested.
- Informing involved parties as to decision made regarding student.
- Establishing guidelines for readmission to class/campus.
- Conferring with student and giving written authorization for student to return to class.

Campus Police

Responsible for:

- Providing responder treatment to any potential emergency and consultation by phone.
- Intervening in any situation where the safety of an individual is in jeopardy.
- Making arrests when necessary.
- Providing transportation to a mental health facility for assessment of mental status and to determine whether or not the person is danger to self or others.

RESTRAINING ORDERS/COURT ORDERS:

An employee shall notify Campus Police of any restraining orders/court orders when named as a plaintiff, and provide a copy of the order to Campus Police.

In the event the supervisor is informed by an employee of a restraining order, the supervisor will contact Campus Police to ensure they are aware of it, and that they have a copy of the restraining order on file.

Student Health Services

Responsible for:

- Receiving referrals from the CAIR Team.
- Providing students medical care.
- Initial assessment, consultation, and referral regarding students in crisis.
- Referrals to mental health providers

Disabled Students Programs and Services

Responsible for:

- Authorizing and providing academic accommodations (support services) to students with medically and educationally verified disabilities.
- Providing academic and disability management counseling to students with disabilities.
- Consulting with faculty concerned about a student.
- Referring students to resources on campus and in the community.

Counseling

Responsible for:

- Providing initial counseling to student with academic needs
- Consulting with faculty regarding student and determining need for further evaluation.
- Referring students to appropriate on-campus resources and/or judicial assessment.

****In the event of an act or threat of violence, Campus Police will take appropriate law enforcement action if the incident involves injuries or criminal activity.**

Your Role

As a faculty, staff or administrator interacting with students, you are in an excellent position to recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight... "a cry for help". Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to him/her is often noted by students as the most significant factor in their successful problem resolution.

Signs of Distress

- Missed classes/ assignments
- Inability to concentrate
- Confusion
- Persistent worrying
- Social isolation
- Increased irritability
- Restlessness
- Bizarre behavior
- Disheveled appearance
- Mood swings
- Indecisiveness

Another important aspect of your interaction with students is to maintain at all times a confidential atmosphere. A student's distress should only be discussed with your immediate manager or campus Police. The student's identity should be kept confidential unless circumstances warrant crisis.

Confidentiality

The US Department of Health and Services (2008) states "The Health Insurance Portability and Accountability Act of 1996 (HIPPA) requires covered entities to protect individuals' health records and other identifiable information by requiring appropriate safeguards to protect privacy, and setting limits and conditions on the uses and disclosure that may be made of such information without patient authorization."

Guidelines For Intervention

Guidelines for intervention

Openly acknowledge to students that you are aware of their distress, you are sincerely concerned about their welfare, the welfare of those around them, and that you are willing to help. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that he/she is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.
2. Briefly acknowledge your observations of them (specific to behaviors and or performance); express your concerns directly and honestly.
3. Listen carefully to what the student may be troubled about and try to see the issues from his/her point of view without necessarily agreeing or disagreeing.
4. Attempt to identify the student's problem or concern as well as your concerns or uneasiness.
5. Unusual and inappropriate behaviors should not be ignored. Comment directly on what you have observed.
6. Involve yourself in the process as it impacts your immediate work area and situation. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.
7. You are legally responsible in terms of the mandatory reporting of child abuse and elder abuse and sexual harassment. (contact HR for assistance).

Step by step Intervention should follow the "Guideline for Student Behavior" attachment:

Step 1: Meet with student and follow "What I should Do" in guidelines attachment.

Step 2: Set Behavior Guidelines refer to "Standards of Conduct", Board Policies.

Step 3: Talk with Department Chair, Evening Facilitator or Dean.

Step 4: Document each interaction.

Step 5: Refer to judicial, Campus Police or others as needed.

Identifying Students in Need of Assistance

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 most students will experience periods of reactive depression in their college careers.

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. The student will come to your attention and be in need of assistance.

Because faculty and staff have varied and ongoing opportunities to observe and interact with students, they are often the first to recognize that a student is in distress. Look for a pattern of these indicators:

- Tearfulness/general emotionality
- Markedly diminished performance
- Dependency (a student who makes excessive requests for your time)
- Infrequent class attendance
- Lack of energy/motivation
- Increased anxiety/test anxiety/performance anxiety
- Irritability
- Deterioration in personal hygiene
- Significant weight loss or gain
- Alcohol or drug use

Early intervention increases the chances of the student's rapid return to optimal performance.

Do:

- Let the student know you are aware she/he is feeling down and you would like to help.
- Encourage the student to discuss how she/he is feeling with someone they trust.
- Offer to assist student in referring him/her for personal counseling.

Don't:

- Minimize the student's feelings, e.g., "Don't worry." "Everything will be better tomorrow."
- Bombard the student with "fix it" solutions or advise.
- Chastise the student for poor or incomplete work.
- Be afraid to ask the student whether he/she is suicidal.

The Anxious Student

Anxiety is a normal response to a perceived danger or threat to one's well being. For some students the cause of their anxiety will be clear but for others it is difficult to pinpoint. Regardless of the cause, the resulting symptoms may be experienced as rapid heart palpitations, chest pain or discomfort, dizziness, sweating, trembling or shaking, and cold, clammy hands. The student may also complain of difficulty concentrating, always being "on the edge," having difficulty making decisions or being too fearful to take action. In rare cases, a student may experience a panic attack in which the physical symptoms occur spontaneously and intensely in such a way that the student may fear he/she is dying. The following guidelines remain appropriate in most cases.

Do:

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and directive.
- Provide a safe and quiet environment until the symptoms subside (refer student to Student Health Services for rest or a referral as needed).
- Offer to assist the student in referring her/him for personal counseling.

Don't:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for their emotional state.
- Overwhelm them with information or ideas to "fix" their condition.

The Demanding Passive Student

Typically even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. 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.

Do:

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- During repeated interactions stand while speaking with student; limit discussion to 3 minutes.

Don't:

- Get trapped into giving advice, special conditions, etc.
- Avoid the student as an alternative to setting and enforcing limits.

The Sexually Harassed Student

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 it has on others that counts. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it is considered sexual harassment. (Please refer to the Cerritos College sexual harassment handbook.)

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.

Sexual harassment of students is defined by the California Education Code, Section 89535. 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, avoid or drop classes, or even change majors.

Do:

- Listen carefully to the student, validating her/his experience.
- Separate your personal biases from your professional role-maintain objectivity. Make no judgments.
- **Report this situation; contact the Manager of Employment Services, ext. 2276**
- Follow board policy.
- Encourage the student to keep a log or find a witness.
- Help student seek informal advice through a department chair, supervisor or advisor.
- Take detailed notes. Include the "Five W's: who, what, when, where, why.

Don't:

- Do nothing. Taking no action invalidates the student's already shaky perception and puts the college in a vulnerable position should this behavior continue.
- Overreact.
- Judge or verbalize to others (except immediate managers).

The Student in Poor Contact with Reality

These students have difficulty distinguishing fantasy from reality. Their thinking is typically illogical, confused or irrational; their emotional responses may be incongruent or inappropriate; and their behavior may be bizarre and disturbing. This student may elicit alarm or fear from others. They are generally not dangerous and are more frightened and overwhelmed by you than you are by them. If you cannot make sense of their conversation, they may be in trouble.

Do:

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment, (turn off the radio; step outside of a noisy classroom).
- Acknowledge your concerns, state that you can see they need help.
- Contact Student Health Services at ext. 2321
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., “I understand you think someone is following you, but I don’t see anyone and I believe you’re safe.”
- Focus on the “here and now.” Ask for specific information about the student’s awareness of time, place and destination.
- Speak to their healthy side, which they have. It’s OK to laugh and joke when appropriate.

Don’t:

- Argue or try to convince them of the irrationality of their thinking. This commonly produces a stronger defense of the false perceptions.
- Play along, e.g., “Oh yeah, I hear the voices (or see the devil).”
- Encourage further discussion of the delusional processes.
- Demand, command, or order.
- Expect customary emotional responses.

The Student Under The Influence

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. Patterns of use are affected by fads and peer pressure. Currently, alcohol is the preferred drug on college campuses.

The effects of alcohol on the user are well known to most of us. Alcohol abuse by a student is most often identified by faculty. Irresponsible, unpredictable behavior affecting the learning situation (i.e., drunk and disorderly in class), or a combination of the health and social impairments associated with alcohol abuse noticeably sabotages student performance. Because of denial that exists in most substance abusers, it is important to express your concern to the student in terms of specific changes in behavior/performance rather than terms of suspicions about alcohol/drug use.

Do:

- Confront the student with the behavior that is of concern.
- Address the substance abuse issue if the student is open and willing.
- Offer concern for the students overall well-being.
- Refer student to the Coordinator of Judicial affairs ext. 2472

Don't:

- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore signs of intoxication in the classroom.

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. High-risk indicators include: feelings of hopelessness, helplessness and futility, a severe loss or threat of loss, a detailed suicide plan, a history of previous attempt, history of alcohol or drug abuse, feelings of alienation and isolation.

Do:

- Take the student's threats of seriously-80 percent of suicides give a warning of their intent.
- Be direct – ask if the student is suicidal, if he/she has a plan and if he/she has the means to carry out that plan. Exploring this with the student actually decreases the impulse to use it.
- Be available to listen.
- Contact Student Health Services at ext. 2321
- Call Campus Police if threat of suicide is imminent at 911

Don't:

- Commit to the student that you are his/her best friend; agree you are a stranger, but even strangers can be concerned.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

The Suspicious Student

Typically these students complain about something other than their psychological difficulties.

They are tense, anxious, mistrustful, loners, and have few friends. They tend to interpret minor oversight as significant personal rejection and often overreact to insignificant occurrences.

They see themselves as the focal point of everyone's behavior and everything that happens has special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underlie most of their behavior. They seem capable and bright.

Do:

- Express compassion **without** intimate friendship. Remember that suspicious students have trouble with closeness and warmth.
- Be firm, steady, punctual, and consistent.
- Be specific and clear regarding the standards of behavior you expect.
- Suggest to student that personal counseling is available and potentially helpful.

Don't:

- Assure the student that you are his/her friend; agree you are a stranger, but even strangers can be concerned.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

The Verbally Aggressive Student

Students may become verbally abusive when in frustrating situations that they see as being beyond their control. Anger and frustration may result in explosive outbursts or ongoing belligerent, hostile behavior- is the way of gaining power and control in an otherwise out-of – control experience. It is important to remember that the student is generally not angry with you personally, but is angry at his/her world and you are the object of pent-up frustrations. This behavior is often associated with the use of alcohol and other drugs.

Do:

- Acknowledge their anger and frustration, e.g., “I hear how angry you are.”
- Rephrase what they are saying and identify their emotion, e.g., “I can see how upset you are because you feel your rights are being violated and nobody will listen.”
- Reduce stimulation; invite the person to a quiet place if this is comfortable and the place is safe.
- Allow them to ventilate, get the feelings out, and tell you what is upsetting them; listen.
- Be directive and firm about the behaviors you will accept, e.g., “Please stand back, you’re too close.” “I cannot listen to you when you yell and scream at me that way.” “Let’s step outside to discuss this further.”
- Contact Student Health Services at ext. 2321 or Campus Police 562-402-3674 if you need further assistance. Send a referral to judicial affairs.
- Remember; Safety first.
- Prohibit the student from entering your work area/classroom/office if behavior is repeated.

Don’t:

- Get into an argument or shouting match.
- Become hostile or punitive, e.g., “You can’t talk to me that way!”
- Press for explanations for their behavior.
- Ignore the situation.
- Touch the student.

The Violent Student

Violence due to emotional distress is rare. Violence typically occurs when the student's level of frustration has been so intense or of such an enduring nature, as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. This behavior is often associated with the use of alcohol and other drugs.

Do:

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset."
- Explain clearly and directly what behaviors are acceptable, e.g., "you certainly have the right to be angry but breaking things is not okay."
- Stay safe; maintain easy access to a door; keep furniture between you and the student.
- Immediately seek assistance; contact **District Police at 9-1-1 or 562-402-3674** and state "Please send a Cerritos College Police officer".

Don't:

- Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats.
- Threaten or corner the student.
- Touch the student.

Campus Police

If there is an Imminent Danger, Urgent, or Uncertain situation, a call for intervention must be made. **When in doubt, err on the side of making that call.**

EXAMPLES OF CRISIS

<u>Imminent Danger</u>	<u>Urgent</u>	<u>Uncertain</u>
<u>Action Taken</u>	<u>Action Taken</u>	<u>Action Taken</u>
Call 9-1-1 (Campus Police)	Campus Police @ 911	Call Health Services ext. 2321
<u>Example</u>	<u>Example</u>	<u>Example</u>
Threat of Physical Violence	Injury Due to Medical Condition	Recent Death of Friend
Witness to Physical Assault	Fear for Life: of Self or Other	Recent Death of Family Member
Witness to an Accident	Abuse: Child, Spousal, Elder	Anger or Hostility
Threats of Suicide	Sexual Assault	Disoriented/ Confused
Under the Influence: Drugs/ Alcohol	Loss of Control	

Student Health Services Hours of Operation: M-F 8:00am to 4:30 pm Student Health Services, **ext. 2321**

Early Evening and Hours: Tuesday 8am-8pm

Outside Operational Hours:

If a crisis occurs outside the above hours, contact the Campus Police, **562-402-3674**

Strategy During A Crisis

When dealing with most students in crisis, conveying your concern and willingness to help in any way you can, including referral, is probably the most important thing you can do.

RESTRAINING ORDERS/COURT ORDERS:

An employee shall notify Campus Police of any restraining orders/court orders when named as a plaintiff, and provide a copy of the order to Campus Police.

In the event the supervisor is informed by an employee of a restraining order, the supervisor will contact Campus Police to ensure they are aware of it, and that they have a copy of the restraining order on file.

Counseling on Campus 2009-2010

(Please copy this page and give to student s as appropriate)

Instructions for Students:

To make a counseling appointment, please go to or call one of the Cerritos College programs listed below and ask for an appointment.

Student Health Services-562-860-2451 ext. 2321

If you have a connection with one or more of the following programs, please share this information with the Student Health Services when you call. You may choose to make an appointment with a counselor in that program.

Disabled Students Programs and Services ext. 2333

Educational Transition/ Adult Re-entry Program ext. 2356

Counseling Services ext. 3207

EOPS ext. 2398

Cal Works ext. 2593

Off Campus Emergency Resource Contact List

Resource	Phone
Harbor UCLA 24 hour Crisis Hotline	(310)222-3144
Rio Hondo Community Mental Health	(562)402-0688 Crisis Hotline-(800)854-7771
Suicide Prevention Center Crisis Line	(877)727-4747 or (310) 391-1253
Sexual Assault on Campus 24 hour Hotline	(562)989-5900 or (800)656-HOPE
Department of Mental Health Hotline	(800)854-7771
Poison Control	(800)222-1222
Center for Substance Abuse 24 hour Hotline	(800)662-4357
National Child Abuse Hotline	(800)422-4453
Roybal Family Mental Health	(323)267-3400
Bellflower Medical Center	(562)925-8355
Family Services of Long Beach	(562)867-1737
California State University, Long Beach	(562)985-4991
College Hospital	(562)924-9581 Crisis Hotline-(800)352-3301
Los Angeles Veterans Resource Center	(310)767-1221
Rape Treatment Center	(310)319-4000
Domestic Violence Hotline	LA County (800)978-3600 Orange County (888)600-4359
Planned Parenthood Los Angeles	(310)787-2666 or (562)866-0556 or (800) 576-5544



Cerritos College CAIR Referral Form

REFERRAL FOR...

- STUDENT CONDUCT CODE VIOLATION
 BEHAVIOR OF CONCERN

Please complete this electronic form as fully as possible. Click into grey fields. Fields will grow as needed. The information you share may be made available to the student and should reflect only what you have observed or of which you have first hand knowledge.

Student's Name: **ID:**

Date(s) of incident(s): **Date of Report:**

Reported by: **Department:** **Contact phone:**

Check any that apply:

- Disruptive behavior; continual or willful disobedience and/or defiance of authority; habitual profanity vulgarity or abuse of District personnel
- Assault or battery, abuse, or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.
- Dishonesty, such as cheating, or knowingly furnishing false information to the college.
- Unauthorized entry to or use of the college facilities.
- Forgery, alteration, or misuse of college documents, records, or information to the college.
- Obstruction or disruption of classes, administration, disciplinary procedures, or authorized college activities.
- Theft of or damage to property or possession of stolen property belonging to the college, a member of the college community, or a campus visitor.
- Disorderly, lewd, indecent, or offensive conduct.
- Obscene, libelous, or slanderous expression, or expression which so incites students as to create a clear and present danger of the commission of unlawful acts on the college's campus, the violation of lawful college regulations or the substantial disruption of the college's orderly operation.
- Violation of college rules and regulations including those concerning student organizations, the use of college facilities, or the time place and manner of public expression or distribution of materials.
- Use, possession, distribution of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, or other dangerous drugs; or presence on campus while under the influence alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, or other dangerous drugs, except as expressly permitted by law.
- Possession, while on the college campus or at an on or off-campus college sponsored function, of any of the following weapons (except persons given permission by the college president or his or her designated representatives or members of law enforcement agencies, such as police officers): any instrument or weapon of the kind commonly known as blackjack, sling shot, fire bomb, billy club, sandclub, sandbag, metal knuckles,; any dirk, dagger, firearm (loaded or unloaded), such a pistol, revolver, rifle, etc.; any knife having a blade longer than two and a half inches; folding knife that locks into place; any switchblade longer than two inches; any razor with an unguarded blade; any metal pipe or bar used or intended to be used as a club; or any item used to threaten bodily harm.
- Other behavior of concern as outlined on the next page**

The behavior of concern occurred as described below (*Indication intervention or action you have already taken. Please utilize "Student Conduct Statement: (Judicial Affairs Website) and attach any additional documents):*

The following action is requested:

NO ACTION NEEDED. FOR DOCUMENTATION ONLY

INFORMAL CONSULTATION REFERRAL

The reporter may request a consultation with CAIR. The student may or may not be notified of the report but may not necessarily be required to meet with a school official. Informal referrals are for relatively minor violations or concerns and may be retained to determine if a pattern of behavior is observed that may lead to formal action. An informal referral will not necessarily result in any specific action.

FORMAL DISCIPLINARY or CONCERN REFERRAL

The student and/or the reporter will meet with college official(s) to determine the appropriate level of disciplinary action as outlined in the College Catalog. Students have full rights of due process as outlined in the College Catalog. Formal Disciplinary Action becomes part of a student's permanent discipline file.

*Please submit electronically or in hard copy to:
Coordinator of Judicial Affairs*

LEVEL I – WARNING SIGNALS

Behaviors indicative of emotional distress but not necessarily disruptive. (In this category, you may be acting on an uncomfortable feeling you have rather than an observable or flagrant action).

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

WHAT I SHOULD DO

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

LEVEL II – MODERATE RISK

- Causing disruption in or outside of classroom
- **Negative/ hostile attention seeking behavior in classroom**
Behavior interferes with educational goals; cheating
- **Threats to harm self or others disclosed either in a direct or disguised manner**
Jokes, 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 your Department Chair or Dean. Consider asking them to join you with the student.
- Express your interest in the student's well being.
- In an objective, firm, and non-punitive fashion describe the problem behavior.
- Set clear guidelines regarding appropriate behavior.
- Walk the student to the Health Center.
- Complete Behavior Intervention Referral Form – send to; **Coordinator of Judicial Affairs**
Gary Cain Ext. 2472
- OR contact a member of CAIR
Campus Police Chief
Richard Bukowiecki Ext. 2330
Coordinator of Student Health Services
Nancy Montgomery Ext. 7830
Dean of DSPS Lucinda Aborn Ext. 2334

LEVEL III – EXTREME RISK

Danger to self or others.

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

WHAT I SHOULD DO

- **Immediately call Campus Police, 911**
- Remain calm, do not engage in argument.
- Keep distance between you and the student.
- Allow the student a way to exit; do not allow yourself to be trapped. Reduce noise, talking, questions, stimulation.
- Ask the student to leave.
- If the student refuses to leave, remove yourself and others from the situation.
- Campus Police will notify College Administrator & CAIR

Diffusing Anger



I will...

- Introduce myself
- Call the student by name
- Keep my cool
- Listen without correcting or arguing
- Say *"Let me make sure I understand your concern."*



- Make "I" statements
- Avoid "You" statements
- Answer with a "yes"
- Avoid sarcasm, humor, excuses, and blame
- Lower my voice and speak slowly
- Allow time to elapse before I respond
- Create time and/or space
- Move to a quiet, but safe, area
- Graciously hand it off to someone else, if necessary

(562) 860-2451 ext. 2321



Diffusing Anger

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Relevant District Policies and Procedures

BP 5500 STANDARDS OF CONDUCT

References:

Education Code, Sections 66300 and 66301;
Accreditation Standard II.A.7.b

The President/Superintendent shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the state and federal laws and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

Due process requires that in all significant disciplinary situations, a student is informed of charges against him/her, is given an opportunity to refute them, and has the opportunity to appeal a decision.

The Board of Trustees shall consider any recommendation from the President/ Superintendent for expulsion. The Board of Trustees shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board of Trustees on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the College catalog and other means.

Students enrolling in Cerritos College assume an obligation to abide by all District regulations on District-owned or controlled property or at District-sponsored or supervised functions.

Students who fail to adhere to District regulations are subject to disciplinary actions.

In all disciplinary actions, the student shall be informed of the nature of the charges against him/her and given a fair opportunity to refute them. The District shall not be arbitrary in its actions.

The following conduct while on District-owned or controlled property or at District-sponsored or supervised functions shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Assault, battery, or any threat of force or violence, or causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, use, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object or chemical, including but not limited to any facsimile firearm, knife, or explosive on District-owned or controlled property or at District-sponsored or supervised functions without the prior authorization of the President/Superintendent or designee.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being 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.
4. Committing or attempting to commit robbery or extortion.
5. Theft, attempted theft of, or willful damage to District property or property in the possession of, or owned by, a member of the college community or knowingly receiving stolen property or private property on District premises.
6. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District.
7. Committing sexual harassment as defined by law or by District policies and procedures.
8. Engaging in harassing or discriminatory behavior based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, or any other status protected by law.
9. Willful misconduct that results in injury or death to a student or to District personnel or that results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
10. Disruptive behavior, continual or willful disobedience and/or persistent defiance of the authority, habitual profanity or vulgarity, or abuse of District personnel or where the presence of the student causes a continuing danger to the physical safety of students or others.
11. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
12. Misrepresentation and/or impersonation, including arranging for or allowing another individual to impersonate or otherwise misrepresent himself or herself to be a student.
13. Plagiarism, in individual or group work or in a student publication, including the act of taking the ideas, works or specific substantive material of another and offering them as one's own without giving credit to the source.
14. Dishonesty, forgery; alteration or misuse of District documents, records, or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry upon, into, or use of District facilities, either in person or in an online environment.
16. Lewd, Indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
17. Engaging in expression that is obscene; libelous or slanderous; or that so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation or lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
19. 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 Board policy or administrative procedure.

20. Unauthorized use of audio, video or other listening, recording or transmitting device in classroom, service area or district activity without prior consent of the instructor, service area manager, or activity advisor except as necessary for reasonable accommodation.
21. Sexual assault and/or battery; rape, including acquaintance rape; or physical abuse of another person.
22. Misrepresentation of oneself or of an organization to be an agent of the District.
23. Continued disruption on or off District property of the District's educational or student services activities, administrative functions and procedures, public service functions, authorized curricular or co curricular activities, other functions or prevention of authorized guests from carrying out the purpose for which they are on District property.
24. Abuse of any person or any possession of any person, on District-owned or controlled property.
25. Violation of state or local laws, Board Policies, or administrative procedures concerning the registration of student organizations, the use of District facilities, or the time , place, and manner of public expression.
26. Abusive behavior directed toward coercion of, or hazing of a member of the college community.
27. Violation of Board policies or administrative procedures governing the use of student user accounts, computers, and telecommunication resources, including but not limited to the unauthorized entry, opening , or viewing of a file; the unauthorized use of another individual's identification and password; arranging for, allowing, and/or impersonation of one person by another; sending obscene or abusive messages or files; and/or impersonation of one person by another; sending obscene or abusive messages or files; and/or of computing facilities to interfere with the work of another student or employee of the District.
28. Engaging in physical or verbal disruption, intimidation, or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or District employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment.
29. Violation of duly issued restraining order; stalking, and/or a pattern of conduct with intent to follow, alarm, or harass another person, and which causes the person to reasonably fear for his or her safety, and where the pattern of conduct persisted after the person has demanded that the pattern of conduct cease.
30. Failure to identify oneself when requested to do so by District officials acting in the performance of their duties.
31. Any other cause not listed above which is identified as "Good Cause" by the Educational Code or that disrupts the college, its mission, or campus life.

AP 5520 STUDENT DISCIPLINE PROCEDURES

References:

Education Code, Sections 66017, 66300, 72122, and 76030

Judicial Programs should contribute to the teaching of appropriate individual and group behavior as well as to protecting the campus community from disruption and harm. The Programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the overall educational goals of the institution.

The Office of Judicial Affairs is responsible for the student conduct and disciplinary procedures of the college. Inquiries should be directed to the Coordinator of Judicial Affairs in the Office of Student Activities.

DISCIPLINARY PROCEDURES AND SANCTIONS

Disciplinary Sanctions

Official Reprimand – Defined as an admonishment or warning that becomes part of a student's file and is considered in the event of future violations.

1. May be initiated by any faculty or College manager and sent in writing to the Office of Judicial Affairs.
2. The Coordinator of Judicial Affairs Disciplinary Officer shall determine if there exists good and sufficient reason to initiate disciplinary action and student should be notified of such actions.

Disciplinary Probation – Defined as disciplinary action that may include, but is not limited to, exclusion of the individual from designated co-curricular activities of the college community.

1. Shall be initiated by the Office of Judicial Affairs.
2. The nature of the misconduct, dates, time and place, and length of probation shall be placed in writing. Written copies shall be sent to the student and copies filed with the Office of Judicial Affairs.

Instructor Removal – Defined as instructor-initiated removal of a student from his or her class when the student has interfered with the instructional process. Duration will be for the day of the removal and the next class meeting.

1. The instructor or Instructional Dean shall immediately report the removal to the Office of Judicial Affairs for appropriate action such as official reprimand, suspension, or recommendation of expulsion.

Immediate Interim Suspension - The President/Superintendent may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten instructional days.

Suspension - Defined as exclusion from the College for a specified period of time.

1. Suspensions shall be initiated by the President/Superintendent or designee.
2. The duration of the suspension from one or more classes shall be for a period of up to ten days of instruction, for the remainder of the academic term, or from all classes and activities of the community college for one or more terms.
3. There may be an immediate suspension when necessary to protect lives or property and to insure the maintenance of order pending a hearing within ten instructional days.

Expulsion - Defined as the removal of a student from any and all classes of the College.

1. Only the Board of Trustees may expel students for "Good Cause" or when other means of correction fail to bring about proper conduct of a student.
2. The duration of the expulsion may be indefinitely.
3. The expulsion is noted in the permanent file of the student.
4. Re-admittance after expulsion requires Board approval.

Hearing Board

In all cases when the Disciplinary Officer or designee has initiated disciplinary action, the student, within five instructional days following notification of the action, may convey to the Vice President of Student Services, in writing:

1. Concurrence with the decision; or
2. A grievance challenging the action.

If a grievance challenging the action is filed, a hearing will be conducted

Procedures for a Hearing, Disposition, and Imposition of Sanctions

1. Written notice of a hearing shall be mailed or delivered to the student. A hearing must be held within ten instructional days of the suspension if the suspension is immediate. An instructional day is defined as any day Monday through Friday that all normal College business is conducted, both in the classroom and in the administrative offices. All weekend days and College holidays are excluded.
2. Notice shall include date and place of hearing, a statement of all charges, a copy of applicable policies and procedures, the opportunity of the student to appear in person, and the opportunity to present oral and documentary evidence.
3. Hearings shall be conducted in the manner consistent with the orderly conduct of the affairs of the College, and which seems to the Hearing Board to be most conducive to the determination of the truth.
4. All hearings shall be tape recorded. A transcript shall be made available to parties directly involved, at their own expense. Transcripts may be redacted to comply with law, policies, and to protect the privacy and/or safety of individuals.
5. Promptly following the hearing, the Hearing Board shall submit the recommendation to the President/Superintendent. The President/Superintendent and/or designee shall make the final decision on suspensions. A decision of the President/Superintendent to suspend shall be issued to the student in writing. Expulsion requires action by the Board of Trustees. A decision of the Board of Trustees to impose expulsion shall be reached no later than the next regularly scheduled regular Board meeting after the Board receives the recommendation from the President/Superintendent. Notification of the Board's decision regarding expulsion shall be issued to the student in writing after the action by the Board.

Time Limits - Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

These procedures may change from time to time and may be superseded by current state and federal laws and regulations. Otherwise, the College Catalog, which is updated annually, contains the most recent information regarding student discipline procedures.

AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

Education Code, Section 67385;
20 U.S. Code, Section 1092(f);
34 Code of Federal Regulations, Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization or at a District10 sponsored activity on non-District property is a violation of District policies and regulations and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500, Standards of Student Conduct.)

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

These written procedures and protocols are designed to ensure victims of sexual assault receive treatment and information. (For physical assaults/violence, also see AP 3500, Campus Safety; AP 3510, Workplace Violence Plan; and AP 3515, Reporting of Crimes.)

All students, faculty members, or staff members who allege they are the victims of a sexual assault on District property or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization or at a District sponsored activity on non-District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Campus Police Department, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Chief of Campus Police or designee is authorized to release such information.

The Campus Police Department shall provide all alleged victims of sexual assault with the following, upon request:

- ❖ A copy of the Board Policy and Administrative Procedure regarding sexual assault;
- ❖ A list of personnel on campus who should be notified of the assault and procedures for such notification, if the alleged victim consents; including the President/Superintendent; Vice President of Student Services; Coordinator of Student Judicial Affairs; Manager of Employment Services/Diversity Officer; and/or the Coordinator of Student Health Services.
- ❖ A description of available services and the persons on campus available to provide those services if requested. Services and those responsible for providing or arranging them include:
 - transportation to a hospital, if necessary (Campus Police);
 - counseling by a mental health professional in Student Health Services or
 - referral to a counseling center (Student Health Services, Campus Police);
 - notice to the police, if desired (Campus Police); and
 - a list of other available campus resources or appropriate off-campus resources (Student Health Services, Campus Police).

A description of each of the following procedures:

- criminal prosecution;
- civil prosecution (i.e., lawsuit);
- District disciplinary procedures for students and/or employees, as applicable;
- modification of a student's individual class schedule; and
- tutoring, if necessary.

All alleged victims of sexual assault on District property or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization or at a District-sponsored activity on non-District property shall be kept informed, through the Campus Police Department of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of sexual assault are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of sexual assault on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged sexual assaults on District property shall be referred to the District's President/Superintendent or designee, who shall work with the Chief of Campus Police to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- ❖ A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses;
- ❖ Procedures to follow if a sex offense occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- ❖ Information on a student's option to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests;
- ❖ Information for students about existing on- and off-campus counseling, mental health, or other student services for victims of sex offenses;
- ❖ Notice to students that the College will change a victim's academic situation after an alleged sex offense and of the options for those changes, if those changes are requested by the victim and are reasonably available;
- ❖ Procedures for campus disciplinary action in cases of an alleged sex offense, including a clear statement that:
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act (FERPA). For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
- ❖ A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses.

Education and Prevention Information

The Campus Police Department, in coordination with the Counseling Services Division, shall:

- ❖ Provide, as part of the College's established on-campus orientation program, education, and prevention information about sexual assault. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations.
- ❖ Post sexual violence prevention and education information on the campus internet website.

AP 3550 DRUG AND ALCOHOL FREE ENVIRONMENT AND DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM

References:

Drug Free Schools and Communities Act Amendment of 1989;
Federal Drug-Free Workplace Act of 1988

The District is committed to providing its employees and students with an alcohol and drug-free campus and workplace environment. It emphasizes prevention and intervention through education.

Notice

The District will provide annual notice to students and employees of the District's drug and alcohol free campus and workplace environment. The District will provide written and/or electronic notice of its policies through:

- Publication of the policy in class schedules in print and on on-line;
- Annual print notification to employees in their paychecks; and
- On-line publication of Board Policies.

Prevention and Intervention Programs

The District provides education and maintains programs and services designed to aid students, employees and their families in receiving assistance for alcohol and/or drug abuse problems. Included in these educational and assistive programs and services are:

- Notification of the dangers of drug use and dependency in the class schedule;
- Mental health services provided to students through the Student Health Services; and
- An Employee Assistance Program (EAP) for employees and their families.

Alcohol and Drug Prohibitions

The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the District.

Violation of Board Policy 3550, Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program, will be addressed by the District. The District will take appropriate action designed to address each specific violation, which may include, but is not limited to:

- Termination of employment,
- Expulsion,
- Referral to Campus Police or other law enforcement agency for prosecution as permitted by law, or
- Mandatory participation in an alcohol or drug abuse assistance or rehabilitation program.

As a condition of employment, employees of the District will have their fingerprints recorded with the California State Department of Justice and any conviction or violations of the law involving drugs and/or alcohol will be reported to Campus Police and to the Human Resources Office pursuant to the requirements of law. In addition, employees must notify the District within ten (10) calendar days of any conviction for violating a criminal drug or alcohol statute while in the workplace. The District is required to report any workplace drug conviction.

Quote by Dr. Karl Menninger

"We all have chosen work that impacts lives. In doing so, we must draw from many sources to acquire the skills needed to be effective".

Dr. Karl Menninger devoted his life to working with people whose lives were in trouble. He saw a side of life that many of us will never experience. The following comments were taken from an address he gave at the United Nations in 1981.

People are unreasonable, illogical, self-centered. Love them anyway.

If you do good, people will accuse you of selfish, ulterior motives. Do good, anyway.

If you are successful, you will win false friends and true enemies. Try to be successful, anyway.

The good you do today will be forgotten tomorrow. Do it, anyway.

Honesty and frankness make you vulnerable. Be honest and frank, anyway.

People favor underdogs, but I notice they follow the top dogs. Fight for some underdogs, anyway.

What you spend years building may be destroyed overnight. Build, anyway.

People really need help, but they may attack you if you help them. Try to help people, anyway.

Give the world the best you have, and you'll get kicked in the teeth. Give the world the best you have, anyway.

Karl A. Menninger, M.D.

From United Nations Address - 1981