

# Crisis Intervention

Procedures Manual



Guide for  
**Administrators / Faculty / Staff**

VERSION: 11-2019



# Crisis Intervention Procedures Manual

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# Crisis Intervention:

## Introduction

The Academic Senate for the California Community Colleges adopted the Standards of Practice for counseling in the colleges in this state in spring 1997. They derived the “Core Functions” of counseling from the California Educational Code and from the American Counseling Association. Colleges must provide the following Crisis Intervention in relation to counseling services:

- 1) Personal counseling**, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student's education.
- 2) Crisis intervention** directly or through cooperative arrangements with other resources on campus or in the community. For the requirements for the provision for Crisis Intervention, as stated in the Ed. Code, refer to Appendix B.

To assist in defining crises that can occur in this college, the different types are identified in the text that follows. These are found alphabetically in the body of the manual. You can also find them by title in the Table of Contents. These are just some of the types of events or behaviors that may constitute a crisis.

## Campus Assessment & Support Team (CAST)

The **Campus Assessment & Support Team (CAST)** is here to assist with the problem you may be dealing with. For example, you as instructor, staff, or administrator, may observe a student behaving in ways that could indicate a personal problem, i.e. a noticeable change in performance or an attitude indicating despondency. These could be symptoms of a personal crisis that can be helped. The more dramatic behaviors also described in the following pages are those that require immediate response.

This manual is not intended to give you the skills to deal with extreme situations, but to help you identify those that need to be dealt with. If you need advice in deciding the appropriate action to take, call one of us, members of the Campus Assessment & Support Team (**CAST names and telephone extensions are listed on page 3**). The most serious crises are those that can cause injury to the individual and or others. Other behaviors may become crises because they impair the quality of the learning environment. To protect individuals and the learning environment, this college provides the following information to maintain the well-being of all who are part of this institution.

# Campus Assessment & Support Team (CAST)

## Vice President, Student Services

Nohemy Ornelas ext. 3650

## Dean, Student Services

Mary Dominguez ext. 3650

## Campus Police

Cathy Farley ext. 3652

## Student Health Services

**ext. 3212**

Alex de Jounge, RN, Coordinator ext. 3423

Deborah Redding-Stewart, LMFT ext. 3212

Dalila Santa Cruz, LMFT ext. 3212

## Counseling

Cynthia Diaz ext. 3708

## Learning Assistance Program

Sarah Easton ext. 3670

## Human Resources

Liz Phillips ext 3387

# What Do I Do?

## What to Do in the Case of a Crisis

If you or a student is experiencing a crisis, is a threat to self or others or you feel unsafe or unsure, call campus police to assist you.

### Campus Police • Santa Maria Campus

(805) 922-6966 ext. 3652 (non-emergency/business)

(805) 922-6966 ext. 3911 (emergency)

### Campus Police • Lompoc Valley Center (LVC)

(805) 735-3366 ext. 5652 (non-emergency/business)

(805) 735-3366 ext. 5911 (emergency)

**Non-Campus Phone: 911**

## What to Do if You Have a Student of Concern

- Complete and submit a referral found on the Campus Assessment & Support Team (CAST) webpage.  
<http://www.hancockcollege.edu/cast/index.php>
- Counseling is offered for students, hours are available during the week by appointment and walk-in at Student Health Services.
  - Santa Maria Campus, Building W, Room 12, (805) 922-6966 ext. 3212
  - Lompoc Valley Center, Room 1-109, (805) 735-3366 ext. 5207

## 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 her/his plight... "a cry for help." Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to her/him is often noted by students as the most significant factor in their successful problem resolution.

- **Signs of Distress**
- **Bizarre behavior**
- **Confusion**
- **Dangerous behavior**
- **Disheveled appearance**
- **Inability to concentrate**
- **Increased irritability**
- **Indecisiveness**
- **Missed classes/assignments**
- **Mood swings**
- **Persistent worrying**
- **Procrastination**
- **Restlessness**
- **Social isolation**

## 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. Exploring their alternatives can have a profound effect. Whenever possible, speak directly and honestly to a student when you sense that s/he 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 her/him (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 her/his 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, dependent adult and elder abuse.**

California Penal Code §§11165.7, 11166, and 11167

Assembly Bill 1434: Mandatory Child Abuse and Neglect Reporting:  
Employees of Higher Education Institutions

Extending oneself to others always involves some risk-taking, but it can be a gratifying experience when kept within realistic limits.

### Referring Students for Personal Counseling

To make a personal counseling appointment, you may walk the student over to Student Health Services or you may direct the student to go to or call Student Health Services, 805-922-6966 ext. 3212. One-hour appointments are made based on availability of counselors.

To ensure that the student follows through with the referral, ask the student for permission to contact her/him at a later date. If your relationship with the student is such that you are confident s/he trusts your actions, you might also request permission to contact the referral provider directly. Any communication with the provider must be accompanied with a signed release of information form provided by Student Health Services.

## Personal Counseling Services

Personal counseling services are designed for students who can benefit from short-term counseling. If the initial assessor determines the student requires longer term counseling or presenting issues are out of Student Health Services scope of practice, s/he will likely be referred to a more appropriate off-campus resource.

**Early intervention is preferable to crisis intervention.**

When you do discuss a referral for personal counseling services with a student, it is helpful for the student to hear in a clear, concise manner your concerns and why you think counseling would be helpful. You might tell them a few facts about our services. For instance, all services are free to regularly enrolled students. All discussion is confidential except when the student presents a danger to self or others or when the counselor has reasonable suspicion that child, dependent adult or elder abuse is occurring. These situations mandate reporting.

Placing the initiative on the student to seek an appointment increases her/his responsibility and commitment to come in for counseling. There may be urgent times, however, when it is more appropriate for you to call to make an appointment for her/him or to accompany the student in getting to a counselor on campus (e.g. crisis situation).

To refer a student for personal counseling, there are staff persons available as follows to insure prompt attention in beginning the process:

### **Student Health Services:**

**Santa Maria campus, Building W-12, ext. 3212**

**Lompoc Valley Center, Building 1-109, ext. 5207**

# Personal Counseling at Allan Hancock College

*(Please copy this page and give  
to students as appropriate)*



## Instructions for Students:

To make a Personal Counseling appointment, please go to or call the Student Health Center and ask for a "Personal Counseling appointment". Appointments are made based on the availability of counselors.

### Student Health Center

805-922-6966 ext. 3212, Room W-12, Santa Maria campus

805-735-3366 ext. 5207, Room 1-109, Lompoc Valley Center

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The **Learning Assistance Program (LAP)** is committed to providing equal opportunity and access to students with disabilities through reasonable accommodations, instruction, assessment, counseling and advocacy.

LAP provides educational support through reasonable accommodations, instruction, assessment, counseling, and advocacy to students with disabilities who are enrolled in the district's classes.

### Learning Assistance Program (LAP)

805-922-6966 ext. 3274, Building K Annex, Santa Maria campus

805-735-3366 ext. 5274, Building 2-116, Lompoc Valley Center

# Community Emergency Resource List

## Community Mental Health Resources:

**Santa Barbara County Mental Health Services • 1-888-868-1649, 24 hour access**

**CARES (Crisis & Recovery Emergency Services) • 805-739-8700**

Provides crisis support on a 24/7 basis

**SAFTY (Safe Alternatives for Treating Youth) • 1-888-334-2777**

Mobile crisis response service available 24/7 to all Santa Barbara County children and youth up to the age of 21.

**Helpline of Santa Barbara County • dial 211**

Get connected. Get answers. • [www.211sbcounty.org](http://www.211sbcounty.org)

## Hotlines and Self-Help:

**National Suicide Prevention Hotline • 1-800-273-TALK (8255)**

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

**Crisis Text Line**

Text "COURAGE" to 741741

**ULifeline**

Your online resource for college mental health

<http://www.ulifeline.org/AHC/>

**The Jed Foundation**

Promoting emotional health and preventing suicide

[www.jedfoundation.org](http://www.jedfoundation.org)

**National Alliance on Mental Illness (NAMI)**

[www.nami.org](http://www.nami.org)

**The Trevor Lifeline (for LGBTQ youth) • 1-866-488-7386**

[www.thetrevorproject.org](http://www.thetrevorproject.org)

## Local Support Groups:

**Alcoholics Anonymous • 1-800-923-8722**

[www.aa.org](http://www.aa.org)

Santa Maria • 805-925-3782 (24-hour answering service)

**Al-Anon & Ala-Teen • 805-688-4304**

Counseling for family members

**Domestic Violence Solutions**

Santa Maria • 805-925-2160

Lompoc • 805-736-0965

Santa Ynez • 805-686-4390

**Rape Crisis**

**Hotline: 805-736-7273**

Santa Maria • 805-922-2994

Lompoc • 805-736-8535

**Good Samaritan Services • 805-346-8185**

mental health, and substance abuse counseling

**Salvation Army • 805-349-2421**

# Types of Crises

## Aberrant Behavior

**Irrational or inappropriate behavior causing disruption in or outside the classroom, i.e., inappropriate focusing of attention on self in class, going on and on about personal life in class, repeatedly taking class focus off track.**

Ask to speak to student privately and confidentially. Indicate concern for the student's welfare and ask what started her/his reaction. Listen and determine whether the student needs to be referred to counseling for further assessment. When the time is right, state your rules for acceptable behavior in the class and set limits. If disruptive behavior continues, after a warning, the matter should be referred to the Vice President of Student Services or those staff members who are responsible for student discipline.

## Anxiety

**Exaggerated fear of failing, nervousness and difficulty in concentrating, tendency to overreact with fear, or manic talking or frenzied activity.**

Ask to speak to student privately and confidentially. Indicate concern for the student's welfare and ask if s/he is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Inform the student that this college has trained professional help available. Refer the student to a personal counselor for an appointment and assistance. If the situation is extreme and the student seems to need immediate help, walk her/him to Student Health Services for an appointment.

### **DO:**

- Let them discuss their feelings and thoughts.  
Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and direct.
- Provide a safe and quiet environment until the symptoms subside
- Offer to assist the student in referring her/him to 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.

## Delusional Behavior

Distortion of reality, i.e., belief that they are being singled out, or that they are super special individuals with special gifts or talents, or that the instructor is deliberately mistreating them. May go on and on about becoming a star or going into movies or getting a scholarship to Harvard, etc.

Consult with a crisis counselor regarding the student. Refer student to Student Health Services for personal counseling and/or complete a referral to the Campus Assessment & Support Team.

## 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 the many resources 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.

## Depression

**Evidence of Depression: sudden change in interest in class, flattened feelings, sad or fatigued, irritable, complaints of insomnia, and loss of desire to be in school or with friends.**

Ask to speak to the student privately and confidentially. Indicate concern for the student's welfare and ask if s/he is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Inform the student that this college has trained professional help available. Refer the student to a personal counselor for an interview and assistance. If the situation is extreme and the student seems to need immediate help, walk her/him to the counseling office for an appointment.

### **DO:**

- Let the student know you're aware s/he is feeling down and you would like to help.
- Encourage the student to discuss how s/he is feeling with someone they trust.
- Offer to assist the student in referring her/him 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 advice.
- Chastise the student for poor or incomplete work.
- Be afraid to ask the student whether s/he is suicidal.

## Disobedience, Willful

**Refusing to follow directions or to behaving disruptively in class, refusing to leave when asked, refusing to adhere to class rules.**

Ask the person in a calm manner to talk to you privately away from peers. If the student seems to be going out of control, **call the campus police to assist you.**

**Contact Campus Police at ext. 3911 (SM) or ext. 5911 (LVC) from campus phone.**

## Disorientation

Somewhat glazed expression, a lack of appropriate affect when talking, difficulty in listening with concentration, literally complains of disorientation, or exhibits chronic self-talk, hearing voices, or seeing things that aren't there.

Consult with a personal counselor and refer student to Student Health Services for personal counseling and/or complete a referral for the Campus Assessment & Support Team. If the student's behavior is disrupting class, it may be appropriate to call campus police for immediate assistance.

### **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 for personal counseling.
- 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.

### **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

## Disruptive Behavior

**Cussing or talking loudly, arguing instead of discussing;  
challenging everything that is presented as wrong, or out of control yelling in anger.**

Take precautions to take care of yourself and others in the situation if the person is behaving menacingly. Ask the student to talk privately away from the group and try to calm her/him down. If the behavior continues out of control, call the Campus Police to assist you and report the matter to the Vice President of Student Services.

### **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 Campus Police at ext. 3911 (SM) or ext. 5911 (LVC) from campus phone.
- **Remember: Safety First.** Maintain access to the nearest exit, being the closest to the exit and not allowing the student to block your exit.
- 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.

## **Distraught and Anxious**

**A sudden change in attitude from normal to unfocused, preoccupied, or poor performance might be caused by depression. Distress is usually caused by personal problems that seem overwhelming and anxiety is one form of distress that may stem from school related or personal concerns.**

Talk to the student privately by indicating that you have noticed a change in their manner or behavior and inquire if there is something that they might need help with. Often the student will open up, in which case, listen empathetically and suggest that we have services through the Student Health Services which might help them. Then, refer the student to a personal counselor. You might consult with the counselor as an intermediary step.

If the student resists or assures you that there is nothing going on to cause concern, respect her/his judgment and thank them for responding to your inquiry. You might consult with a counselor anyway to note if the student may be simply resisting, and for information for what to observe for in the immediate future which may indicate more serious problems. You may also complete a referral for the Campus Assessment & Support Team (CAST) to address your concerns.

## **Harassment, General**

**A student complains to you that another student has been making demeaning remarks or treating her/him in an unacceptable manner.**

Listen to the student and refer the matter to the Vice President of Student Services or those responsible for student conduct.

## Harassment, Sexual

**Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical contact; 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.

**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 of 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.
- Report this situation to the Vice President of Student Services or those responsible for student discipline.
- Encourage the student to keep a log or find a witness.
- Help student seek support through a personal counselor.
- Encourage student to report to Campus Police.

### **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.

## Misconduct

**Disrupting class with irrelevant talk or disturbing others, occupying areas not meant for loitering, sitting on cafeteria tables, or smoking in prohibited areas.**

If it is a one-time incident, tell the student or students that smoking is prohibited in that area. If one persists, talk privately to the person and indicate that a referral to the Vice President of Student Services or those responsible for student discipline will become necessary if the student persists. Contact Campus Police if necessary.

## Misconduct Resulting in Injury or Damage to Property

**Throwing objects, applying graffiti, scratching cars, smashing plants, etc.**

Report this to the Campus Police and report the incident to the Vice President of Student Services or those responsible for student discipline.

## Performance Change

**Difficulty in concentrating, freezing up on tests, or chronic personal problems which distract her/him from adequate academic performance.**

Discuss the problem and explore the nature of the concerns together. Personal problems may be resolved with information to manage them, e.g. in the case of test anxiety, a short term course on test taking may be needed. However, difficulty in concentrating may be caused by concerns that may pass or could indicate more serious problems. If it seems to be the latter, a referral to a personal counselor would be in order. If the problem has existed for years, the person might be served by the Learning Assistance Program. It could stem from any of several causes including psychological disorder.

## Post-Traumatic Stress Disorder (PTSD)

**Post-traumatic stress disorder occurs when a person suffers an unexpected psychological shock. Many throughout the country suffered this after the 9/11 attack. The symptoms can be insomnia with flashbacks, unexplained anxiety, mild depression, irritability, outbursts of anger, exaggerated vigilance for danger, and /or withdrawal from normal activities. Assault victims or even the witness of a tragic incident can cause traumatic stress. Many may suffer this from involvement with our war in Iraq and Afghanistan.**

Unusual fears or anxiety during this war period may be symptoms of traumatic stress disorder and could benefit from counseling. Consult with a personal counselor and/or refer to Student Health Services for personal counseling. You may also complete a referral form for the Campus Assessment & Support Team (CAST).

<http://www.hancockcollege.edu/cast/referrals.php>

## Rape

Listen supportively and observe for quality of state of mind, i.e., depressed, suicidal potential, anxiety or rage. Advise of the right to file a complaint. Inform her/him of rape victim support services. (*See Community Resource List on page 9*) If possible, walk student to Student Health Services immediately for personal counseling and assessment. Report rape to Campus Police if a mandated reporter.

## Substance Abuse

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 abuse.

### **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 student's overall well-being.
- Refer student to Student Health Services for personal counseling.
- 

### **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.

## Suicide Potential

**Always take suicide threats seriously and get help immediately.** Listen supportively and contact Student Health Services and speak with a personal counselor or contact campus police.

### **DO:**

- Take the student seriously– 80% of suicides give a warning of their intent.
- Be direct– ask if the student is suicidal, if s/he has a plan and if s/he 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 the Student Health Center, ext. 3212
- Contact Campus Police if threat of suicide is imminent.  
Call Campus Police at ext. 3911 (SM) or ext. 5911 (LVC) from campus phone.

### **DON'T:**

- Assure the student that you are her/his 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 cute or humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

## Traumatic Incident Stress

**Death in the family, spousal abuse, being evicted, being fired, loss of a pregnancy, death of a class member, divorce, etc.**

Approach the student privately before or after class and indicate your concern. In some cases, the student may approach you to reveal that s/he was absent due to something you see as traumatic. This allows you a means of inquiring how the student is coping with the situation. Indicate to the student that this incident may be more serious than it appears and offer the resources of personal counseling services. If a student in the class dies, you can contact a member of the Campus Assessment & Support Team to determine the best way to support other students in the class.

## The Violent Student

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature 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:**

- Immediately seek assistance; contact Campus Police at ext. 3911 (SM) or ext. 5911 (LVC), leave the room/area as soon as safely possible.
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g. "I can see you are 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.

### **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.

## APPENDIX A

### AP 5520 STUDENT DISCIPLINE PROCEDURES

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

#### **Definitions:**

**District** – The Allan Hancock Joint Community College District.

**Student** – Any person currently enrolled as a student at any college or in any program offered by the District.

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

**Short-term Suspension** – Exclusion of the student by the Superintendent/President for good cause from one or more classes for a period of up to ten consecutive days of instruction.

**Long-term Suspension** – Exclusion of the student by the Superintendent/President for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

**Expulsion** – Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms.

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

**Written or verbal reprimand** – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

**Withdrawal of Consent to Remain on Campus** – Withdrawal of consent by the Chief Student Services Officer or designee for any person to remain on campus in accordance with Penal Code Section 626.4 where the Chief Student Services Officer or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

**Day** – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

**Short-term Suspensions, Long-term Suspensions, and Expulsions:** Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- **Notice** – The Dean of Student Services or designee will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
  - o the specific section of the Standards of Student Conduct that the student is accused of violating.
  - o a short statement of the facts supporting the accusation.
  - o the right of the student to meet with the Dean of Student Services or designee or designee to discuss the accusation, or to respond in writing.
  - o the nature of the discipline that is being considered.
- **Time limits** – The notice must be provided to the student within 15 days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within seven days of the date on which conduct occurred which led to the decision to take disciplinary action.
- **Meeting** – If the student chooses to meet with the Dean of Student Services or designee, the meeting must occur no sooner than ten days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

**Short-term Suspension** – Within seven days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the Dean of Student Services or Designee, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the Superintendent/President’s decision shall be provided to the student. The District will send notice to the student by first class mail at his or her last address on file with the District. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The Superintendent/President’s decision on a short-term suspension shall be final.

**Long-term Suspension** – Within seven days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the Dean of Student Services or designee decide whether to impose a long-term suspension. Written notice of the Superintendent/President’s decision shall be provided to the student. The District will send notice to the student by first class mail at his or her last address on file with the District. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

**Expulsion** – Within ten days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the Dean of Student Services, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Superintendent/President’s decision shall be provided to the student. The District will send notice to the student by first class mail at his or her last address on file with the District.

The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

**Hearing Procedures – Request for Hearing.**

Within seven days after serving the Superintendent/President’s decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the Superintendent/President or designee.

**Schedule of Hearing** – The formal hearing shall be held within ten days after a formal request for hearing is received.

**Hearing Panel** – The hearing panel for any disciplinary action shall be composed of one administrator, two faculty member and two full-time students appointed by the Associated Student Body Government (ASBG).

The Superintendent/President, the President of the Academic Senate, and the AS president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The Superintendent/President shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

**Hearing Panel Chair** – The Superintendent/President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all

matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

**Conduct of the Hearing:**

The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.

The facts supporting the accusation shall be presented by a college representative who shall be the Dean of Student Services or designee.

The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by the preponderance of the evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice except the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

The hearing shall be recorded by the District either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.

Within ten days following the close of the hearing, the hearing panel shall prepare and send to the Superintendent/President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

#### **Superintendent-President's Decision:**

Long-term suspension – Within ten days following receipt of the hearing panel's recommended decision, the Superintendent/President shall render a final written decision. The Superintendent/President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the Superintendent/President modifies or rejects the hearing panel's decision, the Superintendent/President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final.

#### **Expulsion:**

Within ten days following receipt of the hearing panel's recommended decision, the Superintendent/President shall render a written recommended decision to the Board of Trustees. The Superintendent/President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the Superintendent/President modifies or rejects the hearing panel's decision, he or she shall review the record of

the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The Superintendent/President decision shall be forwarded to the Board of Trustees.

**Board of Trustees' Decision:**

The Board of Trustees shall consider any recommendation from the Superintendent/President for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122).

The student shall be notified in writing, by registered or certified mail or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions, and recommendations of the Superintendent/President or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

**Immediate Interim Suspension (Education Code Section 66017):**

The Superintendent/President may order immediate suspension of a student where he/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 days.

**Removal from Class (Education Code Section 76032):**

Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Dean of Student Services or designee. The Dean of Student Services or designee shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the Dean of Student Services or designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the Dean of Student Services or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

**Withdrawal of Consent to Remain on Campus:**

The Dean of Student Services or designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the Dean of Student Services Officer a written report must be promptly made to the Superintendent/President.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than 14 days from the date upon which consent was initially withdrawn.

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

**Time Limits:**

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

References: Education Code Sections 66300, 72122, and 76030

Approved: 6/16/15

## APPENDIX B

### PROTECTING THE WELL-BEING OF THE STUDENT

Labeling a student's behavior, such as paranoid, psychotic, or sociopathic, may be detrimental to a student. This determination should be done only by a licensed psychologist or psychiatrist. Simply describe the behavior when communicating or documenting the problem.

#### **A person who is a danger to her/himself or others or is gravely disabled**

The California Mental Health Service Act, Section 5150 (Welfare and Institutions Code) states that, "A person who is a danger to her/himself or others is gravely disabled, may be taken against her/his will by a peace officer to a designated mental health facility for evaluation." Examples of cases which are covered by this section include persons who are seriously suicidal, psychotic, depressed, bi-polar, or delirious. Only a person in authority, such as police or a County Mental Health official can effect this action.