



**CONTRA
COSTA
COLLEGE**

Assisting the Emotionally Distressed Student

A MANUAL FOR FACULTY & STAFF

BAT TEAM, 2017

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Vice President's Message

Dear Colleagues,

I love community colleges and am inspired to serve in a place where the foundational belief that all people have worth and the ability to learn is embedded in the mission, vision and values of everything we strive to do. While student success and achievement of degrees and transfer are important goals, those of us on the ground are keenly aware that our true role as educators requires us to address more than just course content and student learning outcomes. While our students are incredibly resilient, their academic journey is sometimes fraught with anxiety, depression, and distress stemming from self-doubt, lack of support, economic and life challenges, relationship problems, mental and physical health, and a myriad of other issues. We know that true learning and inquiry requires a level of engagement that is best supported by a healthy physical and mental outlook, and therefore requires us to often engage in strategies and interventions that may be unfamiliar and intimidating.

You are not alone. At Contra Costa College we have a support team of dedicated professionals who are available to work in partnership with you and our students-in-need. Through the leadership of the Behavioral Assessment Team (BAT), they have provided one-on-one assistance, training, and now this informative guide to serve as a resource to help support you in the work you are doing with our students. Feel free to contact any of the BAT members listed in appendix B to obtain more information or seek help for a student in crisis.

I am deeply grateful for the guidance you provide our students as they travel this academic journey. Together we have the opportunity to fortify a community with the resources and support to ensure that the courageousness of our students is not met with more obstacles, but opportunities to find personal success and fulfillment.

In partnership,

Tammeil Y. Gilkerson
Vice President
Academic and Student Affairs

Mission Statement

The Behavioral Assessment Team serves as a conduit of resourceful information, connecting and providing campus and community resources to Contra Costa College employees, who support students that may be experiencing stressful situations.

Nondiscrimination Statement

Contra Costa Community College District is committed to equal opportunity in educational programs, employment, and campus life. The District does not discriminate on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation, or veteran status in any access to and treatment in College programs, activities, and application for employment.

Your Role

As a faculty, staff or administrator interacting with students, you are in an excellent position to recognize behavioral 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
- Procrastination
- Dangerous behavior
- Disheveled appearance
- Mood Swings
- Indecisiveness

STEPS FOR INTERVENTION:

- 1. MEET- Set up a private meeting with the student.**
- 2. ASK- Inquire about their well-being.**
- 3. REFER- Refer to appropriate services.**

Crisis Assessment

The Behavioral Assessment Team (BAT) of Contra Costa College has the goal of supporting faculty/staff/administrators in linking students of concern to campus and community resources. This includes assisting in extreme, moderate and mild risk situations involving anyone on campus. If there is an extreme risk, call for immediate help. **When in doubt, err on the side of making that call.** The following are examples of serious situations:

High Risk	Moderate Risk	Mild Risk
Campus Police ext. 44149	Campus Police ext. 44858 Counseling Dept. ext. 43936 Supported Education Services, Yvonne Farr, SSC 109B ext. 43904	Counseling ext. 43936 Supported Education Services, Yvonne Farr, SSC 109B ext. 43904 JFK Wellness Program, ext. 43960
Threatening behavior or gestures	Emotional reactivity, anger outbursts, defiant, hysterics	Pronounced and sudden changes in attendance patterns
Escalation of plausible threats with either raised voice or detached behavior	Negative/hostile attention-seeking behavior	Change in behavior: Withdrawn, irritable, confrontational
Threats to harm self or others directly or indirectly	Visible agitation, physical tension	Deterioration in physical hygiene, significant weight loss or gain
Threats of Suicide	Withdrawn behavior of increasing concern: vacant stare, crying or deep sadness	Negative change in attitude
Under the Influence of alcohol or drugs	Acting out behaviors in classroom	Gut-feeling that something is wrong

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

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

DO:

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

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
- Don't chastise the student for poor or incomplete work
- Don't be afraid to ask the student whether he/she is suicidal

THE SUICIDAL STUDENT

Suicide is a leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. High-risk factors include: feeling of hopelessness, helplessness and futility; a severe loss or threat of loss; a detailed suicide plan; a history of a previous attempt; history of alcohol or drug abuse; feelings of alienation and isolation.

DO:

- Take the student seriously (80% 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
- Call Campus Police if threat of suicide is imminent

DON'T:

- Assure 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 cute or humorous
- Challenge or agree with any mistaken or illogical beliefs
- Be ambiguous

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 to Yvonne Farr ext. 43904 in Supported Education Services)
- Offer to assist the student in referring her/him for personal counseling (Refer to Appendix B and C)

DON'T:

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

THE STUDENT IN POOR CONTACT WITH REALITY

These students have difficulty distinguishing fantasy from reality, the dream from the waking state. 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. That said, 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
- Acknowledge their feelings or fears without supporting the misperception, 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 specific information about the student’s awareness of time, place and destination
- Follow the intervention chart

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 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—this student’s 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 may be associated with the use of alcohol and other drugs.

DO:

- Acknowledge their anger and frustrations, 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 student to a quiet place if this is comfortable and the place is safe
- Allow them to ventilate; get the feelings out; 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.” (Refer to Student Code of Conduct, see Appendix C)
- Prohibit the student from entering your work area/classroom/office if behavior is repeated.
- Remember, SAFETY FIRST. If threat increases call Campus Police ext. 44858

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. It 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; call Campus Police ext. 44858

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

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 STUDENT UNDER THE INFLUENCE

Substance abuse is prevalent on college campuses. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit. Patterns of use can be affected by fads and peer pressure.

The effects of substance abuse on the user are well-known to most of us. Irresponsible, unpredictable behavior (i.e., not focused, incoherent, sleeping, drunk and disorderly in class), or a combination of the health and social impairments associated with substance 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 (Refer to Student Code of Conduct, Appendix D)
- Address the substance abuse issue if the student is open and willing
- Offer concern for the student's overall well-being
- Refer student to services listed in Appendix B and C

DON'T:

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

THE SUSPICIOUS STUDENT

Typically, these students complain about something other than their psychological difficulties. They are tense, anxious, and mistrustful, and may be “loners” or have few friends. They tend to interpret minor oversights as significant personal rejections, and often overreact to insignificant events. They see themselves as the focal point of everyone’s behavior, and everything that happens has a 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 may seem capable and bright.

DO:

- Express compassion without implying 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 (Appendix B and C)

DON'T:

- Assure the student that you are his/her friend
- 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 about expectations

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. However, student-to-student harassment should also be taken very seriously. 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 of students is also defined by the California Education Code, Section 89535.

Sexual harassment usually is not an isolated incident, but rather 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 innuendo and double-meanings
- Displaying of sexually suggestive pictures or objects
- Repeated, non-reciprocated demands for dates or sex
- Unwelcome text messaging and other forms of electronic communications.

DO:

- Listen carefully to the student, validating his/her experience. Has the student made an attempt to approach the person directly or in writing?
- If there is immediate risk of danger, contact Campus Police ext. 44858
- You may also refer student to the Title IX Officer, Vicki Ferguson, SAB-219, for information on filing a complaint
- Separate your personal biases from your professional role; maintain objectivity
- Encourage the student to keep a log or find a witness

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

THE STUDENT WHO SUBMITS DISTURBING WRITINGS

Occasionally student writing may raise concerns for an instructor about the student's psychological well-being. Of special concern is writing that seems to suggest deep despair or serious thoughts of harming self or others.

DO:

Report concerns about student writings that contain threats to harm self and/or others or project a sense of hopelessness

- Follow the Intervention Flow Chart

DON'T:

- Assume that writings that contain references to causing harm to self and/or others are simply to gain attention or are for dramatic effect

SEE the following very informative website for more information about students who submit disturbing writing: <https://www.luther.edu/counseling/faculty/disturbing/>

STUDENT VETERANS

There are several general, even stereotypical preconceptions regarding veteran students on college campuses (e.g., a slamming door will startle a veteran student, or that they have to sit near an exit, or can't handle conversation concerning war or governmental policy). The truth is, there are as many veteran students who match these descriptions as do not. Veteran students may be ***but are not necessarily*** disabled or mentally ill. That said, our Counseling Department, Disabled Students Program and Services (DSPS), and Supported Education Services are aware of some unique challenges veteran students may face, and are available for managing stress, creating stability, and supporting growth.

DO:

- Be respectful
- Respect others' decisions in life and their opinions
- Treat veterans for who they are: Former military members seeking further education to improve their lives. They are looking to teachers for inspiration and guidance
- Strive for openness and the ability to agree or disagree while at the same time respecting others' opinions
- Recognize that some veterans like to be publicly recognized for their service, while others do not
- Listen carefully: If a veteran approaches a teacher and identifies as having something resembling a mental or thought-altering disability, then that faculty member should take every necessary step to see that veteran is accommodated for their stated condition
- Refer to the Contra Costa College Student Veteran's Center, SAB-110

DON'T:

- Demonstrate extreme bias, especially when discussing politics, war policy, or any sort of government agenda
- Diminish the veteran student's experience. They have committed a portion of their lives to dealing with government policy and its repercussions

ADDITIONAL VETERAN SUPPORT:

Shelter, Inc. of Contra Costa County

1815 Arnold Dr.
Martinez, CA 94553
(925) 335-0698
www.shelterincofccc.org

Swords to Plowshares

1433 Webster St #100
Oakland, CA 94612
(510) 891-8773
www.swords-to-plowshares.org

GUIDELINES FOR INTERVENTION

Openly acknowledge to students that you are aware of their distress, you are sincerely concerned about their welfare and the welfare of those around them, and that you are willing to help. Exploring their alternatives can have a profound effect. We encourage you, whenever possible, to 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 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 concerns 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 attempt to reach or help a troubled student, you may become more involved than time or skills permit.
7. You are legally responsible in terms of the mandatory reporting of child abuse and elder abuse.

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

We would like to thank San Jose City College for generously allowing us to use their guidebook, *Assisting the Emotionally Distressed Student: Administrator, Faculty, and Staff Guide 2014-2015*, as a model for this manual.

Appendix A: BAT (Behavioral Assessment Team) Members

BAT Member	Phone Extension	Email
Yasuko "Sue" Abe	43920	yabe@contracosta.edu
Yvonne Farr	43904	yfarr@contracosta.edu
Vicki Ferguson	43921	vferguson@contracosta.edu
Lt. Tom Holt	44857	tholt@4cd.edu
Mary Johnson	44990	majohnson@contracosta.edu
Aminta Mickles	44935	amickles@contracosta.edu
Kenneth Reynolds	43942	kreynolds@contracosta.edu
Dionne Perez	43911	dperez@contracosta.edu
JFK Graduate Interns	43960	wellness@contracosta.edu

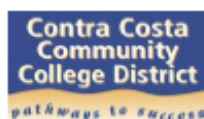
Contra Costa Community College District



Confidential Student Assistance Program

For Eligible Students*
of
The Colleges of Contra Costa

Contra Costa College ■ Diablo Valley College ■ Los Medanos College



To access your counseling sessions call Managed Health Network at (800) 227-1060
TDD (800) 327-0801, 24 hours a day, 7 days a week.

** Eligible students {taking six (6) or more units} are entitled to 5 sessions per benefit period (July 1 – June 30).*

Copies of this brochure may be obtained from the Student Services Departments at each college
Provided by Educational Programs and Student Services, District Office



Contra Costa Community College District STUDENT WELLNESS PROGRAM

We know as students you are spending the majority of your time balancing your academic, work and family obligations. College students today are faced with many social, emotional, and academic challenges and when experiencing these challenges, it is often difficult to perform academically. It can also impact your health and home life.

The Student Wellness Program is a partnership between the Contra Costa Community College District and JFK University's Community Counseling Centers. The Student Wellness Program allows students to receive short-term therapeutic services that address the challenges they experience both in and out of the classroom.

Therapists are JFK University graduate trainees and interns (supervised by licensed clinicians) committed to helping students realize their full potential and balance academic, work and family obligations.

The Student Wellness Program offers:

- > Free, confidential individual and/or specialized group therapy conveniently located on campus
- > Safe and welcoming environment to share feelings
- > Warm and caring therapists

For more information, appointments & referrals:

Contra Costa College: (510) 215-3960
WellnessCCC@email.4cd.edu

Diablo Valley College (Pleasant Hill): (925) 969-2148
Diablo Valley College (San Ramon): (925) 551-6204
WellnessDVC@email.4cd.edu

Los Medanos College (Pittsburg): (925) 473-7449
Los Medanos College (Brentwood): (925) 473-7459
WellnessLMC@email.4cd.edu

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Appendix D: Student Code of Conduct

STUDENT CODE OF CONDUCT

I. INTRODUCTION

The Student Code of Conduct is a statement of the Contra Costa Community College District's expectations regarding student standards of conduct, both academic and nonacademic. Students are expected to obey all laws and District policies and regulations. Students shall be subject to discipline for violation of these laws, policies, and regulations. Student misconduct may also be subject to other regulations of the District, including but not limited to regulations regarding complaints of harassment and discrimination.

II. DEFINITIONS

For the purpose of these Rules and Regulations, the following words and terms are defined as follows:

- A.** "Student" shall mean all persons enrolled in any courses at the colleges in the district, regardless of where courses are taught, whether they are enrolled fulltime or part-time, for credit or non-credit or not-for credit or contract education, and whether or not s/he is planning to earn a degree, certificate of achievement or other certification. Persons who are enrolled in online or hybrid courses are also considered 'students'. Persons who are not officially enrolled for a particular term, but who have been admitted to the college and enroll in courses from time to time, and have a continuing relationship with the college are considered 'students'.
- B.** "Governing Board" shall mean the Governing Board of the Contra Costa Community College District.
- C.** "District" shall mean the Contra Costa Community College District, including but not limited to its administrative staff and each of its colleges.
- D.** "College" shall mean a college operated and maintained by the District.
- E.** "Member of the College Community" shall mean the District Trustees, the academic, support staff, and administrative personnel of the District, the students of the District and any other person while on District or college property or at a District or college function or activity.
- F.** "Day" shall refer to a college instructional day unless otherwise noted.
- G.** "Good Cause" includes, but is not limited to the following offenses:
 - 1.** Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
 - 2.** Assault, battery, or any threat of force or violence upon a student or college personnel.
 - 3.** Willful misconduct which results in injury or death of a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District.
 - 4.** Use, sale, or possession on campus of, or presence on campus under the influence of any controlled substance, or any poison classified as such by Schedule D in section 4160 of the Business and Professions Code.
 - 5.** Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.

6. Persistent serious misconduct where other means of correction have failed to bring about proper conduct.
7. Other behavior that has grounds for disciplinary action.

III. GROUNDS FOR DISCIPLINARY ACTION

A. Students shall conduct themselves consistent with the Student Code of Conduct while on campus or participating off campus in online or hybrid courses, or at [a] college sponsored events or programs, including but not limited to field trips, student conferences, debate competitions, athletic contests, club-sponsored events, and international study programs, regardless of location. Students shall also conduct themselves consistent with the Student Code of Conduct in any matter related to school activity or attendance. Students shall be suspended or expelled only for good cause.

B. Misconduct that constitutes grounds for disciplinary action includes, but is not limited to:

1. Acts of academic dishonesty, [such as] including, but not limited to, cheating, tampering, fabrication, [lying,] plagiarism, or assisting others in an act of academic dishonesty. Cheating is defined as unauthorized copying or collaboration on a test or assignment, or the use or attempted use of unauthorized materials. Tampering is defined as altering or interfering with evaluation instruments or documents. Fabrication is defined as falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used. Plagiarism is defined as representing someone else's words, idea, artistry, or data as one's own, including copying another person's work (including published and unpublished material, and material from the Internet) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own. Assisting is defined as assisting another student in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone's grades or academic records, or inappropriately distributing exams to other students;

2. Other forms of dishonesty, such as lying, [plagiarism,] knowingly furnishing false information, or reporting a false emergency to any college official, faculty or staff member or office or to the District;

3. Forgery, alteration, misappropriation or theft, misuse of any District or college document, record, key, electronic device, or identification including, but not limited to, unauthorized grade changes and forged signatures on official college forms.

4. Misrepresentation of oneself or of an organization to be an agent of the District;

5. Obstruction or disruption [on or off District property] of teaching or of the District's educational process, administrative process, disciplinary procedures, or other District functions and activities, on or off District property;

6. Disruptive or abusive behavior, such as verbal harassment, habitual profanity or vulgarity, physical abuse, intimidation, hazing, or stalking of any member of the college community;

7. Vandalism, graffiti, or other willful misconduct which results in cutting, defacing, or other damages to any real or personal property owned by the District or a member of the college community;

8. Assault, battery, violence or threat of violence, or any willful misconduct

which results in an injury or death of a student or District personnel or behavior that threatens the health and safety of any member of the college community;

9. Theft of District property, or property in the possession of, or owned by, a member of the college community;

10. Violation of District or college policies or regulations including but not limited to those concerning the formation and registration of student organizations, the use of college facilities or the time, place, and manner of public expression or the distribution of leaflets, pamphlets, or other materials;

11. Failure to comply with the directions of the District or college officials acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so;

12. The use, sale, distribution, or possession on campus of, or presence on campus under the influence of, any controlled substances, or any poison classified as such by Schedule D section 4160 of the Business and Professions Code or other California laws on District property or at any District-sponsored event. This regulation does not apply when the person named on the prescription possesses the drugs or narcotics or when the drugs or narcotics are permitted for and are being used in research, instruction, or analysis;

13. Possession, consumption, sale, distribution or delivery of any alcoholic beverage in college buildings or on college grounds, or at college sponsored or supervised activities, regardless of their location, unless authorized by college officials.

14. Possession or use of explosives, dangerous chemicals, or deadly weapons on District property or at a campus function, without prior authorization of the College President;

15. Engaging in lewd, indecent, or obscene behavior on District- owned or controlled property or at a District-sponsored or supervised function;

16. Rape, date rape, sexual harassment, sexual assault, or threat of an assault upon a student or member of the college community on District property, or at a college or District-sponsored or supervised function;

17. Unauthorized use of, or misuse of District property, including, but not limited to, unauthorized possession, duplication or use of District keys and/or unauthorized entry into District property;

18. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board or College;

19. Knowingly assisting another person in the commission of a violation of the Student Code of Conduct;

20. Misuse of computers and networks which includes but is not limited to utilizing an unauthorized account, password, campus network, interfering with normal computer operations, circumventing data protection schemes or uncovering security loopholes, or violating terms of the software agreements.

21. Willful disruption of the orderly operation of the campus.

22. Leading or inciting others to disrupt scheduled and/or normal authorized Activities

23. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at college sponsored or supervised events

24. Unauthorized use of electronic or other devices to make an audio or video record of any person while on college premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not

limited to, surreptitiously taking pictures of another person in a gym locker room or a restroom.

25. Any other cause identified as good cause by Education Code section 76033, not identified above; or any applicable Penal Code sections, or other applicable local, state, or federal laws.

26. Any other ground constituting good cause.

C. Violation of parking laws, regulations, or rules shall not be cause for the removal, suspension, or expulsion of a student (Ed. Code § 76036).

D. Nothing in these procedures shall preclude a student with a disability from receiving appropriate accommodations as identified by Disability Support Services.

IV. TYPES OF DISCIPLINARY ACTION

The following discipline may be imposed, individually or in various combinations, on any student found to have violated the Student Code of Conduct.

WARNING: A warning is a written or oral notice to the student that continuation or repetition of certain conduct may be result in further disciplinary action.

RESTITUTION: Restitution is reimbursement by the student for damage to, loss of or misappropriation of property. Reimbursement may take the form of appropriate service by the student to repair property or otherwise compensate for damage.

PROJECTS AND ASSIGNMENTS: Projects and assignments may include educational projects, service to the college, and other related discretionary assignments.

DISCIPLINARY PROBATION: Probation is a status imposed for a specific period of time in which a student must demonstrate his or her conduct conforms to District standards of conduct as set forth in these regulations. Conditions may be imposed at the discretion of the District or the President's designee. Misconduct during the probationary period or violation of any conditions of the probation may result in more serious disciplinary action, such as loss of privileges, suspension, or expulsion.

LOSS OF PRIVILEGES: Loss of privileges is the denial of extra-curricular activities or other special privileges for a designated period of time. Violation of any conditions or campus regulations during the period of sanction may result in far more serious disciplinary action, such as suspension or expulsion.

REMOVAL: Removal of a student from class by an instructor or with the assistance of Police Services, if necessary.

SUSPENSION: Suspension is a separation from the District for a designated period of time after which the student will be eligible to return. A suspension may consist of (a)

a period of time from one or more classes for a period up to ten (10) days of instruction; (b) from one or more classes for the remainder of the school term; and (c) from all classes or activities of the college for one or more terms for up to three years.

EXPULSION: Expulsion is the permanent termination of student status by the Governing Board for good cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of the student or others. A student who is expelled is prohibited from participating in any college activities or programs and from entering District premises.

REVOCAION OF DEGREE

OR CERTIFICATION: A degree or certificate awarded from the college may be revoked for fraud, misrepresentation, or other violation of College standards in obtaining a degree or certification, or for other serious violations committed by a student prior to graduation.

V. RECIPROCITY OF SANCTIONS

During a period of suspension or expulsion, a student shall not be enrolled in any other college within the District. Disciplinary actions or sanctions shall apply to the student at all District colleges.

VI. CONDUCT RELATED TO COLLEGE

After a hearing the President's Designee may impose an immediate suspension on a student when such action is required in order to protect property, safety, and to ensure the maintenance of order on the campus or at a campus function.

No student may be removed, suspended, or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance.

VII. RECORD OF DISCIPLINARY ACTION

In accordance with Education Code section 76220, Community College Districts shall establish, maintain and destroy student records according to regulations adopted by the Board of Governors of the California Community Colleges. The president's designee will create a record of disciplinary actions, along with relevant supporting documents and evidence. Consistent with the Family Educational Rights and Privacy Act and District Student Services Procedure 3009, this record shall be maintained as a confidential student education record and may not be released without the permission of the student, except as permitted by law and policy. The student shall have a right to inspect the record and to challenge the contents. Disciplinary records shall be retained in a manner consistent with state law, and will be destroyed following the third college year after the college year in which it originated.

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

VIII. REMOVAL BY INSTRUCTOR

An instructor, for good cause, may remove a student from his or her class for the day of the removal and the next class meeting. (Ed. Code §§ 76032 and 76033.)

A. Procedures Before The Removal.

1. The instructor shall notify the student of the instructor's consideration of the removal from class and the reasons for the proposed removal.

2. The instructor may remove the student from the classroom immediately. Under normal conditions, the instructor should permit the student an opportunity to present a rebuttal to the accusation or otherwise offer relevant comment on the proposed removal. There need be no delay between the time notice is given to the student and the time of such a review.

3. The instructor shall decide whether or not to proceed with the proposed removal after hearing the student's explanation and considering all of the information relative to the issue. There need be no delay between the time notice is given to the student and the removal.

4. The decision may be given to the student either orally or in writing. The instructor's decision is final and may not be appealed.

B. Procedures After The Removal.

1. Immediately following the removal, the instructor must notify the College President or President's Designee of the removal.

2. If the student removed is a minor, the College President or President's Designee shall ask the parent or guardian of the student to attend a parent conference regarding the removal as soon as possible. If the instructor or the parent or guardian so requests, a college administrator shall attend the conference.

3. The instructor may request that the student meet with the College President or President's Designee, within three (3) days of removal, prior to returning to class.

4. During the period of removal, the student shall not be returned to the class without the concurrence of the instructor.

IX. PRELIMINARY PROCEDURES FOR SUSPENSION BY PRESIDENT'S DESIGNEE

The following procedures shall be taken before suspension except in the event that an emergency/interim suspension is made as set forth in Section XIV.

A. Administration. The President's Designee shall administer these procedures and take appropriate action, subject to the approval of the College President and the Governing Board if required herein or otherwise by law.

B. Disciplinary Action Which May Be Imposed. The President's Designee may suspend or impose a lesser sanction on a student. A suspension may consist of a period of time as follows:

1. From one or more classes for a period up to ten (10) days of instruction;
2. From one or more classes for the remainder of the school term;
3. From all classes and activities of the college for one or more terms. A suspension shall not exceed [two (2)] three (3) years.

C. Reporting Of Conduct. Alleged student misconduct shall be reported to the President's Designee. The President's Designee shall be the Vice President of Academic and Student Affairs or the Senior Dean of Student Services at Contra Costa College, the Dean of Student Life at Diablo Valley College, and the Senior Dean of Student Services at Los Medanos College. Other officials may be designated as the President's Designee, whenever necessary for the efficient operation of the District.

D. Investigation. Upon receiving a report of alleged student misconduct, the President's Designee shall initiate an investigation.

E. Notice. Before imposing discipline, the President's Designee shall give or make reasonable efforts to give the student oral or written notice of the reason for the proposed disciplinary action. If the student is a minor, the President's Designee shall also notify the parent or guardian of the investigation and charges.

F. Preliminary Hearing. Within a reasonable period of time (normally within five (5) days following the delivery to the student of the notice referred to above), the President's Designee shall offer the student an opportunity to attend a meeting ("Preliminary Hearing") at which time the student may present a rebuttal to the accusation or otherwise offer relevant comment on the proposed discipline. There need be no delay between the time of the notice given to the student and the time of the meeting. If the student fails to arrange a preliminary hearing (or if he/she fails to appear for a preliminary hearing he/she has arranged), the decision of the President's Designee will be final and not subject to a further Appeal Hearing.

G. Determination After Preliminary Hearing. Based on the evidence presented, [The] President's Designee shall decide whether or not to proceed with the proposed suspension and/or to recommend expulsion after hearing the student's explanation and considering all of the information. If the decision is to suspend for up to five (5) days, the President's Designee may inform the student of the decision and send a written confirmation to the student's last known address within five (5) working days. The confirmation shall include a statement that the decision to impose a suspension for five (5) days or less, or a lesser sanction, is not appealable. If the decision is to suspend for more than five (5) school days or to recommend expulsion, the President's Designee shall send the student a written notice via personal delivery or certified mail to the student's last known address as set forth below.

H. Notice To The College President. The President's Designee shall report any disciplinary action imposed to the College President.

I. Notification After A Suspension Of More Than Five (5) Days. If the President's Designee imposes a suspension of more than five (5) days, the President's Designee shall promptly send the student a letter of notification that is hand delivered or sent via certified mail to the student's last known address. The notification shall include:

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

2. A copy of the Student Code of Conduct [and Board Policy].

3. An explanation that a student who has been suspended for more than five (5) days is entitled to appeal the decision and has a right to a further hearing ("Appeal Hearing"). The notification shall also state that a request for an Appeal Hearing shall be filed within five (5) business days of the service or mailing of the notification, whichever is earlier. The written request for an appeal hearing must be submitted to the President's Designee, and must cite the specific ground(s) for the appeal (from those listed below), and provides information which substantiates the ground(s) on which the appeal is being made.

4. Grounds for appeal - A student may appeal the decision of the President's Designee on grounds that:

(a.) Fair consideration was not provided to the student, (i.e., there is evidence that some aspect of the hearing was prejudicial, arbitrary, or capricious).

(b.) New and significant information, not reasonably available at the time of the initial hearing, has become available.

(c.) The sanction or remedy imposed is not in due proportion to the nature and seriousness of the offense. Any evidence supporting these grounds must be included in the request for an appeal hearing.

5. A statement that the student has the right to be accompanied at an "Appeal Hearing" by an on-campus advisor of his or her choice. If the student decides to be accompanied by an advisor, the name and address of that advisor must be submitted to the President's Designee at the time the appeal is filed.

6. The President's Designee may note that he or she will also recommend expulsion.

7. The Notification shall include the date, time, and location of an Appeal Hearing if requested by the student.

J. Student Right To Appeal A Suspension Of More Than Five (5) Days. The student may accept a suspension in excess of five (5) days without admitting the conduct charged. In such a case, the decision of the President's Designee will be final and not subject to a further Appeal Hearing. Should the student not accept a suspension in excess of five (5) days, the student has a right to appeal. A suspension appeal must be filed by the student no later than five (5) business days from the date the notification letter is personally served or mailed.

K. Schedule Of Hearing. The President's Designee shall schedule an Appeal Hearing no later than ten (10) working days from the date of the suspension.

X. HEARING AUTHORITY FOR APPEAL HEARING

A. The College President will assign either an Administrative Hearing Officer or may utilize a Student Discipline Committee ("Committee") to conduct Appeal Hearings at the college ("Hearing Authority").

B. An Administrative Hearing Officer shall be a college official.

C. A Committee shall include: one faculty member, one administrator or manager, and one student. The selection process for the Committee, if any, will normally occur at the beginning of each academic school year.

1. The Academic Senate will select a faculty representative and alternate(s). Vacancies will be filled by an action of the Academic Senate.

2. The Associated Student Body will select a student representative and alternate(s). Vacancies of student members shall be filled by an action of the Associated Student Body.

3. The College President will select the administrative or management representative and alternate(s). The administrative or management representative will serve as the Committee Chair.

The student or the college staff member shall notify the Committee if he or she has a conflict of interest because he or she is involved in the discipline matter and, therefore, is unable to service as a neutral party.

4. Alternate faculty, administrative, and student members shall be appointed to ensure that a standing committee can always be convened promptly.

XI. APPEAL HEARING PROCEDURES

A. The President's Designee shall submit to the Hearing Authority: a description of the charges, notices, evidence, and a copy of the proposed decision. The President's Designee shall present relevant evidence regarding the alleged misconduct. The accused student may then present any relevant evidence. Each party may call, examine, and cross-examine witnesses. Written

statements, if any, shall be submitted under penalty of perjury. The Hearing Authority may also question witnesses. Opening and closing statements shall be limited to five (5) minutes. The President's Designee shall speak first, followed by the student.

B. The Hearing Authority shall rule on all questions of procedure and admission of evidence.

C. Hearings need not be conducted in accordance with strict rules of evidence or formality of a court hearing.

D. The Hearing Authority shall consider no evidence other than that evidence received at the hearing. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence, but shall not be sufficient in itself, to support a finding.

E. A student may be accompanied by an advisor of his or her choosing, at the student's request. The role of the advisor is passive in this procedure. The advisor may be present at the hearing and may counsel the student. The advisor may not address the Hearing Authority and shall not be permitted to participate in any way during the hearing except to offer counsel to the student. If the student decides to be accompanied by an attorney, the name and address of that attorney must be submitted to the President's Designee at the time the request for hearing is filed.

F. The Appeal Hearing shall be closed to protect the privacy and confidentiality of everyone involved unless the student and District agree in writing to have a public hearing at least five (5) days in advance of the hearing. A closed hearing will be closed to everyone except the following:

1. The student charged.
2. The Hearing Authority.
3. An advisor for the student charged, if so desired.
4. The President's Designee.
5. A witness, while presenting evidence.
6. An on-campus advisor for a witness while presenting evidence.

G. An official audiotape recording of the hearing shall be kept. The record shall be the property of the District. The student charged may listen to the tape at a mutually agreeable location at the college. An accused student may, upon request, be provided a copy at his or her own expense.

XII. HEARING AUTHORITY'S CONSIDERATION AND RECOMMENDATION

Following presentation of the evidence, the Hearing Authority shall privately consider the evidence with all persons excluded. The Hearing Authority shall send a written report to the College President within five (5) working days of the termination of the hearing. The report shall contain the following information:

A. A summary of factual findings and a determination that the accused student did or did not commit the act(s) charged.

B. A finding that the student's act(s) did or did not constitute a violation of the Student Code of Conduct.

C. A recommendation for upholding or modifying the proposed discipline. The Hearing Authority may also recommend further investigation.

XIII. COLLEGE PRESIDENT'S DECISION

A. The College President shall reach a decision after reviewing the report submitted by the Hearing Authority. The College President may refer the matter back to the Committee or hearing officer for further clarification on details of the case, such as evidence and findings of fact. The College President may uphold the

suspension, uphold the recommendation by the Hearing Authority, or adopt a lesser sanction, if appropriate. A written statement of the decision shall be sent via certified or registered mail to the student's last known address within three (3) working days of the College President's receiving the Hearing Authority's recommendation.

B. The decision of the College President to suspend or impose a lesser sanction shall be final and not subject to further appeal.

C. The College President shall report a disciplinary suspension of any student to the Governing Board at its next regular meeting after the suspension has been imposed. A copy of the suspension determination, including the reasons for the suspension, shall be placed in the student's permanent disciplinary record (not the transcript).

D. If the College President determines that a student should be expelled, he or she will forward that recommendation through the Chancellor, to the Board of Trustees for determination.

E. In the event that a College President is or will be unavailable for the making of a prompt decision, the College President may appoint an unbiased designee to act on the appeal.

XIV. EMERGENCY INTERIM SUSPENSION

A. An emergency/summary suspension is an immediate suspension imposed upon a student for good cause. (Ed. Code § 66017.)

B. Notwithstanding the foregoing, the College President or the President's Designee may impose an emergency/summary suspension. It is an extraordinary measure and shall be utilized when necessary to protect lives or property and to ensure the maintenance of order pending a hearing.

C. A preliminary hearing shall be provided within ten (10) calendar days of an emergency/summary suspension. (Ed. Code § 66017.) The procedures set forth in Sections IX and X shall apply to the preliminary hearing and any appeal hearing.

D. An emergency/summary suspension shall be reported to the Governing Board at its next regular meeting after such suspension has been imposed. A copy of the suspension may be placed in the student's permanent record at the discretion of the College President.

XV. NOTIFICATION

The College President or President's Designee shall, upon suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated of any acts of the student which may be in violation of section 245 of the Penal Code. (Ed. Code § 76035.)

XVI. EXTENSIONS OF TIME

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

XVII. EXPULSION

The Governing Board has the sole authority to expel a student. If the College President determines that a student should be expelled, he or she shall send the recommendation through the Chancellor to the Governing Board.

A. Within 30 instructional days of the receipt of the recommendation from the College President, and with the agreement of the Chancellor, the Governing Board shall conduct an appeal hearing in closed session with the accused

student and the College President (or President's Designee).

1. The hearing shall be closed to protect the privacy and confidentiality of everyone involved, unless (a) the accused student requests an open hearing, in writing, within 48 hours of being notified of the hearing, and (b) it is determined that holding the hearing in open session would not lead to the giving out of information concerning students which would be in violation of state or federal law regarding the privacy of student records.

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

a. The student charged.

b. An advisor/advocate for the student charged, if so desired. If the student chooses to be accompanied by an attorney, the student must notify the District in writing of his/her intent to bring an attorney at least five (5) business days prior to the hearing. Failure to notify the District will result in a waiver of the right to be accompanied by an attorney, or a one month postponement of the hearing.

c. The College President and/or President's Designee.

d. The Governing Board.

e. The Chancellor and/or District Legal Advisor

f. The student's parent(s) or guardian, if the student is a minor.

B. The accused student shall be notified in writing of the date and time of the hearing, and shall be provided with a copy of this policy. The notice shall be mailed via certified or registered mail, or served personally, if the student is a minor.

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

1. The President of the Governing Board will serve as chair of the hearing, and will rule on all questions of procedure and admission of evidence.

2. Hearings need not be conducted in accordance with strict rules of evidence or formality of a court hearing.

3. Before commencement of the hearing, the Governing Board shall review a description of the charges, notices, evidence, findings, and a copy of the proposed decision from the college-level disciplinary appeal hearing. The Governing Board shall consider no evidence other than that evidence received in the hearing process.

4. The College President (or the President's Designee) shall make a brief statement to the Governing Board, referring to relevant evidence regarding the alleged misconduct.

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

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

7. Upon completion of these statements, the Governing Board will have an opportunity to ask questions of both the student and the College President (or President's Designee).

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

9. The Governing Board shall issue a statement of decision including findings of fact and a determination that the accused student did or did not commit the act(s) charged, a finding that the student's act(s) did or did not constitute a violation of the Student Code of Conduct, and a decision as to whether the expulsion proposed by the President would be upheld or modified. The Governing Board may also recommend further investigation. Pursuant to Education Code section 72122, regardless of

whether the matter is heard in open or closed session, the final action of the governing board shall be taken in open session, and the result of that action shall be a public record. The name of the student, however, shall not be released.

10. The Chancellor's Office will send a written statement of the Governing Board's decision via certified or registered mail to the student's last known address within three (3) working days of the hearing.

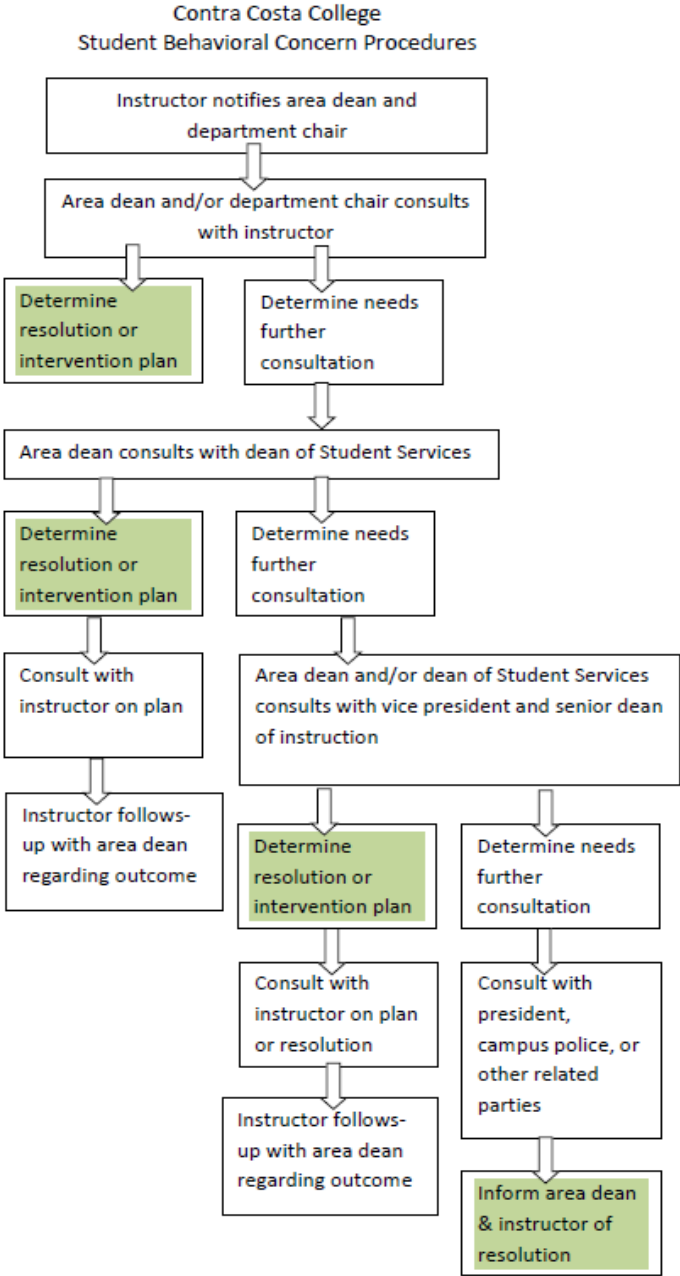
11. If the Governing Board's decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the decision. This statement shall become a part of the student's records.

12. The decision of the Governing Board is final, and not subject to further appeal.

13. The hearing shall be electronically recorded. The record shall be the property of the District. The student charged may listen to the tape at a mutually agreeable location at the college. An accused student may, upon request, be provided a copy of the recording at his or her own expense.

Education Code, Sections 66017, 66300, 66301, 72122, 76030-76037, 76234

Appendix E: Student Behavioral Concern Procedures



*Based on the severity of the concern, this procedure maybe altered or expedited. All notifications above must be documented in writing.

Contra Costa College
Student Behavioral Concern Procedures

Identifying Troubled Students: What Should I Look For?

- Sudden and pronounced changes in attendance or performance (e.g. increased tardiness or absences that are out of character for the student, drastically falling grades, refuses to participate in classroom or other activities, failure to complete assignments)
- Behavioral changes (e.g. student appears withdrawn or upset, becomes confrontational or argumentative, cries in class, falls asleep in class, smells of alcohol or marijuana, social isolation)
- Changes in attitude (e.g. student seems to have lost interest in school, is overly anxious about performance, seeks excessive reassurance, reports excessive stress, hopelessness, or difficulty concentrating)
- Suicide warning signs (threatening to hurt or kill themselves, talking or writing about death, dying, or suicide, violent or self-destructive behavior, reckless or risky behavior, intense anxiety, panic attacks, withdrawal from social and academic activities, previous suicide attempts)

Helping Troubled Students: What Should I Do?

- Invite the student to meet one-on-one
- In a non-threatening and non-judgmental way, identify the signs of trouble that you have witnessed
- Express your concern for the student's well being
- Ask the student to discuss their problems or concerns; listen respectfully and without judgment to what the student has to say
- Always take threats of suicide seriously. If the student expresses suicidal thoughts, do not leave them alone, and get help immediately. Call 911 or 1-800-273-TALK.
- If there is no imminent danger, encourage the student to access counseling services and provide them with the information to do so. If the relationship with the student permits, ask the student if you can contact counseling services on their behalf.
- If no counseling services are available, or it is after hours, provide student with telephone or internet counseling resources
- Explain that counseling/hotline services are available with no charge and are confidential
- Ask the student for permission to contact him/her at a later date to follow-up about the referral
- Document the conversation and share it with the department chair or dean, as appropriate

Resources

Immediate Support

- http://www.ulifeline.org/get_help_now
- 1-800-273-TALK (8255)

Campus/District Resources

- General Counseling: 510-215-3936
- Campus Police: 510-215-4149
- Student Assistance Program (SAP): 1-800-1060 (24 hours)
 - Free clinical counseling for student enrolled in 6 or more units

Updated 11/18/2013

Appendix F: What is Title IX?

What is Title IX (Gender Equity)?

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs and activities that receive federal financial assistance.

The Title IX regulation describes the conduct that violates Title IX. Examples of the types of discrimination that are covered under Title IX include sexual harassment, the failure to provide equal opportunity in athletics, and discrimination based on pregnancy.

SOURCE: U.S. Department of Education, Office for Civil Rights. *Title IX and Sex Discrimination*.

What is the purpose of Title IX?

Its purpose is to protect students from sexual misconduct committed by other students, school employees and third parties.

What is Sexual Misconduct?

It includes sexual harassment, sexual violence and physical acts against a person's will, rape, sexual assault, sexual battery, sexual coercion and repeated unwanted acts.

Who must report sexual misconduct?

A "Responsible Employee" must report possible sexual misconduct to the Title IX Coordinator. Exceptions are:

- Mental health counselors
- Health center employees
- Professionals with license requiring confidentiality
- Volunteer counselors

Who is the Title IX Coordinator at Contra Costa College?

To report or file a Title IX complaint, contact:

Vicki Ferguson, Dean of Student Services/Title IX Coordinator
Student and Administration Building, Room 219
510-215-3960 or 510-215-3921
vferguson@contracosta.edu

For more information about Title IX and the Office of Civil Rights go to: www2.ed.gov