Behavioral Intervention

and Violence Prevention Plan/Team Handbook

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For assistance:
Call 911 in the event of an emergency or crisis.
Call 234-5432 for immediate, non-emergency police assistance.
Call 234-5066 for the Lake Land College Police Department office receptionist or voicemail.
# Lake Land College
## Behavioral Intervention and Violence Prevention Plan

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Emergencies: Call 911 in the event of an emergency or crisis.
PART I

Introduction

While interacting with students across the college, staff may be confronted with situations in which a student displays concerning behaviors or comments, is disruptive to the campus environment, or creates an environment that may be intimidating or threatening to others. By providing information and assistance, this Behavioral Intervention/Violence Prevention Plan is designed to assist faculty, staff and administration in responding to these behaviors.

The Behavioral Intervention/Violence Prevention Plan was developed around implementation of a Behavioral Intervention/Violence Prevention Team (BIT). The overall goal of the BIT is to promote a safe environment focused on student learning and student development for all students and staff.

The Behavioral Intervention/Violence Prevention Plan was developed in accordance with the College and University Behavioral Intervention Team (CUBIT) model that was introduced by the National Center for Higher Education Risk Management in response to the Governor’s Panel Report on the Virginia Tech shootings and the Assessment-Intervention of Student Problems (AISP) model introduced by Ursula Delworth. The Behavioral Intervention/Crisis Prevention Plan complies with recommendations of the April 2008 State of Illinois Campus Security Task Force Report to the Governor and the Illinois Campus Security Enhancement Act.

Overall, the Behavioral Intervention/Violence Prevention Plan seeks to formalize the college’s processes for greater communication, collaboration and coordination in responding to concerns regarding student behavior.

The Behavioral Intervention/Violence Prevention Plan is available to all college staff on the S Drive. The campus community is educated regarding the plan itself and how to access the plan at various staff professional development activities on an ongoing basis.
**Behavioral Intervention/Violence Prevention Team**

**Functions** - The Behavioral Intervention/Violence Prevention Team (BIT) is a multidisciplinary team that meets regularly to serve six major functions for the college:

1. Provide staff training to recognize concerning, disruptive and/or threatening behavior;
2. Provide consultation and support to faculty, staff and administration in assisting students who display concerning or disruptive behaviors;
3. Gather information to assess situations involving students who display concerning or disruptive behaviors including implementation of a formal threat assessment process;
4. Recommend appropriate intervention strategies or disciplinary sanctions;
5. Connect students with needed campus and community resources; and
6. Monitor ongoing behavior of students who have displayed disruptive or concerning behavior.

**Team Membership** - The Behavioral Intervention/Violence Prevention Team is composed of representatives from four critical areas of the campus community and includes:
- Chair of Counseling and Judicial Affairs Advisement (serves as Team Chair)
- Chief of Police
- Instructional Faculty Members
- Vice President for Student Services

The BIT employs the services of a qualified mental health consultant as needed. Additional members from the campus community are included in meetings of the BIT as necessary.

**Meetings** - The Behavioral Intervention/Violence Prevention Team meets regularly to discuss topics related to student behavior and intervention and violence prevention. These discussions include information such as trends in student behavior, best practices in intervention and available resources.

Additional meetings are held to assess, intervene and monitor student concerns brought to the attention of the BIT.
**Assistance and Consultation for Faculty and Staff**

While interacting with students across the college, staff may be confronted with situations in which a student displays concerning behaviors or comments, is disruptive to the campus environment, or creates an environment that may be intimidating or threatening to others. The Behavioral Intervention/Violence Prevention Plan and BIT are designed to assist them.

**Responding to Student Misconduct and Students in Distress** - Appendices A and B provide guidelines for faculty and staff in responding to inappropriate student behavior and for reaching out to distressed or difficult students. If after reviewing the Guidelines more information or assistance is needed, the staff member should contact one of the members of the Behavioral Intervention Team for consultation and support. The BIT member may recommend specific strategies for the staff member to address with the student and/or may recommend submission of a Behavioral Incident Report for further assessment and follow-up by the BIT.

**Reporting Process**

**The Importance of Reporting Red Flag Behaviors** - The overall goal of the Behavioral Intervention/Violence Prevention Plan is to promote a safe college environment for all students and staff focused on student learning and student development. By encouraging all members of the campus community to report behaviors that are concerning, the BIT will be able to reach out to students to intervene, provide support and connect them with resources that can assist them. As such, the BIT asks that the campus community report concerning, “red flag” behaviors.

**Identifying “Red Flag” Behaviors** - Recognizing that it is not uncommon for college students to display some questionable or inappropriate behaviors, “red flag” behaviors are those questionable, suspicious or inappropriate behaviors that go beyond what seems normal or reasonable for the situation. “Red flag” behaviors may be presented through a student’s appearance, spoken or written words, or specific actions.

Examples of “red flag” behaviors include:

- Behaviors which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbal or written
- Overly aggressive behaviors toward others; inability to set limits or re-direct focus
- Poor decision-making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence; unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems
- Threats to others
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness
**Behavioral Incident Report** - The Behavioral Incident Report (See form in Appendix C) is designed to enable faculty, staff and students to voluntarily report “red flag” behaviors that may raise concerns and incidents of student misconduct at Lake Land College. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency or crisis situation that requires immediate attention, call 911.**

The Behavioral Incident Report Form may be accessed in the following ways:
- Via the LLC Hub by clicking the “Report an Incident” tab at the right of the screen
- Via the LLC Intranet on the “Faculty” page under “Forms” at http://www.lakeland.cc.il.us/internal/student_serv_reports/behavioral_incident.cfm
- Via the S drive in the Emergency folder

The Behavioral Incident Report provides a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on the nature and frequency of disruptions at Lake Land College. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

In accordance with the Lake Land College Student Code of Conduct, information provided in the Behavioral Incident Report may also be considered in determining appropriate disciplinary action with students.

**Student Concerns Regarding Other Students**

Any student with a concern about another student may submit a Behavioral Incident Report form. As with staff, students can identify themselves in the report or can submit the report anonymously. A student seeking to submit a concern about another student is encouraged to discuss their concerns with a counselor prior to submitting the report; however, it is not required. Behavioral Incident Report forms are available to students through the LLC Hub by clicking the “Report an Incident” tab.
PART II – Behavioral Intervention/Violence Prevention Team (BIT)

Behavioral Intervention/Violence Prevention Team Assessment

While there is no single set of warning signs that will reliably predict student behavior or campus violence, the assessment process looks for behavioral evidence that a student is planning or preparing to act out inappropriately or carry out some type of threat. Assessment is designed to distinguish between threatening and non-threatening cases in order to ensure the safety of the student of concern and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior.

Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Assessment Process

Information Gathering and Assessment - Once a Behavioral Incident Report has been received by the BIT, the team will meet to implement the assessment process. The most appropriate time to include the student in the process will be considered on a case-by-case basis.

In general, the BIT will gather preliminary information regarding the concern and then a team member will interview the student as part of the initial assessment process. The interview will provide the opportunity for the student to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:
- Interviews with all available parties with information about the situation
- Interviews with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by counselor/mental health professional
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student’s parents or family members
- Review of student’s academic and disciplinary history
- Legal/criminal background check
- Implementation of the Threat Assessment Checklist (Appendix D) and other threat assessment models appropriate to the situation.

Levels of Risk - Based on all data gathered, the BIT will utilize the following scale to determine the level of risk that the behavior/situation poses to the student and to others.

Low risk – There is no serious threat to the student of concern or others. At this level, any concerns between individuals can generally be resolved by addressing the conflict or dispute between the parties involved. Counseling and follow-up support may be recommended. Generally, in this situation, the student can acknowledge the inappropriateness of the behavior and engage in behavior to make amends with the other party.
Moderate risk - At this level, there may be a threat to self or others that could be carried out although there is no evidence that the student has taken preparatory steps. These students are generally displaying disruptive behaviors.

High risk – At this level, there appears to be an imminent and serious danger to the safety of the student of concern or others. It appears that specific steps have been taken to carry out a plan to harm.

**Intervention Strategies**

In most cases, a student displaying concerning behaviors is willing to work with the college and to obtain the assistance necessary to complete their educational program. When a student is in distress, feeling that they have support for resolving the concern may serve as prevention and provide the opportunity for student learning.

Based on the behavior displayed by the student and the assessment by the BIT, the BIT may make any of the following recommendations for intervention. Recommendations are made in consultation with the appropriate college department or administrator who takes any final action.

**Referral to college and/or community resources** - The BIT may refer the student to Counseling Services for intervention and connection with appropriate college and community resources.

**Voluntary withdrawal from classes** – Based on discussion with a counselor or member of the BIT, the student may choose to temporarily take time away from the college to deal with other concerns. The student may re-enter the college during any future semester.

**Referral to disciplinary process** – The BIT will make this referral to the Vice President for Student Services (VPSS) when it is determined that the student behavior may be in violation of the student code of conduct.

**Mandatory direct threat/safety assessment** – The BIT may recommend to the VPSS that students determined to be at high risk for danger to self or others be required to participate in a mandatory assessment by the college’s mental health consultant (at no cost to the student). The mental health consultant will conduct an assessment of direct threat, provide assistance in gaining access to emergency care for the student as needed, assist the student in establishing ongoing treatment as needed, and provide feedback and recommendations to the BIT.

**Interim suspension** – The BIT may recommend to the VPSS that students determined to be at high risk for danger to self or others be temporarily removed from the college based on imminent safety concerns. Generally, the interim suspension will require a mandatory direct threat/safety assessment evaluation prior to return.

**Involuntary withdrawal from classes** – In extremely high risk situations, the BIT may find it necessary to recommend to the VPSS an involuntary withdrawal for a dangerous student who will not comply with the requests of the BIT or agree to a voluntary withdrawal. Involuntary withdrawals will be determined based on the opinion of the mental health consultant that the student poses an imminent risk of serious harm to self or others. The length of withdrawal and conditions for re-enrollment at the college will be determined by the VPSS at the time that the withdrawal is imposed.
Criminal Charges - Students who have engaged in behavior that may be in violation of local, state or federal law may be referred for criminal prosecution. The LLC Police Department Chief will ensure a comprehensive investigation is conducted and determine whether probable cause exists for the filing of criminal charges. If probable cause is established, the BIT will consider prosecution as an intervention option.

Follow-Up and Monitoring

In addition to any of the specific intervention strategies described previously, the BIT will determine a plan for follow-up monitoring of each student. This may include checking with faculty and staff regarding student behavior and periodic meetings of the student and an assigned counselor or BIT member.

Feedback to Referring Individual

In accordance with FERPA, following assessment and intervention with the student of concern, the BIT will provide feedback to the referring individual to inform them of resolution of the case and any ongoing follow-up in which they may need to be involved.

Record Keeping

All records of the Behavioral Intervention/Violence Prevention Team pertaining to students will be stored in the office of the Chair of the Behavioral Intervention Team. Records will be maintained throughout the student’s enrollment at the college.
References


Appendix A
Responding to Student Misconduct:
Guidelines for Faculty and Staff

Student Code of Conduct
- The Student Code of Conduct is designed to clarify expectations for student conduct on campus (academic and social).
- Faculty and staff should be aware of the Student Code of Conduct and feel comfortable referring to it.
- The Code is available in Appendix F, in the Student Handbook and online at www.lakelandcollege.edu/studenthandbook.

Tips for Preventing Misconduct in the Classroom
- Just as instructors determine academic standards and evaluate student performance according to those standards, it is recommended that instructors determine social conduct standards for their classroom (no chatting in class, reading newspapers, sleeping, using cell phones, etc). For courses with online components, it is recommended that expectations regarding electronic communications be included.
- It is recommended that instructors provide specific information in the syllabus regarding classroom expectations in addition to a reference to the Student Code of Conduct. This not only sends a message to potentially disruptive students but also communicates to all other students that the instructor will ensure a classroom environment free from disruption.

Recommendations for Responding to Misconduct in the Classroom
(Progressive discipline to insure compliance with due process requirements)
Please note that progression through these steps depends upon the level and repetition of misconduct. Ideally, most incidents of misconduct will be remedied at Step 1 or Step 2.

Step 1:
- Provide an oral warning to student at the time that inappropriate behavior occurs.
- Consider reminding the entire class regarding expectations.
If the oral warning does not remedy the situation and the inappropriate behavior continues:

Step 2:
- Talk to the student individually after class or ask them to schedule a meeting for a later time. If it is not possible to talk with the student individually prior to the next class period, contact the student by phone, email or letter.
- During the discussion with the student, clarify the expectations for classroom conduct and seek the student’s cooperation in meeting those expectations. Provide a written warning because of the student’s failure to correct the behavior following the oral warning. Provide a copy of the written warning to the student. Indicate in the written warning that further incidents may result in the student being asked to leave class for the day and that if such response is necessary, a report will also be submitted to the Vice President for Student Services (VPSS) for further disciplinary action.
- In addition to the written warning, document all other information relevant to the student’s misconduct.
• Provide a copy of the written warning and other documentation to the Division Chair (DC). Also send a copy to the VPSS to be placed on file in the event of continued misconduct in this class or another.

NOTE: Step 1 and 2 may both occur during a single class period if a student fails to correct their behavior after being warned by the instructor.

If the written warning does not remedy the situation and the inappropriate behavior continues:

Step 3:
• If the behavior persists beyond the written warning or is so disruptive that immediate action is necessary, ask the student to leave the class for the remainder of the class period. If the student refuses to leave the class, call LLC Public Safety. If necessary, temporarily adjourn the class and ask another student to call Public Safety.
• Contact the DC and the VPSS immediately to discuss the situation.
• Document all relevant information.
• Provide a copy of the documentation to the DC and to the VPSS along with the Behavioral Incident Report.

NOTE: Instructors may direct a disruptive student to leave for the remainder of a class period. Longer suspensions or involuntary withdrawals require further disciplinary action through the student disciplinary process and the VPSS. Instructor documentation of the sequential events, adequate warnings, and actions are critical.

Step 4:
• Upon receipt of the Behavioral Incident Report, The VPSS will investigate the student’s violation of the Code and take appropriate action according to the Disciplinary Procedures outlined in the Student Handbook.
• The investigation may include review by the Behavioral Intervention Team, consultation with the student, faculty member, and DC. The faculty member and DC will be informed of the results of the investigation.
• If disciplinary action is to be taken, a student has the right to a formal hearing on the charges and actions. If a student requests a formal hearing by the Student Conduct Committee, the faculty member may be called upon to present a description of the events or to answer questions.

Meeting with an Angry or Potentially Threatening Student
Instructors should not meet alone with a student who may be a threat to their personal safety. Instead of asking to meet after class, instructors should schedule a specific appointment so that they have time to prepare for the meeting. Instructors should call a member of the Behavioral Intervention Team for consultation prior to the meeting. They should also alert and confer with their DC and/or colleagues of when the student will be meeting with them and ask one of them to either be on standby or to join in the meeting.
A Note on Due Process
To be in compliance with a student’s right to due process regarding disciplinary actions, it is important that the college:

1. provide a warning describing the nature of the misconduct including information on what section of the Code of Conduct the student has violated;
2. provide the student a reasonable opportunity to correct the behavior; and
3. provide a procedure to appeal the assessment of the conduct and any disciplinary actions taken (Amada, 1999).

References:


Appendix B
Responding to Students in Distress:
Guidelines for Faculty and Staff

The Role of Counseling Services

Counseling Services at Lake Land College centers around academic counseling. Counselors discuss with students issues that are affecting their academic progress and utilize student development theory to assist students in successfully navigating the college experience. Academic counseling focuses on educational and career planning and addressing academic difficulties due to under preparedness, deficient study skills, stress experienced by mentally healthy individuals and other factors. The counseling website provides additional information regarding the specific services offered by Lake Land College’s counseling staff.

Although the focus in Counseling Services is to provide academic counseling for students, it is recognized that college students do not only experience academic issues and difficulties. Many students are dealing with personal and sometimes even mental health issues. All of the counselors on staff at Lake Land College have a master’s degree in counseling and are trained to assess, address and appropriately refer students who are experiencing these types of issues.

Identifying the Distressed Student

Over the course of their career at Lake Land College, it is likely that staff will come into contact with a student they find challenging. It is important to understand the difference between a student having a bad day and a student who may need mental health treatment or intervention. All students go through a time of adjustment when they begin college. It is normal for students to feel anxious and sad to some degree within the first three months of beginning college, as they try to figure out how and where they fit. Concern should come when the distress to the student is in excess of what would be expected or if there is significant impairment in social, educational or occupational functioning. Whether a student is having difficulty with the transition to college, depression or anxiety, help is available. Staff are not expected to diagnose a student situation, but are asked to recognize when a student is in trouble and to connect them to Counseling Services. Counselors can then assess the situation and assist the student.

Adjustment Disorder - Stressors that can cause Adjustment Disorder include divorce, loss of employment, becoming a parent, retirement, death of a friend or family member, illness or injury. If a student has recently experienced one or more of these stressors, along with the stress of beginning college, their adjustment may be more difficult.

Anxiety - Many students suffer from anxiety. Some never make it to the classroom because of that anxiety. In the classroom, anxiety might look like: excessive worry, feeling “on edge”, panic attacks, avoiding speeches or group projects, leaving class early, fear of failure or criticism.

Depression - Periods of sadness are a normal part of the human experience; however, diagnosable depression is persistent and causes significant distress. If it appears that a student might be depressed, it is important to not assume that someone else in the student’s life will intervene. One of the characteristics of depression is isolation. An instructor may spend more time with a student than
anyone else all day. There are ways that depression manifests itself in the classroom. For example, the instructor might notice: sadness, inability to concentrate, missed classes, decreased motivation, isolation, decrease in personal hygiene, and a change from previous functioning.

**Tips for Responding to Students in Distress**

If a staff member suspects that a student is suffering from depression or anxiety, they should express their concern to the student and refer them to Counseling Services. Sometimes it is hard to know how to approach the student or what to say to a student who appears to be in distress.

1. If appropriate, invite the student to an office or a private place to talk rather than addressing the issue in a public place or in the classroom.
2. Gain an understanding of why the student is upset. This will help determine if the student is having a bad day or if they need intervention. Start the conversation by saying “If you want to tell me what is upsetting you, I’m here to listen” or a similar conversation starter.
3. Use active listening and repeat back to the student what they just said. Depending on the situation, staff may respond by saying “You sound very upset, what can I do to help?” or “You sound very upset, is it OK if I call a Counselor over to talk with you?”
4. If the student’s issue is one the staff member does not feel qualified or comfortable discussing, the staff member should contact Counseling Services. One question to consider is “Is the student’s response in excess of their stressor?” If so, intervention is warranted. Also, when it comes to helping students who are upset, in crisis or simply having a bad day, it is important for staff to evaluate their own comfort level. If staff feel uncomfortable or that they are entering territory they are not qualified to handle, contact Counseling Services.

**Scenarios**

The following examples demonstrate techniques for responding to a student in distress.

**Scenario #1**

Kari is obviously upset and tearful during class and the instructor asks her to stay after.

Instructor: I noticed you seem very upset. Are you OK? Would you like to talk about it?

Student: My grandmother passed away last week and I am having a really hard time. I really miss her and can’t seem to concentrate on anything.

Instructor: I am so sorry to hear about your grandmother. You must really miss her.

This student is having a normal response to the death of a loved one. The loss is still recent, only a week ago. Loss of concentration and tearfulness are a natural part of the grieving process. If the same scenario occurred and the loss of loved one occurred ten months ago, the staff member might consider referring the student to Counseling Services. Although everyone’s grieving period is different, if the student is still unable to concentrate and is having trouble functioning after ten months, she may need some professional help moving through the stages of grief.
Scenario #2

Bill started out the semester strong, but recently began missing class and not turning in work. The instructor asks him to stay after class to discuss his progress in the class.

Instructor: I noticed that you started out the semester very well, but lately you’ve been missing class and assignments. I’m concerned about your grade and success in this class.

Student: I’m feeling overwhelmed. I am in four classes and I work nights. I’m trying to balance that with my family. I just can’t seem to do anything right.

Instructor: It sounds like you have a lot on your plate right now, between work, school and your family. I think it would be good for you to talk with Counseling Services about how you can begin to relieve some of this stress.

If the student meets with a counselor, they can discuss time management, tutoring, withdrawing from a class or two and the time commitment it takes to be successful in class. Along with the academic issues the counselor and student can also discuss the student’s personal struggles. Maybe they are having problems in their relationship or are experiencing symptoms of depression that warrant a referral to a local community agency.

The common denominator in these scenarios:

- If a student appears to be struggling, or there is a change from their previous functioning, the staff member should express their concern to the student. It is important to not assume someone else in the student’s life will intervene.
- It is important to use Active Listening. This means clarifying and restating what a person just said. This assures the student that the staff member is listening and that he/she cares.
- Staff should assess their own comfort level. Everyone is different. Some instructors might feel comfortable talking for an hour with a student who recently lost a loved one. Others panic at the sight of tears and do not know what to do to help. Staff are encouraged to recognize their own boundaries and refer to Counseling Services when necessary.
- Counseling Services specializes in helping mentally healthy students through college related stress. They also provide assessment and referral for personal or mental health problems.

Responding to a “Clingy” Student

Instructors sometimes encounter a student who has become very comfortable with them, the “clingy” student. Some students bond very quickly, especially with an instructor who has helped them through some sort of stressor. Sometimes instructors must set boundaries with students who do not understand the instructor-student roles. It is not appropriate for a student’s instructor to act as the student’s “counselor.” This puts the instructor in an awkward situation, especially when they are giving a grade at the end of the semester. To address the situation, it is important for the instructor to be clear and firm. An instructor might say: “Did you have the opportunity to stop by Counseling Services to discuss these issues? I really think it would be helpful. Let’s call over and see if we can make you an
appointment”; or “As your instructor, it is important that we focus on your academics and progress in my class. However, we do have an office on campus that might be a great resource for you.”

**Counseling Services Contact Information**

Staff who observe a student who needs assistance should encourage them to meet with a counselor in Counseling Services. Regardless of the type of stress the student is experiencing, Counseling Services can help.

Staff may accompany the student to Counseling Services or assist them in telephoning to schedule an appointment. If the staff member believes that the student needs immediate assistance from a counselor, they may contact Counseling Services and describe the situation so that appropriate intervention may be arranged.

In person: Student Services Wing of the Luther Student Center
By phone: 234-5232 or individual counselor extensions
By email: counsel@lakeland.cc.il.us or individual counselor email
Behavioral Incident Report

This Behavioral Incident Report is designed to enable faculty, staff and students to voluntarily report “red flag” behaviors that may raise concerns and incidents of student misconduct at Lake Land College. An incident, in this context, is an event that does not warrant immediate intervention. In the event of an emergency or crisis situation that requires immediate intervention, call 911. The Behavioral Incident Report will provide a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on the nature and frequency of disruptions at Lake Land College. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. In accordance with the Lake Land College Student Code of Conduct, information provided in the Behavioral Incident Report may also be considered in determining appropriate disciplinary action with students.

Student information: (please enter as much information as possible)

Name____________________________________ Student ID #____________________________________

Incident Information:

Date of incident____________________________ Date form completed____________________________

Class/Location of incident____________________ Time of incident (approximate)____________________

* Name of person reporting incident________________________ Phone____________________________

Email address______________________________________________

Are you a [ ] student   [ ] employee   [ ] other (please explain)____________________________________

Name(s) of others involved or witnesses________________________________________________________

Please provide a detailed description of the incident, paying particular attention to the behaviors of the student. Concrete, specific observations are most useful. Avoid providing judgments, assessments and opinions:

Please describe conversations you have had with the student and any action you have taken regarding this incident:

Please submit completed form to the Office of the Vice President for Student Services

* Individuals are allowed to make anonymous reports, however, if a name is not provided it may hamper the team’s ability to seek follow up information that may be critical in determining an appropriate course of action. If a name is provided, the team will provide feedback regarding actions taken.
Appendix D

Behavior/Threat Assessment Checklist

This checklist is designed to be used by the College’s Behavioral Intervention Team in assessing risks for potential violence by a student who has made a threat (verbal or written) or whose actions are suspicious enough that a reasonable person might believe that the student may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>First</th>
<th>Middle Initial</th>
<th>Student ID or Birthdate</th>
</tr>
</thead>
</table>

**Observed or known behaviors:**
- has access to weapons
- appears to have fascination with weapons or explosives
- is knowledgeable about or has used weapons
- has history of bringing weapon to school
- has made recent threats to act out violently
- has provided evidence of making plans to act out violently, named a specific target for violence
- history of arrests/convictions for violent acts
- identifies contingencies that would provoke an act
- is brooding over an event in which he/she was perceived to be unfairly treated
- expresses unreasonable feelings of being persecuted by others
- has experienced a recent life stressor or event
- appears to be a loner and reveals having no close friends
- has a history of being bullied or teased
- does not show concern for legal or personal consequences
- appears to lack appropriate empathy or remorse
- has threatening and/or loud speech, disorganized speech
- is observed as maintaining prolonged stares
- is observed with signs of agitation (pacing, clenched fists, etc.)
- reveals feelings of depression, hopelessness, despair
- refuses to communicate
- known to abuse alcohol or to use illicit drugs
- constantly blames others and refuses to take responsibility
- identifies with offenders, praises other school violence events
- engaged in property damage
- other students/staff/faculty are afraid of this student
- says they have no options or there is no way out for them
- appears suicidal
- prior suicide attempts and self infliction of injuries
- history of obsessively following or stalking others
- has thought insertion, someone putting thoughts into their head
- auditory, command, or visual hallucinations
- diminished self care (dirty, disheveled, poor hygiene)
- psychiatric disorder diagnosis
- gang membership

**Behavioral Intervention Team Assessment:**
- High Risk
- Moderate Risk
- Low Risk

Behavioral Intervention Team | Date
---|---

Checklist provided by Threat Assessment Team, John Wood Community College, Spring 2008. Revised by Lake Land College Behavioral Intervention Team Summer 2008
Appendix E
Complying with FERPA

Lake Land College Board Policy 07.11
Confidentiality of Student Records

In accordance with provisions of Public Law 93-380, as amended (P.L. 93-568), the Family Educational Rights and Privacy Act of 1974, commonly known as the “Buckley Amendment,” Lake Land College maintains only those “Educational Records” which are essential to the process and procedures required to develop and maintain an accurate academic record for each student and to support such student accounting needs and requirements as are imposed by law, state and federal regulations, and College operational procedures. These records may be found at the following offices: Admissions and Records Office, Accounting Office, Student Services Offices, Academic Divisions, Departments and Advisors. Subject to provisions of College policy, students may review their records upon request.

Information contained in a student’s educational record is confidential and will only be released upon appropriate written authorization of the student, ith the following exceptions:

1. Lake Land College may disclose education records or components thereof without written consent of students to:
   A. Authorized representatives of the following for audit or evaluation of federal- and state-supported programs, or for enforcement of or compliance with federal legal requirements which relate to those programs:
      (1) The Comptroller General of the United States.
      (2) The Secretary of the Department of Education.
      (3) State educational authorities.

   B. State and local officials to whom disclosure is specifically required by State statute adopted prior to November 19, 1974.

   C. Veterans Administration officials [not covered by FERPA but specified under Title 38, Section 1790 (c), United States Code].

   D. Other school officials determined by the institution to have a legitimate educational interest.

   E. Officials of other institutions in which a student seeks or intends to enroll on the condition that Lake Land College makes a reasonable attempt to inform the student of the disclosure unless the student initiates the transfer.

   F. Persons or organizations providing financial aid to students, or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of terms of said aid.

   G. Organizations conducting studies for, on or behalf of, educational agencies or institutions to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction. Those organizations may not disclose personally identifiable information on students, and information secured must be destroyed when no longer needed for their projects.
H. Accrediting organizations carrying out their accrediting functions.

I. Parents of a student who have established that student’s status as a dependent according to Internal Revenue Code of 1954, Section 152.

J. Persons in compliance with a judicial order or a lawfully issued subpoena, provided that Lake Land College makes a reasonable attempt to notify the student in advance of compliance.

K. Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of students or other persons.

L. An alleged victim of any crime of violence (as that term is defined in 18 U.S.C. 16) of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

2. Lake Land College makes public certain “directory information” about students. It is the intention of the College to do so, within the scope of regular College policies and as may be appropriate to the normal course of College business and operations. The following information is regarded to be “directory” type information, and some or all of it may be made public: student name, address, and telephone listing, e-mail address, enrollment status (full- or half-time), student classification, major field, participation in officially recognized activities and sports, weight and height of members of athletic teams, age and/or date of birth, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. Any student objecting to his or her directory information being made public must file notice in writing of such objections with the Admissions and Records Office by the first meeting of classes for the fall semester.

Adopted November 9, 1998
Revised January 15, 2001
Revised January 14, 2002
Revised December 14, 2009

NOTES for Behavioral Intervention/Violence Prevention Team:

FERPA does not apply to the following information: a) information gained through personal observations or direct interactions with students, b) records created and maintained by a law enforcement unit for law enforcement purposes, and c) student medical records.

Documents that describe a staff member’s personal observations or direct interactions with a student that are maintained by an employee of the institution are considered to be educational records and therefore are subject to FERPA guidelines. However, verbal disclosure of the information is not subject to FERPA.

When law enforcement documents are shared with other staff at the college including the BIT, they become subject to FERPA guidelines.
Appendix F
Student Conduct Code

Actions or activities that constitute misconduct will result in appropriate disciplinary action which may include reprimand, disciplinary probation, suspension or dismissal from the College. Academic misconduct may be punished by an academic sanction in the course and/or program in which the misconduct occurred (See Academic Integrity section). Violations of the Student Conduct Code include, but are not limited to, the following:

1. All forms of academic dishonesty (See Academic Integrity section).

2. Conduct that is a crime by the criminal law of the State of Illinois, local government or the United States that takes place on College property or in the course of a College activity. Such violations are also subject to referral to the College’s Public Safety Department and/or civil authorities for investigation and action.

3. Unauthorized taking or possession of College property or services or the property or services of others.

4. Misrepresentation or falsification of any official records required of the student by the College.

5. Using language that is degrading or abusive to any person.

6. Possession, on person or motor vehicle, or use of:
   1. Illegal drugs
   2. Illegal fireworks, incendiary devices, or other dangerous explosives.
   3. Alcoholic beverages on any College property or at College sponsored activities.

7. Possession, on person or motor vehicle, or firearms or other dangerous weapons on College property or at College sponsored activities.

8. Participation in the name of the College in any non-sanctioned activities off-campus.

9. Intentional damage to or destruction of College property or of property on College premises belonging to others.

10. Failure to comply with the directions of College officials and their authorized agents acting in the performance of their duties.

11. Threatening, attempting, or committing physical violence against any person, or endangering the health and safety of any person, or acting, abetting, encouraging, or participating in a riot or rioting or inciting a riot on College property or at a College activity.

12. Reckless driving and parking student vehicle in unauthorized areas (see Motor Vehicle & Parking Regulation brochure).
13. Intentional actions which obstruct, disrupt, or physically interfere with the use of College premises, buildings, rooms, or hallways, or refusal to vacate a building, street, sidewalk, driveway or other facility of the College when directed to do so by a College official.

14. Preventing or attempting to prevent any guest speaker from being heard or causing a speaker to suspend or interrupt the presentation.

15. Misusing, altering, or fabricating an ID card.

Actions or activities not committed on College property may also be subject to penalties if, at the sole discretion of the College, the best interest of the College, student body and educational processes is served.

In the event of disruptive activities on campus, the College will immediately request assistance from the Department of Public Safety and/or proper law enforcement agencies, and those involved will be subject to arrest and/or College disciplinary action.

**Disciplinary Procedures**

When the Vice President for Student Services is presented with sufficient evidence to indicate a student is suspected of violating rule(s) of the Student Code of Conduct, the Vice President will notify the accused student in writing of the alleged violation and require the student to appear in the Office for Vice President for Student Services at a date and time specified to review the evidence. Any written notice will be delivered in person or deposited in the United States mail by certified or registered mail addressed to the student’s last known address. The last known address shall be that address as reported to the Admissions and Records Office at the time of the student’s last enrollment. If after discussion, or if the student fails to appear, and if the Vice President for Student Services is satisfied that the violation occurred as alleged, the Vice President shall notify the student and shall propose a penalty by means of a written notice. The Vice President for Student Services may impose the following penalties:

**Reprimand.** Notice, orally or in writing, that the student is or has violated the Student Code of Conduct, and continuation or repetition of violations may be cause for more severe disciplinary action.

**Academic Sanction.** Student may receive a reduced or failing grade in the course(s) and/or disenrollment from the course or academic program.

**Disciplinary Probation.** Student is prohibited from participating in, scheduling, or attending any extracurricular activities of the College for a specific time period.

**Suspension.** Exclusion from classes and other College activities for a specific time period not to exceed one calendar year. Petition for readmission at the end of the time period must be made through the Student Conduct Committee.

**Dismissal.** Exclusion from classes and other activities for one calendar year or longer. At the end of the time period, the student must petition the Student Conduct Committee for readmission. Students who re-enter the College and do not meet the conditions required by the Student Conduct Committee may be permanently dismissed.
The student, by such notice, shall be informed of the charges and actions to be taken and given ten (10) days to notify the Vice President for Student Services in writing if he/she wishes a formal hearing on the charges and actions by the Student Conduct Committee.

If no student written response is received in the Office of the Vice President for Student Services in ten (10) calendar days, no hearing shall be held, the penalty proposed by the Vice President for Student Services shall be imposed, and the action shall be considered final.

If the student indicates a desire for a formal hearing by the Student Conduct Committee, he/she will be notified of the time, place and the process related to the Committee hearing. The Student Conduct Committee appointed by the President shall consist of five (5) members: two (2) students, two (2) faculty and one (1) administrator. The Student Conduct Committee hearing shall be private, unless agreed to the contrary by College officials and the defendant. At the hearing, the Vice President for Student Services will present the charges against the student and will make a recommendation concerning the type of discipline. The student will be allowed to present his/her case and have witnesses testify on his/her behalf. The student may have an attorney present or an advisor of his/her choice to advise him/her, but not to act as a spokesperson for the student. The College may also have its attorney present. Any party to the hearing may present witnesses subject to cross-examination. The decision of the Student Conduct Committee will be determined by a majority vote of the membership, with all deliberations private, without the presence of the student, the Vice President for Student Services, attorneys, etc. The function of the Student Conduct Committee shall be to determine the innocence or guilt of the student and the appropriate penalty. A complete set of minutes of the proceedings shall be taken and made available to College officials and the student.

If the student is found innocent, all record of charges, documentary evidence and testimony of witnesses shall be destroyed, with only a copy of the minutes retained. If the student is found guilty of misconduct by the committee, the Student Conduct Committee shall determine the exact disciplinary penalty and recommend such, sending its written recommendation to the President with copies to the Vice President for Student Services and the student. The type of penalty may include reprimand, disciplinary probation, suspension or dismissal from the College. Academic misconduct may include academic sanctions such as giving the student a reduced or failing grade in the course, or disenrollment from the course or academic program. The president may either endorse the recommendation or overrule the actions of the Student Conduct Committee.

The President will communicate this official College decision to the student. The decision of the President to the Board of Trustees of Lake Land College by giving written notice within ten (10) calendar days of the date of the written decision of the President.