Kaskaskia College
Behavioral Intervention and Violence Prevention Plan

Team Handbook

07/24/2024

For assistance:
Call 911 in the event of an emergency or crisis.
Call Extension 3199 for immediate, non-emergency police assistance.
Call 618-545-3199 for the Kaskaskia College Department of Public Safety

Kaskaskia College Behavioral Intervention and Violence Prevention Plan

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618-545-3012   **618-545-3199**

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 Kaskaskia College website. 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

The mission of the Behavioral Intervention/Violence Prevention Team (BIT) is to support the health, safety, and success of students through a caring and coordinated program of identifying and responding to student behaviors of concern.

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

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

Team Membership - The Behavioral Intervention/Violence Prevention Team is composed of representatives from at least four critical areas of the campus community and includes:
- Director of Equity and Access
- Chief of Police
- Instructional Faculty Members
- Vice President of Student Services
- Student Support Services
- Counselor (serves as Team Advisor)

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 *Safety Review Request* for further assessment and follow-up by the BIT.

Reporting Process

The Importance of Reporting Red Flag Behaviors - The overall goal of the Behavior 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 that regularly interfere with the 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

Safety Review Request - The Safety Review Request (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 Kaskaskia 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 Safety Review Request form may be accessed in the following ways:
- Via MyKC
  - Report an Incident
    - Safety Review Request
- Department of Public Safety Website - Safety Review Request link

The Safety Review Request 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 Kaskaskia College. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

In accordance with the Kaskaskia College Student Code of Conduct, information provided in the Safety Review Request 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 Safety Review Request 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. Safety Review Request forms are available to students through the KCPD Campus Police Hub by clicking the "Fill Out a Safety Review Request" button, clicking the Safety Review Request link under the Helpful Resources heading, as well as the Behavioral Intervention Team webpage.

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 inappropriate behavior.

Assessment assists in the 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 Safety Review Request has been received, 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/their concerns about the situation and ask for needed assistance in solving it. The 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 a 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 of Student Services of Student (VPSS) when it is determined that the student's behavior may be in violation of the student code of conduct.

Referral to Title IX process- The BIT will make this referral according to the procedures set forth in Board Policy 5.1001 When it is determined that the student's behavior may be in violation of Title IX regulations. (See appendix G)

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 Counselor or a mental health consultant (at no cost to the student). The Counselor or 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 Kaskaskia 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, BIT member, or other designated person.

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 the 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 electronically on the college's internal data system, accessible by members of the Behavioral Intervention Team. Records will be maintained throughout the student's enrollment at the college.

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

<u>Student Code of Conduct</u>
- 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 Student Code of Conduct is available online via the Campus Policies and Procedures and within the Student Handbook

<u>Tips for Preventing Misconduct in the Classroom</u>
- 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.

<u>Recommendations for Responding to Misconduct in the Classroom</u>
(Progressive discipline to ensure 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 students 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 a response is necessary, a report will also be submitted to the Vice President of Student Services (VPSS) for further disciplinary action. Reports can be submitted electronically through the "report an incident" Quick link as Student Misconduct
- 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 Department Chair (DEAN). Also send a copy to the VPSS to be placed on file in the event of continued misconduct in this class or another. Supporting documentation can be submitted along with the electronic [Student Misconduct Report](#) to satisfy this step.

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 the Kaskaskia College Police Department. If necessary, temporarily adjourn the class and ask another student to call Kaskaskia College Police.
- Document all relevant information within the electronic [Student Misconduct Report](#) form

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 DEAN. The faculty member and DEAN 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 Police Department for consultation prior to the meeting. They should also alert and confer with their DEAN 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:

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

The Role of Mental Health Counseling

The College maintains a contract with Family Life Consultants in Collinsville, IL to provide an independently licensed counselor (LCPC, State of Illinois) who provides on-site counseling services free to students. This individual will serve as a consultant to the Behavioral Intervention Team as needed.

Identifying the Distressed Student

Over the course of their career at Kaskaskia College, it is likely that staff will encounter 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's 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 address the issue in a public place or in the classroom.
2. Understand why the student is upset. This will help determine if the student is having a bad day or needs intervention. Start the conversation by saying, "If you want to tell me what is upsetting you, I'm here to listen" or a similar phrase.
3. Use active listening and repeat back to the students 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, assist them with a referral to Timelycare or a crisis line for on-demand support.

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 a 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.

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 stressors. 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, which may include the on-site counselor or Timelycare 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 or emailing counseling@kaskaskia.edu 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: HB 137
By phone: 618-545-3012
By email: counseling@kaskaskia.edu

Safety Review Request

This Safety Review Request is designed to enable faculty, staff, and students to voluntarily report "red flag" behaviors that may raise concerns and incidents of student, faculty, or staff misconduct at Kaskaskia College. In this context, an incident 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 Safety Review Request form 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 Kaskaskia College. This form provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. In accordance with the Kaskaskia College Student Code of Conduct, information provided in the Safety Review Request may also be considered in determining appropriate disciplinary action with students. Safety Review Requests can be accessed electronically through the "Report an Incident" Quicklink within MyKC or on the Department of Public Safety Website.

Safety Review Requests will seek collect the following information:

Please enter as much information as possible
Name of Reporter (Optional): _____
Contact Information (Optional): _____
Are you a ☐ student ☐ employee ☐ other (please explain) _____

Incident Information:
Location of incident: _____
Date and Time of Incident: _____

Reporter Observation: _____

_____
_____
_____

Please provide a detailed description of the incident, paying particular attention to the behavior of the person in question. Concrete, specific observations are most useful. Avoid providing judgments, assessments and opinions. Describe conversations you have had with the individual and any action you have taken regarding this incident.

Weapon(s) Involved? YES or NO (Circle Response)
If Weapons were involved, what Type? _____

Person of Concern:
Name (If Known) _____
Height: _____   Gender:_____
Weight:_____   Race/Ethnicity: _____
Eyes: _____   Hair: _____

Name(s) of others involved or witnesses _____

Please submit completed paper forms to the Kaskaskia Campus Police Department
Located at HB 103

* 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, feedback will be provided regarding actions taken when appropriate.

Appendix D
Behavior/Threat Assessment Checklist

This checklist is designed to be used by the College's Behavioral Intervention Team to assess the 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 individual may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

_____

Individual's Last Name   First   Middle Initial   Student ID or Birthdate

Observed or known behaviors:
- ❐ has access to weapons
- ❐ appears to have a fascination with weapons or explosives
- ❐ is knowledgeable about or has used weapons
- ❐ has a history of bringing weapons 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
Checklist provided by Threat Assessment Team, John Wood Community College, Spring 2008.
Revised by John A. Logan College Behavioral Intervention Team Summer 2024

Appendix E
Confidentiality of Student Records

The Family Educational Rights and Privacy Act ("FERPA") affords students certain rights with respect to their "Education Records". Kaskaskia College maintains only those "Education Records" that 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 state and federal law and regulations and College policies and operational procedures students may inspect and review their records upon written request.

Personally identifiable information contained in a student's Education Record is considered confidential and will not be released without the written consent of the student except as authorized under FERPA and/or its implementing regulations. Requests for Education Records shall be fulfilled through the College's Admissions and Records Office, which has responsibility for maintaining and disclosing Education Records.

The College has designated the following information as "directory information": student name, mailing address, phone number, enrollment status (full-time or part-time), date of birth, major field of study, student classification, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, and awards received, most recent previous school attended, and photographs. Any student objecting to his or her directory information being made public must file a notice in writing of such objection with the Registrar's Office.

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 Code of Conduct and Disciplinary Procedures

The Student Code of Conduct seeks to support student engagement in learning and leadership and prevent interference with educational opportunities by maintaining an orderly, safe, educational environment. The purpose of the Code is to give students general notice of prohibited behaviors and ensure that students do not engage in conduct that disrupts the educational environment and the normal operations of the College.

The Student Code of Conduct should not be equated to state or federal criminal codes. The Code, grounded in procedural fairness, is focused on disciplined and courteous truth-seeking, not adversarial procedures. Kaskaskia College requires that in all situations, students be informed of the charges against them and be given a fair opportunity to refute the charges.

Actions or activities that constitute violations of the Student Code of Conduct will result in appropriate disciplinary action. The Student Code of Conduct and Disciplinary Procedure is outlined in Board Policy 5.1003 – Student Code of Conduct Procedure

Appendix G
Sexual Harassment and Sex Discrimination

Kaskaskia College is committed to maintaining a safe and healthy educational and employment environment that is free from sex discrimination and sexual harassment, which includes discrimination based on sexual orientation or gender-related identity.
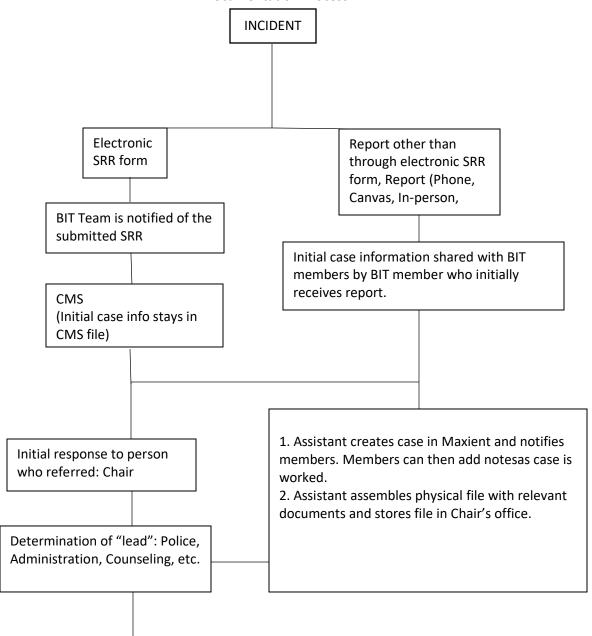
Sex discrimination, sexual harassment, sexual misconduct, and sexual violence are prohibited. It is the policy of the College that no staff member, student, or other member of the College community shall be subject to sexual harassment or sex discrimination in any form.

Detailed information about campus policy and procedure regarding Sexual Harassment and Sex Based Misconduct is outlined in Board Policy and Procedure 5.1001 – Prohibiting Sex Discrimination

This Policy will also be published in the Student Handbook under the Addressing Sexual Violence / Sexual Harassment section. The online Student Handbook is available on the College's website.

Appendix H

BIT Documentation Process

INCIDENT

Electronic
SRR form

Report other than
through electronic SRR
form, Report (Phone,
Canvas, In-person,

BIT Team is notified of the
submitted SRR

Initial case information shared with BIT
members by BIT member who initially
receives report.

CMS
(Initial case info stays in
CMS file)

Initial response to person
who referred: Chair

1. Assistant creates case in Maxient and notifies
members. Members can then add notesas case is
worked.
2. Assistant assembles physical file with relevant
documents and stores file in Chair's office.

Determination of "lead": Police,
Administration, Counseling, etc.

BIT cases – documentation retained by Committee Chair
Title IX/VAWA cases – documentation retained by Title IX Coordinator
Discipline cases – documentation retained by VPSA
Law Enforcement cases – documentation retained by PD

Appendix I
Examples of Behaviors

Examples of Annoying Behaviors

Annoying behaviors are the most common type of behavior. They may not be disruptive or concerning, but they can cause discomfort in others. If left unaddressed, these behaviors may lead to more concerning behaviors in the future.
- Staring
- Not picking up on social cues
- Standing within others' personal space boundaries
- Contacting an office multiple times
- Taking/making calls, texting, or using smartphones for social media during class
- Involving parents or attorneys in situations
- Frequent interruption of the professor or asking non-relevant, off-topic questions
- Eating or drinking without permission (i.e., in a class or office)
- Reading a magazine, doing work, or studying for another class in class
- Not doing homework or not being prepared for class
- Minor hygiene issues

Examples of Disruptive Behaviors

Disruptive behaviors will have a significant effect on the classroom, office or campus environment, but may not appear to be an immediate threat. Some of these behaviors may still warrant contacting University Police or reporting an incident to the BIT.
- Students misuse of technology in the classroom or other public place
- Inappropriate or revealing clothing (i.e. extremely sexually provocative clothes, pajamas)
- Crosstalk or carrying on a side conversation while the professor is speaking
- Interruptions such as frequent use of the restroom, smoke breaks, etc.
- Poor personal hygiene that leads to disruption or lack of focus
- Yelling or being excessively loud
- Excessively interacting with an office to impede work from being completed
- Entitled or disrespectful talk to faculty, staff, or other students
- Arguing grades or assignments for extra points after the professor has asked the student to stop
- Refusing to leave or cooperate
- Showing up to class, work, or other events in strange, inappropriate clothing (i.e., costumes)

Examples of Dangerous Behaviors

Dangerous behaviors indicate possible violence or cause concern that should be addressed quickly and by someone with appropriate training. It is important to note that dangerous behaviors can also be disruptive and may cause uncomfortable feelings. The risk of violence may be towards self or others but can also indicate future harm towards self and/or others.
- Racist or otherwise fixated thoughts (expressed more than once)
- Bullying behavior focused on students in the classroom, living areas, etc.
- Direct communicated threats to a faculty member, staff member, or student

- Prolonged non-verbal passive aggression (i.e. sitting with arms crossed, glaring or staring, refusing to speak or respond to questions/directives)
- Use of alcohol or other substances in class or attending class while under the influence of alcohol or other drugs
- Self-injurious behavior (i.e. cutting, burning)
- Harassing or stalking behaviors
- Physical assault, such as pushing, shoving, or punching
- Throwing objects or slamming doors
- Storming out of the room when upset
- Conversations that are designed to upset other students, such as descriptions of weapons, killing, or death
- Sudden and dramatic change in personality or lifestyle
- Psychotic, delusional, or rambling speech
- Arrogant or rude talk to faculty, staff, or students
- Objectifying language that depersonalizes others

Appendix J
Sample Communication

Dear <name>,

We received your SRR form and will follow up with you soon. Please see the information below for additional information on the BIT referral process. If this situation is an emergency, please contact 911.

The Behavioral Intervention Team (BIT) approach seeks to connect students to the proper department(s) that will provide the best resource(s). BIT reports are reviewed during normal business hours, with follow-up starting within 24 business hours. The BIT Team conducts an initial assessment on every report, starting with a follow-up with the individual making the report. In many cases, the outcome of the initial assessment is simply to offer support and resources to either the individual who reports the concern, the person of concern, or both.

We will collaborate with you and with other campus and community resources if appropriate. In some cases, a more in-depth analysis may occur before the BIT can determine next steps of intervention. You will be kept informed, as appropriate, of the situation while mindful of the privacy of all parties involved.

If there is a concern for safety, BIT can help those who report to contact the appropriate on- and off-campus support and resources. While maintaining privacy is the BIT's goal, please be aware that reports and other communication may be subject to review as outlined in federal and state laws.

If there is a potential threat, BIT provides guidance and recommendations to the appropriate individuals to mitigate or manage the threat.

Thank you for your report. All reported information is retained and can assist in identifying potential behavioral patterns.

Sincerely,

<Name>

<Name>,

Thank you for your Safety Review Request on (date). The BIT team has completed the inquiry in response to your request. The inquiry included the report being individually reviewed by each BIT team member, followed by a group BIT meeting to review the report. Follow-up included outreach with you and other support offices on campus.
With respect to privacy concerns for all that were involved, we can release the following information on the course of action was taken for this BIT Report:
- We have completed outreach to the student and made a referral to college and/or community resources.
- The student has voluntarily withdrawn from the course.

- The report has been referred to the disciplinary process.
- The report has been referred to the appropriate office for additional review and action.
- The student has been mandated to complete a direct threat/safety assessment.
- The student has been involuntarily withdrawn from classes.
- The situation has been reviewed by the KCPD Police Department Chief to ensure a comprehensive investigation is conducted and to determine whether probable cause exists for filing criminal charges.

This report will be maintained throughout the student's enrollment at the college and can assist in identifying potential behavioral patterns.

If you have any questions or concerns, please contact me at 618-545-3033 or (email).

Sincerely,
<Name>

<Name>,

Thank you for your SRR form on (date). The BIT team has completed the inquiry in response to your BIT report. The inquiry included the report being individually reviewed by each BIT team member, followed by a group BIT meeting to review the report. Follow-up included outreach with you and other support offices on campus.

During our follow-up with you after the report, you indicated this report was to begin documenting a behavioral pattern, but outreach to the student was not indicated at this time. Our review of the report also indicated that follow-up with the student is not necessary due to their low-risk level. This report will be maintained throughout the student's enrollment at the college and can assist in identifying potential behavioral patterns.

If you have any questions or concerns, please contact me at 618-545-3033 or (email).

Sincerely,

(Name)