



San Antonio College



Student Conduct & Title IX
Faculty & Staff Manual

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Mission Statement

The Student Conduct and Title IX Office at SAC is committed to creating an environment that upholds the behavioral and academic standards articulated in the Student Code of Conduct (F.4.2). Our team supports SAC's mission in assisting students reach their potential by encouraging critical thinking, personal and civic responsibility, and transformative decision-making.

Through a holistic and educational process, students are encouraged to engage in self-reflection regarding how their actions impact themselves and others. As a result, students are empowered to actively participate in their college experience and achieve lifelong success through the development of their behavior and integrity.

Departmental Services

Student Conduct & Title IX

The Student Conduct and Title IX Office coordinates various cultural awareness events, preventative programming, and trainings throughout the year. Programs include sexual assault prevention, dating/domestic violence prevention, and stalking awareness.

We are dedicated to strengthening sexual assault prevention and response at San Antonio College. We strive in responding to all complaints and issues within 24 hours of the reported incident.



Non-Academic Misconduct



Strategies of Behavioral Intervention

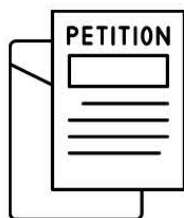


Title IX

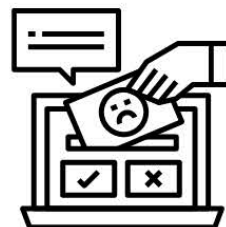
SAC Cares

A Culture of Respect is San Antonio College's initiative that strives for an environment that values and affirms the diversity of its students and employees. We are committed to a joyful culture of learning and service where unity in diversity occurs through mutual respect, cooperation, and accessibility.

San Antonio College is committed to appropriate resolution of complaints as efficiently and effectively as possible. We believe providing a mechanism for complaints and/or grievances to be heard gives us the opportunity to improve our services.

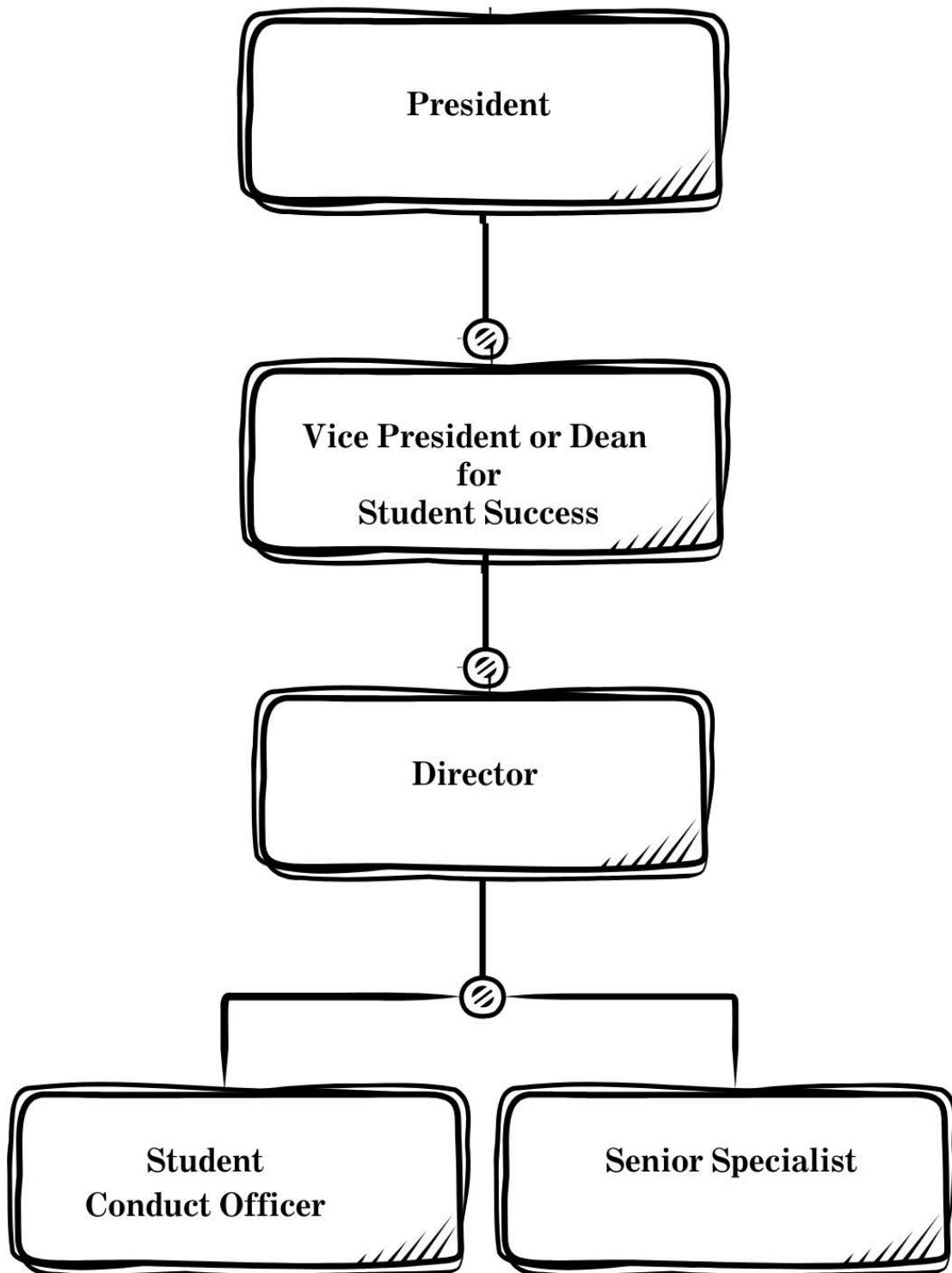


Student Petitions



Non-Academic Grievances

Organizational Map



Lets Test Your Knowledge

Review the scenarios and match the number with the type of issue: Non-Academic Misconduct, Title IX, Strategies of Behavioral Intervention (SOBI), or classroom management. Once complete, review the answers at the bottom of the page.

1

A student continues to use their phone despite the syllabus stating the classroom policy of no phones.

SOBI

2

A student emails you stating that another student has made inappropriate comments about their body.

**Non-Academic
Misconduct**

3

A student advises that they can't keep up with the coursework due to severe bouts of anxiety and depression.

Title IX

4

A student has repeatedly been disruptive in the classroom despite the professor addressing the behavior. Student's outbursts have prevented them from teaching the course material.

**Classroom
management**

Non-Academic Misconduct



Non-Academic Misconduct

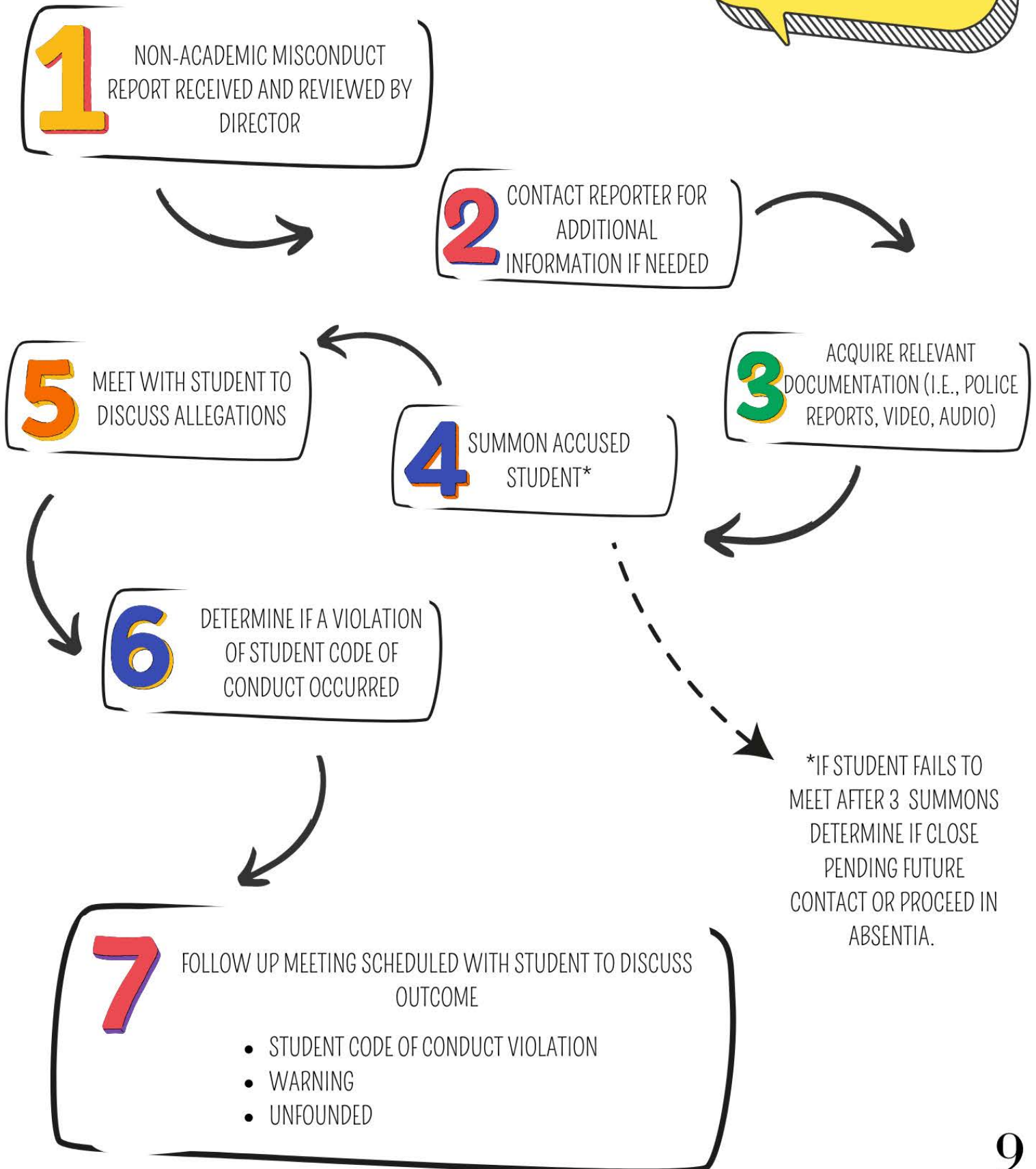
The Student Conduct process is an administrative process meant to reinforce the expected behavior of students enrolled in any of the Alamo Colleges. While each college's process is different, the goal is that students will engage in an educational process that allows them to reflect and recognize how their behavior impacts not only themselves but others in the academic community. Students found in violation of the Student Code of Conduct will be sanctioned appropriately to assist the student in better decision-making and lower recidivism.



For more information regarding the Student Code of Conduct, please refer to Alamo Colleges District *F.4.2 (Policy) Student Code of Conduct*, and *F. 4.2.1 (Procedure)*.

Non-Academic Misconduct Process Map

STEP BY STEP



E.P.I.C. Journey Sanctioning Model

San Antonio College's conduct process is adapted from The University of Texas at San Antonio (UTSA) research-based *E.P.I.C. Journey Sanctioning Model*.

"... entails giving students a question based assessment during their educational meeting, developing creative sanctions, utilizing motivational interviewing to develop willingness and confidence to change, assigning mentor to develop engagement, and subsequently, implementing programming that reinforces the desired skill sets. This holistic approach forms an intentional personal journey aimed at transforming decision-making patterns"



Students meet with their caseworker for an initial meeting to discuss the allegations. During this meeting, the caseworker utilizes motivational interviewing to evaluate the student's level of engagement in four key areas: **Engagement, Personal development, Interpersonal development, and Community.**

E.P.I.C. Journey Sanctioning Model

Engagement • Personal Development • Interpersonal Development • Community



Engagement: Level of engagement with campus community members.



Personal Development: Engages in behaviors that transform mind, body, and spirit for their own enrichment.



Interpersonal development: Ability to recognize the impact their behavior has on themselves, others, and the academic environment.



Community: Embracing and claiming their stake in the academic environment and how they contribute positively or negatively.

Based on the caseworker's assessment, a student that is found in violation of a Student Code of Conduct will be sanctioned accordingly. Sanctions are directly related to the violation and will focus on improving one of the areas above and connecting the student with valuable resources.

For example, a student found in violation of disruptive behavior in the classroom will be required to engage in an educational and/or reflective exercise to evaluate how their behavior impacted themselves, their peers, and their professor. The goal is that the student will be able to articulate the negative behavior, its impact in the classroom, and discuss tools that will help them engage in better decision-making in the future. Students are required to submit their completed active sanction to their caseworker to ensure that it was meaningful and met the goal as discussed in the follow-up meeting.

Philosophy of Sanctioning

Educational Component



The conduct process is an administrative process with the goal of being educational. Students will be able to recognize the impact their decisions have on themselves and others and will be able to articulate better coping and decision-making skills.

Look at the student holistically



While the conduct process will address the behavior that may be in violation of the Student Code of Conduct, through Motivational Interviewing the caseworker will find out what other resources may need to be provided to the student to lower recidivism and to assist in personal growth and academic success.

At least one sanction is directly related to the violation



At least one sanction will be directly related to the violation. The student needs to engage in personal reflection and how the behavior does not align with the expectations outlined in the Student Code of Conduct.

For more information regarding sanctions, please refer to Alamo Colleges
F. 4.2.1 (Procedure).

Case Study Exercise

Faculty



A few weeks into the semester you have concerns regarding the behavior of one of your students. Student consistently comes into class with a faint odor of alcohol. You are not sure whether it is appropriate to address, so you have chosen to ignore it. Additionally, the student has a tendency to interrupt the lecture and get into debates about class material. You have requested a meeting during office hours to address your concerns with the student.

During your meeting, the student shares that they have been under a lot of stress and due to this may have a drink or two before class. They acknowledge this is inappropriate and results in their disruptive behavior and promise that they will work to be less disruptive.

In the following class, the student again smells of alcohol and you do not want to subject the other students to any additional disruptions. You pull the student aside and advise that clearly they are not in a state to be engaged in class and for that reason, you are requesting that they leave. The student is upset and refuses to leave, stating they are "paying for this class" and that they "have a right to be there". You advise that if they are refusing to leave that you will have no choice but to call the campus police. The student then leaves, flipping the professor off as they walk away.

- What Student Code of Conduct(s) has the student violated?
- What specific behavior is a violation?
- What information would you need to include in your report to the Student Conduct Office?
- What types of sanctions would you recommend?
- What resources, if any, would be beneficial to the student?

Case Study Exercise

Faculty



- **What Student Code of Conduct(s) has the student violated?**

Applicable codes be the following:

Engaging in Disruptive or Threatening Behavior in the Classroom

Criminal Conduct

Alcohol and Drug Use

Non-Compliance

- **What specific behavior is a violation?**

Engaging in Disruptive or Threatening Behavior in the Classroom-Disruption prevented the class from starting and resulted in the professor requesting student to leave for the day.

Criminal Conduct- Public intoxication

Alcohol and Drug Use- The student is coming to class under the influence of alcohol

Non-Compliance- The student was asked to leave the class and refused

- **What information would you need to include in your report to the Student Conduct Office?**

The caseworker would need to know how frequently the behavior has occurred, that the professor has attempted to address the disruption, and the details regarding the interaction on the day of the incident. Also helpful would be information regarding the student's academic progress and standing in the course.

The Student Conduct office would meet with the student to discuss the incident. Part of the discussion would be to ask questions about the use of alcohol as a coping mechanism and how they are managing school. While the student would be held accountable for the disruptive behavior and inappropriate display of frustration, the student needs to be connected to a resource that can assist with managing stress and engaging in more positive coping skills that will not jeopardize their academic progress.

The caseworker could place the student under disciplinary probation for a timeframe and require the student to complete a drug and alcohol awareness course. Additionally, the student could be required to write a reflective paper discussing what they learned in the awareness course, what alternative options/support they can utilize to manage the stress, and how the behavior negatively impacted their peers and the professor.

Case Study Exercise

Staff

First Time In College (FTIC) student has gone through the enrollment process in its entirety (admission requirements, financial aid application, New Student Orientation, and assessed holds) with Outreach & Recruitment. They are fast approaching the last day to register for courses and a payment deadline. They speak with advising and register for courses based on the degree plan discussed.

Upon registering for courses the student discovers they are being charged an excessive/significant amount. Advising refers the student to the Business office to go over the charges. The Business office informs them of out-of-state tuition charges and refers them to Residency. Residency informs the student residency is based on the address used on the applytexas application and needed documents for correction. The student is concerned they will not meet the payment deadline as financial aid may not cover the entire cost. They visit with Financial Aid and are told there is conflicting student information provided in Banner and the FAFSA application, there is also needed documentation i.e. student selected for verification and tax return information. Corrections and documentation are needed so that Financial Aid can be awarded.

At this point, the student expresses their frustration, uses profanity and is upset. Indicates they have done all the necessary steps with various departments and at no point were they informed this was an issue. They refuse to leave the office until their issue is resolved.

- What initial steps should be taken prior to referring to Student Conduct?
- What specific behavior could be a violation?
- What information would you need to include in your report to the Student Conduct Office?
- What types of sanctions would you recommend?
- What resources, if any, would be beneficial to the student?

Case Study Exercise

Staff



- **What Student Code of Conduct(s) has the student violated?**

Applicable codes be the following:

Engaging in Inappropriate Behavior or Communications.

Non-Compliance

- **What specific behavior is a violation?**

Engaging in Inappropriate Behavior or Communications- It's important to address the use of profanity as it occurs. This sets the expectations for the student that although they are frustrated the use of inappropriate language prevents a civil and productive conversation. If the behavior continues after several attempts to address the behavior, this could be a violation.

Non-Compliance- If the student was asked to leave and refused this could be a violation.

- **What information would you need to include in your report to the Student Conduct Office?**

The caseworker would need to know how often the behavior has occurred, how many times the employee attempted to address the behavior, and if the student failed to comply with a clear directive.

The Student Conduct office would meet with the student to discuss the incident. Part of the discussion would be to ask questions about the use of profanity and how the escalation occurred. While the student would be held accountable for refusal to comply and inappropriate display of frustration, the student needs to be connected to a resource that can assist with managing stress and engaging in more positive coping skills that will not disrupt the community.

The caseworker could issue the student a written warning and provide them with the necessary resources(i.e.; case management). Additionally, the student could be required to write a reflective paper discussing what alternative options/support they can utilize to manage the stress, address grievances, and how the behavior could negatively disrupt the campus community.

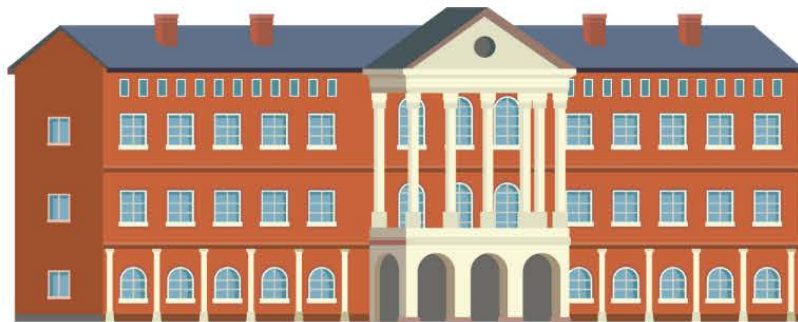
Strategies of Behavioral Intervention



Strategies of Behavioral Intervention



The SOBI team is a cross-campus team that meets regularly to detect "red flags" in student or group behaviors. The team collaborates, collects info, identifies risk, intervenes when appropriate, and takes a proactive, non-punitive approach that balances the needs of the student in crisis and the institution.



SOBI and similar teams across the nation were a direct result of the Virginia Tech mass shooting on April 16, 2007. A quick internet search will provide additional details of this tragedy. A lack of communication across the campus, in addition to misinterpretation of privacy law, resulted in ineffective and delayed campus response. The shooter displayed a number of concerning behaviors that with effective and consistent communication among employees could have resulted in appropriate threat assessment, early intervention, and connection to resources.

Strategies of Behavioral Intervention Process Map



SOBI MISCONDUCT REPORT RECEIVED AND REVIEWED BY DIRECTOR



CONTACT REPORTER FOR ADDITIONAL INFORMATION IF NEEDED



IF IMMEDIATE CONCERN FOR SAFETY OR THREATENING BEHAVIOR, A WELFARE CHECK AND/OR THREAT ASSESSMENT IS COORDINATED WITH ALAMO COLLEGE POLICE & SAN ANTONIO POLICE



COMMUNICATION TO SOBI TEAM REGARDING DEPARTMENT HISTORY AND INTERVENTION RECOMMENDATIONS



UPDATES PROVIDED TO SOBI TEAM AS AVAILABLE, REQUEST FOR INTERVENTION EFFORTS TO BE ATTEMPTED



REPORT IS REVIEWED AT SOBI MEETING TO PROVIDE UPDATES, SUCCESSFUL OUTREACH EFFORTS, WELFARE OR THREAT ASSESSMENTS, AND ADDITIONAL ACTIONS IF APPLICABLE. SOBI TEAM ASSESS INDIVIDUAL VIA THE NaBITA RISK RUBRIC AND DOCUMENTS IN DATABASE.*

*IF NECESSARY, SOBI TEAM CONTINUES TO ASSESS HIGH RISK INDIVIDUALS AT EACH MEETING.

Who sits on the Strategies of Behavioral Intervention Team?

Advocacy Center (Counseling and Case Management)

Counseling can verify if a student has a history or is receiving services. They are able to assess mental health concerns, identify resources/ case management needs (housing, financial, etc.), and community mental health resources.

Student Conduct & Title IX

Identify previous conduct, SOBI, or Title IX history. Assess safety concerns, and document SOBI risk assessment/intervention efforts.

disABILITY Support Services & Veterans Affairs

Confirm dSS registration or Veteran status and appropriate resources.

Faculty Liaison

Support via faculty outreach to assist with classroom management.

Risk Management

Provide campus risk assessment perspective and any institutional history.

Alamo College Police Department

Assist in coordination of welfare checks and threat assessments, advise of any criminal or institutional history, and provide campus notifications, and safety planning as necessary.

Advising

Assist with academic and retention support.

Risk Assessment Process

To ensure assessments are evidence-based and consistent, the SOBI team utilizes the National Behavioral Intervention Team Association (NaBITA) risk rubric. This assessment assures that intervention efforts match the level of concern. For example, individuals reported with suicidal ideation or intent are rated critical with immediate intervention efforts employed via a welfare check or threat assessment.

NaBITA Risk Rubric

D-SCALE
Life Stress and Emotional Health

DECOMPENSATING

- Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behaviors such as:
 - Suicidal ideations or attempts, an expressed lethal plan, and/or hospitalization
 - Extreme self-injury, life-threatening disordered eating, repeated DUIs
 - Repeated acute alcohol intoxication with medical or law enforcement involvement, chronic substance abuse
 - Profoundly disturbed, detached view of reality and at risk of grievous injury or death and/or inability to care for themselves (self-care/protection/judgment)
 - Actual affective, impulsive violence or serious threats of violence such as:
 - Repeated, severe attacks while intoxicated, brandishing a weapon
 - Making threats that are concrete, consistent, and plausible
 - Impulsive stalking behaviors that present a physical danger

DETERIORATING

- Destructive actions, screaming or aggressive/harassing communications, rapid/odd speech, extreme isolation, stark decrease in self-care
 - Responding to voices, extremely odd dress, high risk substance abuse; troubling thoughts with paranoid/delusional themes; increasingly medically dangerous living/eating
 - Suicidal thoughts that are not lethal/imminent or non-life threatening self-injury
 - Threats of affective, impulsive, poorly planned, and/or economically driven violence
 - Vague but direct threats or specific but indirect threat; explosive language
 - Stalking behaviors that do not cause physical harm, but are disruptive and concerning

DISTRESSED

- Disheveled individuals engage in behavior that concerns others, and have an impaired ability to manage their emotions and actions. Possible presence of stressors such as:
 - Managing chronic mental illness, mild substance abuse/misuse, disordered eating
 - Situational stressors that cause disruption in mood, social, or academic areas
 - Difficulty coping/adapting to stressors/trauma; behavior may subside when stressor is removed, or trauma is addressed/processed
- If a threat is present, the threat is vague, indirect, implausible, and lacks detail or focus

DEVELOPING

- Experiencing situational stressors but demonstrating appropriate coping skills
- Often first contact or referral to the BIT/CARE team, etc.
- Behavior is appropriate given the circumstances and context
- No threat model or present

TRAJECTORY? ↑

OVERALL SUMMARY

CRITICAL

In this stage, there is a serious risk of suicide, life-threatening self-injury, dangerous risk taking (e.g. driving a motorcycle at top speed at night with the lights off) and/or inability to care for oneself. They may display racing thoughts, high risk substance dependence, intense anger, and/or perceived unfair treatment or grievance that has a major impact on the student's academic, social, and peer interactions. The individual has clear target for their threats and ultimatums, access to lethal means, and an attack plan to punish those they see as responsible for perceived wrongs. Without immediate intervention (such as law enforcement or psychiatric hospitalization), it is likely violence will occur. There may be leakage about the attack plan (social media posts that say "I'm going to be the next school shooter" or telling a friend to avoid coming to campus on a particular day). There may be stalking behavior and escalating predatory actions prior to violence such as intimidation, legraphing, and "test runs" such as causing a disruption to better understand reaction line of emergency response.

ELEVATED

Behavior at the elevated stage is increasingly disruptive (with multiple incidents) and involves multiple offices such as student conduct, law enforcement, and counseling. The individual may engage in suicidal talk, self-injury, substance intoxication. Threats of violence and ultimatums may be vague but direct or specific but indirect. A fixation and focus on a target often emerge (person, place, or system) and the individual continues to attack the target's self-esteem, public image, and/or access to safety and support. Others may feel threatened around this individual, but any threat lacks depth, follow-through, or a narrowing against an individual, office, or community. More serious social, mental health, academic, and adjustment concerns occur, and the individual is in need of more timely support and resources to avoid further escalation. Conditional ultimatums such as "do this or else" may be made to instructors, peers, faculty, and staff.

MODERATE

Prior to this stage, conflict with others has been fairly limited. The hallmark of moderate is an increase in conflict with others through aggressive speech, actions, and manifestations. They may become frustrated and engage in non-verbal behavior or begin to post things on social media, put up posters around campus, or storm away from conversations. Stress, illness, lack of friends, and support are now becoming an increasing concern. The individual may be fearful, sad, hopeless, envious, or humiliated. This may be caused by difficulty adjusting, doing stress, failure in class assignments, and/or increasing social isolation. If there is a threat or physical violence such as carelessly pushing someone out of their way while storming off, the violence is typically limited and driven by adrenaline and impulsiveness, rather than any deeper plan to hurt others.

MILD

The individual here may be struggling and not doing well. The impact of their difficulty is limited around others, with the occasional report being made to the BIT/CARE team out of an abundance of caution and concern rather than any direct behavior or threats. They may be having trouble living in, adjusting to college, making friends, or may rub people the wrong way. They alienate others with their thoughts or manifestations, and there may be minor bullying and conflict. With support and resources, it is likely the individual will be successful adapting and overcoming obstacles. Without support, it is possible they will continue to escalate on the rubric.

0/1

BASELINE

TRAJECTORY? ↓

E-SCALE
Hostility and Violence to Others

EMERGENCE OF VIOLENCE

- Behavior is moving towards a plan of targeted violence, sense of hopelessness, and/or desperation in the attack plan; locked into an all or nothing mentality
- Increasing use of military and tactical language; acquisition of costume for attack
- Clear fixation and focus on an individual target or group; feels justified in actions
- Attack plan is credible, repeated, and specific; may be shared, may be hidden
- Increased research on target and attack plan, employing counter-surveillance measures, access to lethal means; there is a sense of imminence to the plan
- Leakage of attack plan on social media or telling friends and others to avoid locations

ELABORATION OF THREAT

- Fixation and focus on a singular individual, group, or department; depersonalization of target, intimidating target to lessen their ability to advocate for safety
- Seeking others to support and empower future threatening action; may find extremists looking to exploit vulnerability; encouraging violence
- Threats and ultimatums may be vague or direct and are motivated by a hardened viewpoint; potential leakage around what should happen to fix grievances and injustices
- There is rarely physical violence here, but rather an escalation in the dangerousness and lethality in the threats; they are more specific, targeted, and repeated

ESCALATING BEHAVIORS

- Driven by hardened thoughts or a grievance concerning past wrongs or perceived past wrongs; increasingly adopts a singular, limited perspective
- When frustrated, storms off, disengaged, may create signs or bill on social media
- Argues with others with intent to embarrass, shame, or shut down
- Physical violence, if present, is impulsive, non-lethal, and brief; may seem similar to affective violence, but driven here by a hardened perspective rather than mental health and/or environmental stress

EMPOWERING THOUGHTS

- Personate and hardened thoughts, typically related to religion, politics, academic status, money/power, social justice, or relationships
- Rejection of alternative perspectives, critical thinking, empathy, or perspective-taking
- Narrowing on consumption of news, social media, or friendships; seeking only those who share the same perspective
- No threats of violence

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Threat level and intervention action steps are documented and noted via the Threat Assessment Tool form and added to the case in Guardian.

SAC - NaBITA THREAT ASSESSMENT TOOL

STUDENT NAME: _____ BANNER: _____

DATE OF ASSESSMENT: _____ RISK LEVEL: _____

<input type="checkbox"/>	9	EXTREME	
<input type="checkbox"/>	8	SEVERE	
<input type="checkbox"/>	7		
<input type="checkbox"/>	6	ELEVATED	
<input type="checkbox"/>	5		
<input type="checkbox"/>	4	MODERATE	
<input type="checkbox"/>	3		
<input type="checkbox"/>	2	MILD	
<input type="checkbox"/>	1		

ACTION STEPS/INTERVENTION:

Adapted from NaBITA Risk Rubric, 2019



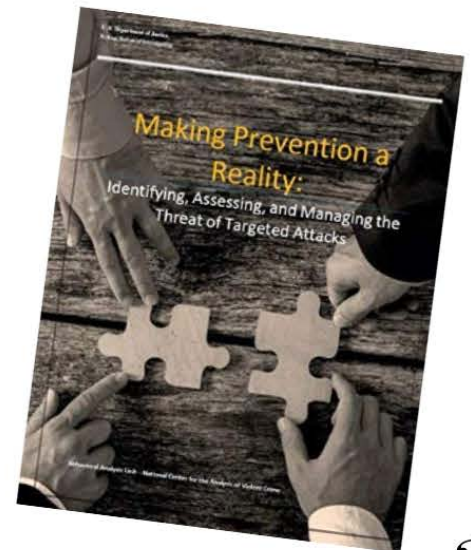
Community Collaborations

SOBI members also collaborate and work closely with other higher education institutions and external community agencies such as San Antonio Police and their corresponding threat assessment taskforces Southwest Texas Fusion Center and Public Safety Threat Assessment Group (PSTAG).



The benefits of this collaboration are the sharing of information and best practices, additional threat assessment resources, and training opportunities.

For additional information on the Fusion Center and PSTAG visit www.sanantonio.gov/Southwest-Texas-Fusion-Center.



Identify the Concerns

You need to report the student that came to your office. Review the characteristics and determine which ones need to be included in your report.

Student had a faint odor of marijuana.

Student would not maintain eye contact and seemed distracted.

Student had various scratches on their body.

Student had a backpack and seemed prepared for class.



Student complained that they were being followed.

Student complained that they had a pain in their neck from sleeping wrong.

Student had paint stains on their shirt.

There were a number of holes in the student's clothes.

Student was not wearing any shoes, although they had them in their backpack.

The highlighted portions could possibly be behavior concerns that would be important to include in your report. This information will help determine what resources the student could benefit from.

Student had a faint odor of marijuana.

Student would not maintain eye contact and seemed distracted.

Student had various scratches on their body.

Student had a backpack and seemed prepared for class.



Student complained that they were being followed.

Student complained that they had a pain in their neck from sleeping wrong.

Student had paint stains on their shirt.

There were a number of holes in the student's clothes.

Student was not wearing any shoes, although they had them in their backpack.



What do I say to a student in crisis?

Some students will be transparent about their mental health challenges. Others may write cryptic emails or writing assignments that are concerning and may be their way of requesting help. Here is some guidance and talking points if a student shares with you some mental health issues.

Acknowledge their concerns

"Wow, thank you for feeling comfortable enough to share. I know this can be a challenging time and I would like to connect you with a campus resource that is better equipped to help you navigate what's going on."

Do not allow it to excuse inappropriate behavior

"I hear that you are experiencing a lot right now and may have some trouble balancing everything. While I acknowledge that, please understand that does not mean that you can be disruptive in class. I would like to connect you with Counseling resources to see if we can get you some help."

Do not be afraid to acknowledge that you are not equipped to effectively assist them

"You shared a lot in your email. I will admit I am not well equipped to assist you in managing some of the challenges you are experiencing, but I do know a resource that is. Would you like me to walk you over to the Advocacy Center so you know where it is?"

If they vocalize that they are engaging in self-harm activities or threatening suicide tell them you need to report it

"I hear you are struggling and may not have the best tools right now to manage your feelings. Based on what I am hearing, I need to contact you to someone to ensure your safety and receiving the help you need right now."

If they admit that they are suicidal and have a plan

"I can't imagine what you are feeling right now. Thank you for feeling comfortable enough to share. You said that you did not want to be here anymore. Do you feel suicidal or plan to hurt yourself?"

If they are worried about classes or failing their classes due to a mental health crisis

"I know you may be worried about your class. I think right now the priority is getting you some help; it seems like this is a tough time right now. You do not have to deal with this alone and I would like to connect you with Counseling services. I will also fill out a SOBI report to ensure that we assist you. Once we get through this, we can discuss your class and what we can do if you would like to continue. There are a number of options that are available. Does that sound like a plan?"

Title IX

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination based on sex, including sexual orientation and gender identity in educational institutions which receive federal financial assistance.

Title IX also prohibits sexual harassment, which includes sexual assault and sexual violence.



For more information regarding Title IX, please refer to Alamo Colleges District *H.1.2 (Policy) Civil Rights Complaints and Resolution*, and *H. 1.2.1 (Procedure)*.

What falls under Title IX?



**Dating/ Intimate Partner
Violence**



Stalking



Domestic Violence



Sexual Assault

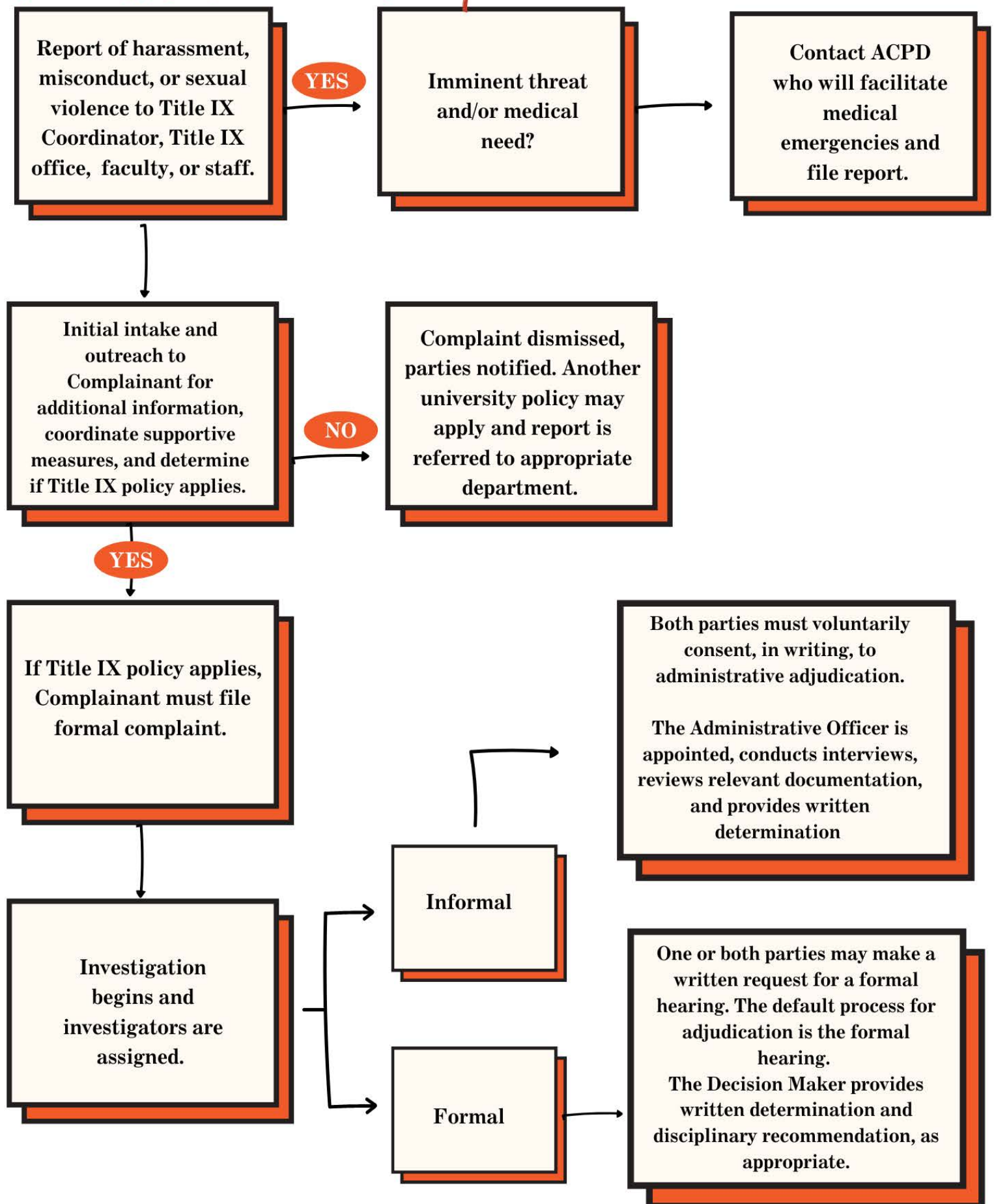


Sexual Harassment



Pregnancy accommodations

Title IX Process Map



Pregnancy Accommodations

Under Title IX, institutions must ensure that they do not engage in practices that discriminate based on sex. This would include discrimination on the basis of pregnancy, childbirth, miscarriage, and other related conditions, including recovery. As part of this process, supportive measures can be provided to ensure a student is not negatively impacted by their pregnancy, childbirth, or related condition. While the goal is to provide support, students are still required to meet the expectations of their course or program.

Some examples of supportive measures are as follows:

- allowed to participate in school activities and events
- excused absences and medical leave related to pregnancy and childbirth
- extension
- make- up missed exams, tests, and assignments
- allow students to return in the same capacity in which they left

Any questions or concerns regarding providing reasonable accommodations can be directed to the Student Conduct & Title IX Office.

Title IX Case Study

You receive the following email from a student. You have worked with the student all semester and have built a great rapport. The student felt comfortable sharing some personal issues that have impacted their grades. Review the email below and determine what information you will need to share with the Title IX office via a report.

New Message — ↗ ×

To **demployee@alamo.edu**

Subject **I NEED HELP!!!**

I am failing my classes and I don't know what to do. I got in a fight with my partner and they dumped my loaner laptop in the bathtub. I have no way to finish my assignments and I am already behind. I have been dealing with the abuse for a year now and I need help relocating to a new apartment. I am not sure if I will be able to afford the deposit, but I can ask my family for help. Can you please reach out to my professors because I will not be in class next week? I am packing my belongings this weekend and will be visiting family until I find a place.

I really want to finish the semester, but am not sure when I can find an apartment, please help.

Thank you,

▼ | 🗑️ Send

Title IX Case Study

Highlighted below are the important details that you would need to include in your report. It is also helpful to screenshot and/or attach the original email with the report.

Did you get them all correct?

New Message — ↗ ✕

To **demployee@alamo.edu**

Subject **I NEED HELP!!!**

I am failing my classes and I don't know what to do. I got in a fight with my partner and they dumped my loaner laptop in the bathtub. I have no way to finish my assignments and I am already behind. I have been dealing with the abuse for a year now and I need help relocating to a new apartment. I am not sure if I will be able to afford the deposit, but I can ask my family for help. Can you please reach out to my professors because I will not be in class next week? I am packing my belongings this weekend and will be visiting family until I find a place.

I really want to finish the semester, but am not sure when I can find an apartment, please help.

Thank you,

▼ | 🗑️ Send

Title IX Supportive Measures

Schools are required to offer free supportive measures under the Title IX regulations to support students that have been impacted by a Title IX incident or process, or participating in a Title IX investigation. These are individualized services to restore and/or preserve equal access to education, address safety concerns, or deter sexual harassment. Supportive measures are provided based on any concerns voiced by the student involved or are determined appropriate by the administration based on the situation.

Search below to find some examples of supportive measures.

Word Bank

COURSE CHANGE

INCOMPLETE

COUNSELING

SAFETY PLAN

ABSENCE

ESCORT

NO CONTACT

ADMIN LEAVE

EXTENSION

WITHDRAWAL

Q A J C O G Q B V V F D H I T T K U C L
N W S N Y J A J J R U P V L Q L S Q P G
E O N C A Q E O U G T D E W O Z B O C B
S S C D A T Y B I J E C I G A I I P P J
L N C O M D O M D N E E L T I R S O B U
F L W O N J M G Q I C L M N J X D F O J
L U Q F R T Y I Q G A O A T O Q F I M U
V R X D C T A Y N E G B M H Q P C C J M
U P I A S J N C I L A G S P L J S E Q X
E V E K W F V O T M E C X E L K R Z U D
X Z H H R N O Z A D J A I Y N E M G Z S
T Y C O U N S E L I N G V S F C T M W L
E A E W Y U M B S U H G T E Z P E E F H
N J W U C O U R S E C H A N G E M Q H B
S K N M W R G W V T R P M J V I R U Z L
I W Z I M O W I T H D R A W A L G O H C
O Z K K J C N M D Y S F Y N U Q Y U A W
N Q Z U R N B U E K R E U G O P W P B V
J Q W Z Y B Y D Q G M Q R Y D F S H K G
R R W F J A X S L Q S A F E T Y P L A N



Explaining Your Duty to Report

Strategies and Ideas to Consider When Explaining Your Duty to Report



Turn it into a conversation and be prepared to ask questions.

You may be inclined to rattle off your mandatory reporter language all at once, but that can be overwhelming for the other person.

Explain your duty to report in manageable chunks and ask if they have questions as you go along.



Encourage them to tell you what happened.

It's important for the other person to know that you care and, in addition to your duty to report, you want to help them however you can.

Encourage them to share but avoid pushing them to provide the entire story.



Frame your duty to report as one designed to help them get the support they need.

Your duty to report stems from your institution's commitment to getting its community members the information and resources they need to make an informed decision about next steps, if they want to take any.



Be clear about the difference between private and confidential.

It's important not to promise confidentiality if you are not a confidential resource.



Be able to answer questions about the next steps.

Although you don't need to know all the details, sharing general information and resources is helpful.



Be calm.

The other person might be caught off guard by your duty to report, so it's important that you remain calm.

You may find it helpful to practice having this conversation, either by yourself or with a coworker, to find the language that works for you.

How you explain your duty to report may vary on the situation, your relationship (or lack thereof) with the individual, and your communication style.



Example Script


"I really appreciate you sharing this with me, and I want to help you. I need to let you know, though, that as a professor at ATIXA University, I have an obligation to report any incidents involving things like sex- or gender-based discrimination, harassment, or violence when I become aware of them. So, I'll need to let the Title IX Coordinator know what you've told me."

[pause]

"I want you to know that, although I cannot keep what you've told me confidential, I can keep it private. I'm only telling the people I need to tell, and they only share the information with other people who need to know. Only a very limited group of people will know. Does that make sense?"

[pause]

"We have this policy so we can support people like you who are going through some challenges, so we can help you figure out your options. I want to help you, and I appreciate you sharing this information with me, but I wanted to be transparent with you."



Classroom Management



Classroom Management

Effective classroom management entails meticulous planning but also a readiness to switch gears and move away from the script when necessary; it requires firm control but also a willingness to relinquish that control to take advantage of a teachable moment; it requires leadership but also a sense of compassion and understanding of your students.

Effective classroom management entails meticulous planning but also a readiness to switch gears and move away from the script when necessary; it requires firm control but also a willingness to relinquish that control to take advantage of a teachable moment; it requires leadership but also a sense of compassion and understanding of your students.

Feldman (2001) characterized four general types of classroom incivility:

- Annoyances;
- Classroom terrorism;
- Intimidation of the instructor; and
- Threats or attacks on a person or person's psyche.

These four types of incivility range from arriving to class late (annoyances), to monopolizing classroom time with personal agendas (classroom terrorism), to threatening to go to the department chair with complaints or give negative course evaluations (intimidation), to threats of physical violence. The impact of each of these in the academic setting vary greatly, but all of these types of incivility can disrupt the learning process.



Source:

Feldman, L. (2001). Classroom civility is another of our instructor responsibilities. *College Teaching*, 49(4), 137-141.

Circle the incidents that you believe are classroom management issues.

A student was asked to put their phone away during the lecture.

Two students get into an argument and are yelling at each other in the hallway.

A student continuously interrupts the lecture to ask questions.

Student is sleeping in the back of the classroom.

Student is failing the course.

Student is sending emails that are demanding and disrespectful.

Student comes into class smelling like marijuana.

Student is sleeping in the back of the classroom.



How many did you get correct?

A student was asked to put their phone away during the lecture.

Two students get into an argument and are yelling at each other in the hallway.

A student continuously interrupts the lecture to ask questions.

Student is sleeping in the back of the classroom.

Student is failing the course.

Student is sending emails that are demanding and disrespectful.

Student comes into class one day smelling like marijuana.

Student is sleeping in the back of the classroom.



Importance of Effective Classroom Management



Creates a positive learning environment

Classroom management helps create an environment conducive to learning, where students feel safe and respected.

Minimizes disruptive behavior

Classroom management techniques can minimize disruptive behavior from occurring in the first place.

Set clear and consistent expectations for student behavior

When students know what is expected of them, they are more likely to behave appropriately.

Ability to teach effectively

Classroom management can help reduce the time spent dealing with disruptive and uncivil behavior.

It is also recommended that syllabi provide clear and concise guidance on classroom behavior and provide possible consequences should student not abide by the policy.

Helpful Tips for Effective Classroom Management

Take a strengths-based approach

Lead with positive reinforcement when addressing disruptive behavior. *"I appreciate how engaged you are in today's lesson, and I need you to remember to raise your hand and be called on first".*

Focus on building rapport

Work to create relationships that instill trust and respect.

Set clear expectations, rules, and boundaries early

Begin the term by reviewing and outlining the rules of the class. When appropriate engage with students to come up with their own list of class rules that everyone agrees on.

When addressing behavior, do so before or after class privately.

Avoid embarrassment and further outburst by making a student an example in front of the class.

Address behavior immediately.

Do not wait to address inappropriate or disruptive behavior. This sets a tone of indifference and will impact the morale of other students.



Revisit syllabi at the beginning of each term

Use new experiences and situations to update your syllabus. Consult with your Chair as appropriate.

Guide for Deescalating and Reporting Policy Violations

Students may cause disruptions in class or in office spaces for a variety of reasons, ranging from an instance of disrespect or frustration to behavior triggered by a crisis or trauma. Such disruptions can be challenging in determining how to address when they occur in class or in your office setting. The following diagram provides guidance on how to address disruptive behavior and determine at which point additional resources should be contacted.

I'm Asking...

Ask the student to change their behavior.



Set specific boundaries. For example: "stop swearing", "stop raising your voice"

I'm Telling...

Communicate that their behavior is becoming disruptive.



Tell the student that if their disruptive behavior continues the conversation will end, they will be asked to leave, class will be dismissed, etc.



Document this situation internally for future reference.

We're done.

If the student does not comply, ask the student to leave



If they refuse, you can contact ACPD, dismiss the class, or other measures to ensure safety



File a report within 24 hours with the Student Conduct & Title IX Office for potential student conduct violations.



Reporting an Incident

The Alamo Colleges District utilizes Guardian to manage reports. You may request the link to submit a report to the Student Conduct and Title IX office.

Alamo Colleges Forms

This form is not a 911 or Emergency Service

Do not use this site to report events presenting an immediate safety or security threat. If this is an emergency, please call 911.

Background Information

Select Form*

- Choose Form
- Enrollment/Intent to Enroll Verification
- Exceptional Admissions Request
- FERPA Directory Non-Disclosure
- Hardship Exception Appeal-Tuition
- Individual Approval Petition
- Mental Health Counseling Request
- Military and Veteran Course Registration
- Military Installation History Check Release Staff/Faculty Only
- Military TA/Spouse MyCAA Tuition Payment Deferment
- Military Verification for Resident Tuition
- Non-Academic Grievance
- Non-Academic Misconduct**
- Petition for Overload
- Refund Petition
- SAC-VA Advising Forms Submission
- Six Drop Rule Exception
- SOBI
- Student Complaint
- Title IX
- VA Enrollment Certification Request

Date of Incident
MM / DD / YY

Have You Appl
Select One

Would Like to Shar
to share type "N/A".

Click on the drop-down menu "Select Form" and choose the desired report. If you are unsure of which form to select, you may contact our office, or submit the form and it will be reviewed and routed appropriately.

When filling out the form, include as much information as possible. If information is missing or unclear, we will contact the reporter, which could slightly delay the process. Include as much detail as possible in the narrative.

Type "N/A" if you have no other information to share. Add Additional Information You Would Like to Share!

B I U 10px Arial

Please provide any additional information you would like to share, if you have nothing else to share type "N/A".

Continue Below

Person Involvement | Enter the information of the person(s) related to this incident.

Select Status
 Student/Employee Organization

Full Name (Required)
Enter Student or Employee ID to Search (e.g. 90000000)

Student or Employee ID
Enter Student or Employee ID

Primary Phone Number
Enter Primary Phone Number (Include area code)

+ Add another person related to the submission

Supporting Documentation

Please upload any supporting documentation (pictures, text messages, emails, etc.).

Click here Or drag
Supported file formats are JPG, JPEG, PNG, BMP, MP3, IV

Provide as much information of the involved parties as possible. If you have a student involved, include the banner number and ACES email.

Attach any documents that are relevant to the report, such as emails, pictures, etc.

Things to Remember Regarding reporting

Please ensure that you submit your reports in a timely manner. It is hard for our office to address or provide support if there is a significant delay in receiving information. Again, if you are not sure how to report or which form to use, contact our office and we can assist.

Some things to include in report are the following:

- Concerns regarding physical appearance
- Direct quotes (threats, disorganized speech, etc.)
- Aggressive or threatening behavior or communication
- Poor academic performance over time
- Inability to connect or build rapport with peers, faculty, or staff
- Suicidal thoughts or intent
- Withdrawn
- Hopelessness
- Lack of engagement
- Frequency of behavior and when it last occurred
- Any clear directives provided to the individual in which they failed to follow

While not an exhaustive list, this provides some examples of information that would be helpful in the review of the report to know how to classify and what steps need to occur.

The screenshot shows the 'Alamo Colleges Forms' website. At the top, it states 'This form is not a 911 or Emergency Service' and provides contact information for the Alamo Colleges Police Department. Below this is a 'Background Information' section with a 'Select Form' dropdown menu. The dropdown menu is open, showing a list of form categories including 'Enrollment-related to Local Verification', 'Exceptional Admissions Request', 'PDRPA Category Item Disclosure', 'Hardship Exception Appeal/Furlon', 'Individual Approval Petition', 'Military Health Coverage Request', 'Military and Veteran Course Registration', 'Military Exemption History Check Release (Staff/Faculty Only)', 'Military Tuition/Spouse MyCAA Tuition Payment Determination', 'Military Verification for Academic Tuition', 'Non-Academic Misconduct', 'Faculty HR Services', 'Before Petition', 'SAC/AC Adjoining Forms Submission', 'Six Drop Tuition Exception', 'SUDS', 'Student Complaint', 'Title IX', and 'Via Enrollment Confirmation Request'. To the right of the dropdown, there are fields for 'Date of Incident' (MM/DD/YYYY), 'Time of Incident' (8:00 AM), and a 'Have You Applied for Student Financial Aid' section with a 'Submit' button. At the bottom, there is a 'Would Like to Share?' section with a 'No more than 2000' character limit.

Reporting Continued

Depending on the form, once complete you will have the option to provide additional information regarding your role as the reporter. For the Title IX report, you will be able to clarify your role as the reporter. For the SOBI report, you will be able to let the SOBI team know if the student is aware that you have submitted the form about them or on their behalf. Please select the best answer that applies as this will be helpful in determining how best to proceed and support the parties involved.

Title IX Report

Which of the following best applies to this report?

- REPORT: I experienced misconduct by a student, faculty member, or staff member, and I am requesting assistance/intervention (including possible disciplinary action) from the College District/College.
- RESOURCE REQUEST ONLY: I experienced misconduct and am seeking information/resources only. I am NOT asking the College District/College to intervene or initiate other action at this time.
- RESPONSIBLE CAMPUS PARTNER REPORT: I am an employee and am submitting this report because I learned of a current Alamo Colleges student who disclosed or experienced misconduct.
- THIRD PARTY REPORT: I am not the affected/harmed party or an employee, but I am reporting misconduct on behalf of someone else.
- OTHER/UNSURE: I am submitting this report for some other reason (please explain below).

Strategies Behavior Intervention Report

IS THE STUDENT AWARE THAT A SOBI REFERRAL IS BEING SUBMITTED ON THEIR BEHALF*

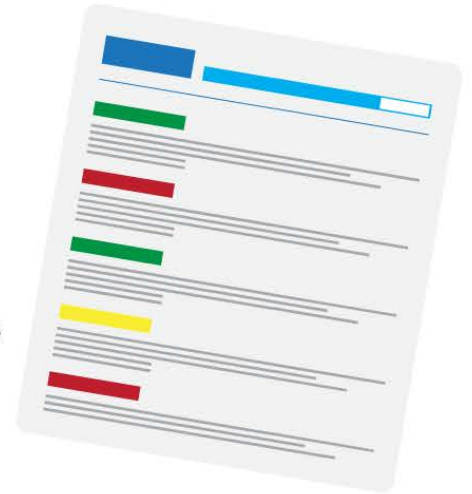
- No
- Yes



How to determine which to report

SOBI

- Mental Health concerns
- Need for intervention/support
- Concerns for safety- harm to themselves or others
- Decline in mental functioning
- Extreme hopelessness
- Inability to appropriately handle life stressors
- Emotional response does not match situation



NON-ACADEMIC MISCONDUCT

- Disruptive behavior that continues despite clear directives
- Possible violation of the Student Code of Conduct
- Behavior that warrants some type of disciplinary action
- Pattern of behavior

TITLE IX

- Discrimination on the basis of sex and/or sexual orientation
- Sexual harassment
- Sexual assault
- Stalking
- Intimate partner/ Dating violence
- Domestic Violence
- Inappropriate communication, usually sexual in nature
- Quid Pro Quo

ADDITIONAL CAMPUS RESOURCES

Student Conduct & Title IX Office
SAC Cares
 210-486-0926
 sac-cares@alamo.edu

Alamo Colleges Police Dept. (ACPD)
Emergency 210-485-0911
Dispatch 210-485-0099

Advocacy Center
 210-486-1111
 sac-advocacyctr@alamo.edu

disABILITY Student Support
 210-486-0020
 sac-dSS@alamo.edu





ALAMO COLLEGES DISTRICT
San Antonio College

Student Conduct & Title IX Office

**For questions, concerns, or a consult
please contact our office**

Student Conduct and & Title IX Office

210-486-0926

SAC-Cares@alamo.edu



SAC Cares
A Culture of Respect