

Preamble

“All students have the right to pursue higher education in a safe atmosphere, and to have the freedom to express opinions, beliefs and attitudes.” (Taken from the CCRI Student Handbook)

The Community College of Rhode Island expects its students, faculty and staff to build and maintain a culture of **civility, respect and safety**. These behavioral cornerstones support the mission of the college and provide a framework within which all other college activities take place. We are all expected to treat one another with respect through our greetings, our language, our appearance and our unconditional kindness. We exhibit civility through our language, our attitudes, and our values and beliefs. We contribute to one another’s safety through our carefully thought-out actions and words.

In the midst of a world that can be uncivil, disrespectful, and dangerous, we seek to build a culture that fosters mutual respect, unconditional kindness and a drive toward learning and self-improvement.

This reference guide is intended to help faculty **manage disruptive behavior** as well as **deal with perceived threats**. Though it is sometimes difficult to differentiate between them, a useful measure is that behavior that needs to be managed is normally viewed as annoying, while behavior that could potentially be dangerous is generally considered threatening.

You may wish to view students’ behavior along the following continuum:

Acceptable				Disruptive				Threatening		
0	1	2	3	4	5	6	7	8	9	10
-----Classroom Management-----						-----Threat Assessment-----				

<p>I. Threat Prevention</p>	<p>A. Connect with your students. Learn their names, address them by name, encourage office visits. Students with a connection to the college are more likely to stay enrolled and less likely to risk offending the instructor.</p> <p>B. Clearly define your classroom expectations. Include them on your syllabus. Review them during the first class and make certain everyone understands them. Some instructors require that students sign a copy and return them to the instructor. Differentiate between the college classroom and the high school classroom, home, the street, etc.</p> <p>C. Enforce the rules swiftly, uniformly and consistently. Do not put it off assuming that it will go away or get better. It usually gets worse when students know they can get away with something.</p>
<p>II. Identifying Unacceptable Behaviors</p> <p>This section describes student behaviors that are either disruptive or threatening, or both. They are identified here because they may intensify and accelerate into more seriously threatening or dangerous behaviors.</p> <p>When these behaviors occur, they warrant action by the instructor. These are behaviors that are generally unacceptable in college classrooms. Generally, the instructor may (and should) establish a classroom code of conduct that reflects the type of classroom experience the instructor wants to achieve and to define the instructor’s specific policies regarding student behavior. Except in cases when the instructor’s rules would violate a law, students must observe these rules.</p>	<p>A. Disruptive Behaviors</p> <ol style="list-style-type: none"> 1. Monopolizing classroom conversation or discussion 2. Interrupting classroom conversation or discussion 3. Interrupting the instructor’s teaching or conversation 4. Any use of cellular telephones in class for any reason 5. Arriving late or leaving early for a class 6. Inattentiveness during class 7. Attendance while under the influence of drugs and/or alcohol 8. Sexist, racist or other discriminatory remarks, swearing <p>B. Threatening Behaviors</p> <ol style="list-style-type: none"> 1. Any and all behavior described in state and federal laws, felonies and misdemeanors are prohibited on all CCRI campuses. Of particular note are the following: <ul style="list-style-type: none"> • Fighting, physical assault and battery • Sexual harassment • Sexual assault • Possession of a weapon • Hate-based crimes • Use/possession of controlled substances



2. Intimidation
 - Between one student and another, in or out of class
 - Between student and instructor
3. Threatened danger to self or others
4. Threatened danger to property
5. Refusal to stop any disruptive behaviors

III. Evaluating Individual Behavior

Consider the following questions when you're thinking about whether to take action. If you can answer "yes" to any of these questions, then you should submit a report about the behavior you are observing.

Always document every incident using the incident documentation form that can be found online at www.ccri.edu/threat. It will be recorded for future reference.

- A.** Do you feel physically threatened by this student?
(Are you afraid of what might happen if you speak to him/her? Are you afraid of physical attack?)
- B.** Is the behavior of this student in any way impacting the others in the classroom?
(Are other students not talking, discussing, rolling their eyes, mumbling to others, making derogatory comments or complaining? Most students appreciate having limits clearly articulated and enforced.)
- C.** Do any other students have negative reactions to the student in question?
- D.** Does the student's behavior seem odd, unnatural or abnormal?
(Does he or she seem to be hearing non-existent voices, talking to no one, having odd speech patterns or a disjointed/disorganized thought process?)
- E.** Does the student seem "out of it"?
(Is he or she gazing, giggling, seem "lost in space," unable to respond, putting head down, smelling of alcohol or seem incoherent?)
- F.** Does the student's writing or artwork frighten you?
(Does it evoke violence, death, dismemberment, small animal abuse or violent sexual imagery?)
- G.** Does the student's behavior disrupt the rest of the class?
(Are other students complaining or dropping the course?)
- H.** Does the student have documented disabilities that seem to contribute to classroom disruption? (Documented disabilities might not excuse students from adherence to the established rules depending on the RFA.)

IV. Responding to Unacceptable Behavior

These are some general guidelines about how to address students' violations of the behavioral code. The instructor's enforcement must be consistent and timely. It is up to the instructor's judgment regarding whether to exercise any of these options. The instructor should note, however, that offensive behavior ignored will probably increase in frequency and intensity.

If you (the instructor) fear for your own safety as a result of speaking to a student about his/her behavior, the following protocol should be ignored and you should immediately contact College Police.

**College Police: KC: 825-2109
FC: 333-7035
NC: 851-1618
LC: 455-6050**

The instructor must decide whether the behavior in question is disruptive or threatening. This decision will determine the instructor's response.

For "Disruptive" Behavior

A. First student discussion

Ask to talk with the student after class (or at the earliest possible time if either has another class immediately following). Identify the rule that the student is violating and simply explain that continuation will result in further discipline that could include expulsion from class. Tell the student something like: "Your behavior violates a rule and gets in the way of other students' learning. Consider this your first warning, and if we have to have this conversation again, I will dismiss you from the class and require you to see the dean of students."

B. Second student discussion

At the second conversation, repeat the above and tell the student he/she must not return to your classroom until after having met with the dean of students and cleared to return to class.

For "Threatening" Behavior

A. Notify College Police

(KC: 825-2109, FC: 333-7035, NC: 851-1618, LC: 455-6050)

- B.** When warranted, dial **911** for emergency assistance (**9-911** from campus hallway phones)