



Behavioral Intervention Plan

Handbook

Updated
10/4/2011

**In the event of an emergency that requires immediate intervention, call
9-911 (on-campus phone)
911 or 734-432-5442 (off-campus phone)**

**For all other issues related to this document, please contact
Office of the Vice President for Student Affairs and Mission Integration
(734) 432-5881 or vpstudentaffairs@madonna.edu**

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PART I: PURPOSE AND STRUCTURE

Section 1. Introduction

While interacting with students across the university, employees may be confronted with situations in which a member of the University community is disruptive or displays behavior that may be intimidating or threatening to others. By providing information and assistance, this Behavioral Intervention Plan is designed to assist faculty, staff and administration in responding to this behavior.

The Behavioral Intervention 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 Plan complies with recommendations of the April 2008 *State of Illinois Campus Security Task Force Report to the Governor*.

The Behavioral Intervention Plan was developed around implementation of a Behavioral Intervention Team (BIT). The overall goal of the BIT is to promote a safe environment for all students, faculty, and staff focused on student learning and student development. At Madonna University, the BIT is known as MUBIT (Madonna University Behavioral Intervention Team.)

Overall, the Behavioral Intervention Plan seeks to formalize the university's processes for greater communication, collaboration and coordination of concerns regarding behavior.

Section 2. MUBIT (Madonna University Behavioral Intervention Team) Charge

MUBIT is a multidisciplinary team that meets regularly to serve five major functions for the university:

1. Provide consultation and support to faculty, staff, administration and students in assisting individuals who display concerning or disruptive behaviors;
2. Gather information to assess situations involving individuals who display concerning or disruptive behaviors;
3. Recommend appropriate intervention strategies or disciplinary sanctions;
4. Connect individuals with needed campus and community resources; and
5. Monitor ongoing behavior of individuals who have displayed disruptive or concerning behavior.

Section 3. Team Membership

The Madonna University Behavioral Intervention Team (MUBIT) is composed of representatives from critical areas of the campus community and includes:

- Representative, Academic Advising/First-Year/Transitions
- Representative, Office of Diversity and Multicultural Affairs
- Director, Office of Public Safety
- Instructional Faculty Member
- Vice President, Student Affairs and Mission Integration
- Advisor, Office of Disability Resources
- Director, Residence Life
- Representative, Student Support Staff

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- Consultant, Psychological Services Clinic

Additional members from the campus community are included in meetings of MUBIT as necessary.

Section 4. Meetings

MUBIT meets regularly to discuss topics related to behavior and intervention. These discussions include information such as trends in behavior in society and university settings, best practices in intervention and available resources.

Additional meetings are held to assess, intervene and monitor concerns brought to the attention of MUBIT.

Section 5. Assistance and Consultation for Faculty and Staff

While interacting with individuals across the university, staff may be confronted with situations in which someone is disruptive or displays behavior that may be intimidating or threatening to others. The Behavioral Intervention Plan and MUBIT are designed to assist them.

Appendices A and B provide guidelines for faculty and staff in responding to inappropriate behavior and for reaching out to individuals who are distressed or in difficulty.

If after reviewing the *Guidelines* mentioned above, more information or assistance is needed, MUBIT should be contacted for consultation and support. The MUBIT member may recommend specific strategies to address the distressed individual or may recommend submission of an *Incident Report* for further assessment and follow-up by MUBIT.

Section 6. Reporting Process

The overall goal of the Behavior Intervention Plan is to promote a safe 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, MUBIT will be able to reach out to intervene, provide support and connect them with resources that can assist them. As such, MUBIT asks that the campus community report concerning “red flag” behaviors.

Section 7. Examples of “Red Flag Behaviors”

A “red flag” behavior is a questionable, concerning or inappropriate behavior that may be presented through someone’s appearance, spoken or written words, or specific actions. Examples of “red flag” behaviors include:

- Behaviors which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbally or in writing
- Overly aggressive behaviors toward others; inability to accept 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 or intentionally intimidating behavior
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness
- Instances of causing harm to self or others
- Repeated failure to eat or sleep
- Marked social withdrawal
- Possession of weapons on campus

Section 8. Incident Report

The Incident Report (See form in Appendix C) is designed to enable faculty, staff and students to voluntarily report “red flag behaviors” that may raise concerns and incidents of misconduct at Madonna University. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency that requires immediate intervention, call**

**9-911 (on-campus phone)
911 or 734-432-5442 (off-campus phone)**

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

There is also an online Incident Report form under Quick Links on the university website.

In accordance with the Madonna University Student Code of Conduct, information provided in the Incident Report may also be considered in determining appropriate disciplinary action.

Section 9. Student Concerns about Students

Any student with a concern about another student may submit an Incident Report form. As with staff, students can identify themselves in the report or can submit the report anonymously. A student seeking to submit a concern about another student is encouraged to discuss their concerns with Public Safety prior to submitting the report; however, it is not required. Incident Report forms are available to students at www.madonna.edu (Quick Links), Public Safety Office (R. 1704), Office of the Vice President for Student Affairs and Mission Integration (R. 1400) and Human Resources Office (R. 2200). Forms can be submitted to one of the listed offices.

PART II: ASSESSMENT

Section 1. Assessment Process

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

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

Section 2. Information Gathering

Once an Incident Report has been received by MUBIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.

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

That process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interviews with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by counselor/mental health professional
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's parents or family members
- Review of a 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.

Section 3. Levels of Risk

Based on all data gathered, MUBIT will utilize the following scale to determine the level of risk that the behavior/situation poses to the individual and to others.

- **Mild risk** – There is no serious threat to the person 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 individual can acknowledge the inappropriateness of the behavior and engage in behavior to make amends with the other party. These individuals may be experiencing mental health or substance abuse problems but their conduct is not generally in violation of the university's code of conduct.

- **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 person has taken preparatory steps. These individuals may be experiencing mental health or substance abuse problems and displaying disruptive behaviors.
- **Extreme risk** - At this level, there appears to be an imminent and serious danger to the safety of the person of concern or others. It appears that specific steps have been taken or will be taken to carry out a plan to harm.

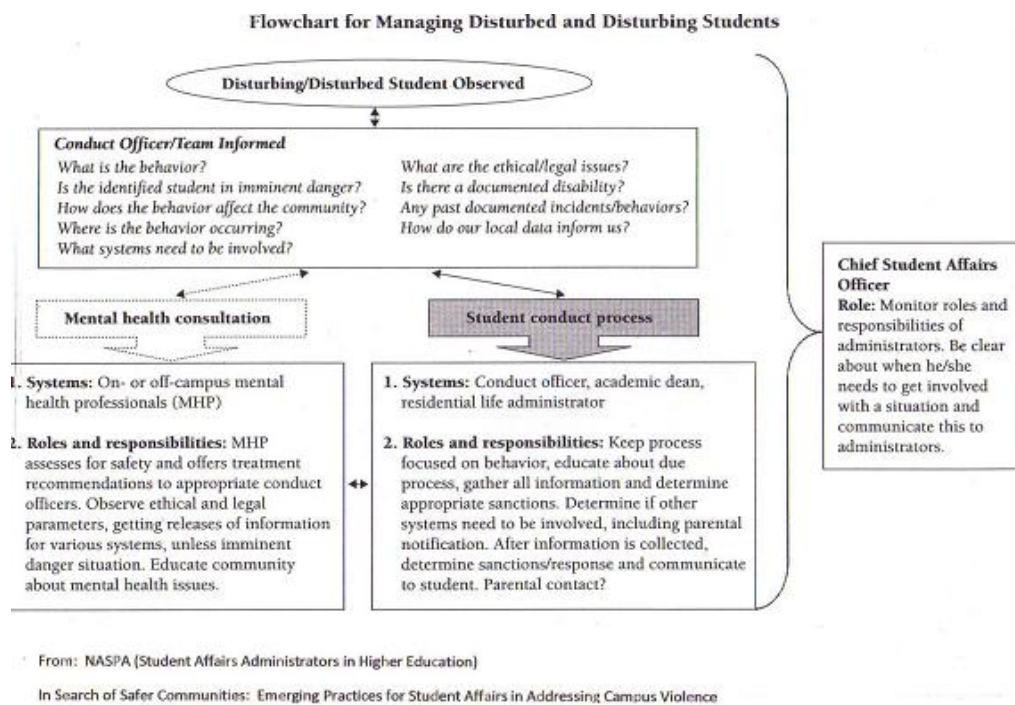
Section 4. The “D” Scale

The “D” Scale is a measure to assess risk.

- **Distress** – emotionally troubled; impacted by actual/perceived situational stressors and traumatic events;
- **Disturbance** – increasingly behaviorally disruptive; unusual and or bizarrely acting; may be destructive, apparently harmful or threatening to other; substance misuse and abuse; self-medication
- **Dysregulation** – Suicidal (thoughts, feelings, expressed intentions and ideations); extremes of self-injurious behaviors, eating disorder, personality disorder; engaging in risk-taking behaviors; hostile aggressive, relationally abusive, deficient in skills that regulate emotion, cognition toward self and relationships
- **Medical Disability** – profoundly disturbed; detached view of reality; unable to care for themselves; at risk of grievous injury or death without an intent to self-harm; often seen in psychotic breaks

(2009 NABITA whitepaper – Brett Sokolow, W. Scott Lewis, Carol Reinach Wolf, Brian Van Brunt, John D. Byrnes)

Section 5. Differentiating students with mental health and conduct issues



PART III: MENTAL HEALTH POLICY

Section 1: Guiding Principles

1. Madonna University is committed to the success of all students and employees, including those with depression or other mental health conditions.¹
2. Madonna University will:
 - Acknowledge but not stigmatize mental health problems;
 - Make suicide prevention materials and seminars available;
 - Encourage individuals to seek help or treatment that they may need;
 - Strive to keep personal information confidential;
 - Allow students to continue their education or employees their job as normally as possible by making reasonable accommodations; and
 - Refrain from discrimination against persons with mental illnesses.

Section 2. Mental Health Services

3. Emergency psychiatric services are available at all times through St. Mary Mercy Hospital.
4. Through the Psychological Services Clinic mental health treatment is available to members of the campus community affected by someone's depression or other mental health condition as well as to the distressed person.
5. Individuals are encouraged to seek counseling and mental health treatment through campus services or other available avenues.
6. Assistance and mental health treatment provided by Madonna University will be based on the person's preferences, strengths and needs.
*Conduct global search on counseling (intervention/assistance)
7. University services are provided on a voluntary basis and it remains the individual's decision whether or not to seek services.
8. Madonna University will refer someone to the Psychological Services Clinic when it learns that:
 - The person exhibits academic, behavioral or other difficulties that appear to be due to a mental health condition, or
 - The person has made a suicidal gesture or is known to have contemplated suicide.
9. The approved mental health policy will be followed in the event of a mental health issue.

¹ For policies regarding Substance Abuse see Alcohol and Drug Abuse Policy.
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Appendix A

Responding to Student Misconduct: Guidelines for Faculty and Staff

Section 1. Student Code of Conduct

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

Section 2. Tips for Preventing Misconduct in the Classroom

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

Section 3. Recommendations for Responding to Misconduct in the Classroom *(Progressive discipline to insure compliance with due process requirements)*

Please note that progression through these steps depends upon the level and repetition of misconduct. Ideally, most incidents of misconduct will be remedied at Step 1 or Step 2.

Step 1:

- Provide an oral warning to the student at the time that inappropriate behavior occurs.
- Consider reminding the entire class regarding your 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 with you. If you are not able to talk with the student individually prior to the next class period, you may contact the student by phone, email or letter.
- During the discussion with the student, clarify your expectations for classroom conduct and seek the student's cooperation in meeting those expectations. Indicate that a written report will be filed with the Vice President for Student Affairs and Mission Integration if they fail to correct their behavior following the oral warning. In addition to the written report, DOCUMENT all other information relevant to the student's misconduct.
- Provide a copy of the written report and other documentation to the Department Chair (DC).

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.

Step 3:

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- 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 Public Safety. If necessary, temporarily adjourn the class and ask another student to call Public Safety.
- Contact your DC and the VPSAMI (Vice President for Student Affairs and Mission Integration) as soon as possible to discuss the situation.
- DOCUMENT all relevant information.
- Provide a copy of the documentation to the DC and to the VPSAMI along with the *Incident Report*.

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

Step 4:

- Upon receipt of the written report, The VPSAMI 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 a review by MUBIT, consultation with the student, faculty member, and DC. The faculty member and DC will be informed of the results of the investigation.
- If disciplinary action is to be taken, a student has the right to a formal hearing on the charges and actions. If a student requests a formal hearing by MUBIT, the faculty member may be called upon to present a description of the events or to answer questions.

Section 4. Meeting with an Angry or Potentially Threatening Student

Do not meet alone with a student who you feel may be a threat to your personal safety. Instead of asking to meet after class, schedule a specific appointment so that you have time to prepare for the meeting. Contact MUBIT for consultation prior to the meeting.

Alert and confer with your DC and/or colleagues of when the student will be meeting with you and ask one of them to either be on standby or to join in the meeting. Also notify Public Safety of the time and place of the meeting. An officer will be assigned to that area or be present in the room at the time of the meeting.

Section 5. 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 university:

1. Provide a warning describing the nature of the misconduct including information on what section of the Student Conduct Code 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 (Armada, 1999).

Appendix B

Responding to Students in Distress: Guidelines for Faculty and Staff

Section 1. Identifying the Distressed Student

Over the course of your career at Madonna University you may come into contact with a student you find challenging. It is important to understand the difference between a student having a bad day and a student who may need mental health or substance abuse treatment or intervention. All Madonna University students go through a time of adjustment when they come to college. It is normal for students to feel anxious and sad to some degree within the first three months of starting college, as they try to figure out how and where they fit in. Concern should arise 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. When a student is having difficulty, help is available for the student. Student support services are available to help assess the student and help them with their needs. You certainly do not have to know how to diagnose, but it is important to be able to recognize when a student is in trouble. Behaviors that you might encounter include:

- Persistent sadness, inability to concentrate, missed classes, decreased motivation, isolation, decrease in personal hygiene, and a change from previous functioning.
- Excessive worry, feeling “on edge”, panic attacks, avoiding speeches or group projects, leaving class early, fear of failure or criticism.
- Struggling with one or more significant stressors such as divorce, loss of employment, becoming a parent, retirement, illness or injury. If a student is struggling with one of these, while in college, their adjustment may be more difficult.

Section 2. Tips for Responding to Students in Distress

If you suspect one of your students is in distress, please express your concern to the student and refer them to the Psychological Services Clinic. 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 the student’s issue is one you do not feel qualified or comfortable discussing, please contact the special consultation number (x5766) of the Psychological Services Clinic. One question to ask yourself 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, you must evaluate your own comfort level. If you begin to feel uncomfortable or that you are entering territory you are not qualified to handle, refer to the Vice President for Student Affairs and Mission Integration or the Psychological Services Clinic.
2. If appropriate, invite the student to talk privately rather than addressing the issue publicly.
3. Gain an understanding of why the student is upset. This will help you determine if the student is having a bad day or if they need intervention. Start the conversation by saying “If you want to tell me what is upsetting you, I’m here to listen” or a similar conversation starter.
4. Use active listening and repeat back to the student what they just said. Depending on the situation, you may respond by saying, “You sound very upset, what can I do to help?” or “You sound very upset, would you like to use my phone to schedule an appointment for yourself?”

Section 3. Scenarios

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

- **Scenario #1**

Kari is obviously upset and tearful during class and you ask her to stay after.

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

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

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

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

- **Scenario #2**

Bill started out the semester strong, but recently he has begun missing class and not turning in work. You ask him to stay after class to discuss his progress in your class.

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

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

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

If the student contacts Student Support Services we can discuss time management, tutoring, withdrawing from a class or two and the time commitment it takes to be successful in class. Along with the academic issues we can also discuss the student's personal struggles. Maybe they are having problems in their relationship or are experiencing symptoms of depression that warrants a referral to a local agency.

The common denominator in these scenarios:

- If you suspect a student is struggling, or there is a change from their previous functioning, ask the student what is going on. Don't assume someone else in the student's life will intervene.
- Use Active Listening. This means clarifying and restating what a person just said. This assures the student you are listening and you care.
- Assess your own comfort level. Everyone is different. Some instructors might feel comfortable talking for an hour with a student who recently lost a loved one. Others panic at the sight of tears

and don't know what to do to help. Know your own boundaries and refer to Support Services when necessary.

- Support Services specialize in helping mentally healthy students through college related stress. The Psychological Services Clinic provides assessment and treatment for personal or mental health problems. Referrals to outside professionals are also available.

Section 4. Responding to a “Clingy” Student

Instructors sometimes encounter a student who has become overly comfortable with them, the “clingy” student. Some people bond very quickly, especially with someone who has helped them through some sort of stressor. Sometimes instructors must set boundaries with students who don't 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 you are giving the student a grade at the end of the semester. To address the situation, be clear and firm. You might say:

“Did you have the opportunity to contact Support 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.”

Section 5. Support Services Contact Information

If you find a student who needs assistance, please refer them to any of the following Support Services.

In person or by phone: see listed offices

Emergency/Crises Help line		(734) 432-5442
Academic Advising	Room 1111	(734) 432-5417
Center for Personalized Instruction	Suite 1400	(734) 432-5599
Disability Resources	Room 1113	(734) 432-5639
Diversity and Multicultural Affairs	Room 1115	(734) 432-5541
Psychological Services Clinic	By appointment	(734) 432-5493
Public Safety	Room 1704	(734) 432-5441
Student Life	Room 1001	(734) 432-5428
Transitions Center	Room 1404	(734) 432-5867
Writing Center	Room 1403	(734) 432-5304
Vice President for Affairs and Mission Integration	Suite 1400	(734) 432-5881

These services are also available on line at www.madonna.edu

Appendix C Incident Report

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

Information: (please enter as much information as possible)

Name of individual _____ Student ID # _____

Address _____ Phone _____

Incident Information:

Date of incident _____ Date form completed _____

Class/Location of incident _____ Time of incident (approximate) _____

* Name of person reporting incident _____

* Phone _____ * Email address _____

Are you a student employee other (please explain) _____

Name(s) of others involved _____

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

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

Please submit completed form to the Office of the Vice President for Student Affairs and Mission Integration

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

Appendix D

Behavior/Threat Assessment Checklist

This checklist may be used by MUBIT in assessing risks for potential violence by someone who has made a threat (verbally or in writing) or whose actions are suspicious enough that a reasonable person might believe that the person may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

Last Name	First	Middle Initial	Student ID or Birthdate
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Observed or known behaviors:

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

Behavioral Intervention Team Assessment:

- High Risk
- Moderate Risk
- Low Risk

Behavioral Intervention Team

Date

Checklist provided by Threat Assessment Team, John Wood Community College, Spring 2008. Revised by Lake Land College Behavioral Intervention Team Summer 2008 and Madonna University Winter 2009

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Appendix E

Complying with FERPA

STUDENT RECORDS AND PROCEDURES FOR MADONNA UNIVERSITY (FERPA)

(Pertinent excerpts; full policy can be found in the Student Handbook or the Undergraduate Bulletin at www.madonna.edu)

Section 1.01 DEFINITIONS

For the purposes of this policy, Madonna University has used the following definitions of terms:

- Student- any person who attends or has attended Madonna University.
- Education Records- those record(s) (in handwriting, print, tapes, film, computer, or other medium) maintained by Madonna University or an agent of the University which is directly related to a student, except:
 1. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 2. Records created and maintained by the Madonna University Law Enforcement Unit for law enforcement purposes.
 3. An employment record of an individual who is employed by Madonna University but who is not in attendance at the University provided the records were made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and not available for any other purpose.
 4. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used for treatment of a student and made available only to those persons providing the treatment.
 5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

Section 1.02 DISCLOSURE OF EDUCATION RECORDS

Madonna University will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

1. To school officials who have a legitimate educational interest in the records. A school official is: A person employed by the University in an administrative, supervisory, academic, research or support staff, a person elected to the Board of Trustees, a person employed by or under contract to the University to perform a special task, such as the attorney or auditor.

A person who is employed by the University Public Safety Unit:

- a) Performing a task that is specified in his or her position description or contract agreement.
 - b) Performing a task related to a student's education.
 - c) Performing a task related to the discipline of a student.
 - d) Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
 - e) Maintaining the safety and security of the campus.
2. To officials of another school in which the student seeks or intends to enroll, upon the student's request.

3. To Immigration and Naturalization Service officers in accordance to the appropriate status verification procedure requirements.
4. To certain officials of the U.S. Department of Education, the Comptroller General, and State and local educational authorities, in connection with audit or evaluation of certain State or federally supported education programs.
5. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid or to enforce the terms and conditions of the aid.
6. To State and local officials or authorities if specifically required by a State law that was adopted before November 19, 1974.
7. To attorneys or legal counsel retained by the University.
8. To organizations conducting certain studies for or on behalf of the University.
9. To accrediting organizations to carry out their functions.
10. To parents of an eligible student who is claimed as a dependent for income tax purposes.
11. To comply with a judicial order or a lawfully issued subpoena.
12. To appropriate parties in a health or safety emergency.
13. To individuals requesting directory information so designated by the University. The information may include name, date of graduation, major field of study, dates of enrollment, participation in officially recognized activity (sports, degrees, and awards).
14. The result of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
15. Students may request that information not be provided to individuals by filing a request with the Registrar's Office.

(Approved 1995; updated 2000)

NOTES for Behavioral Intervention 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 university including the BIT, they become subject to FERPA guidelines.

Appendix F

Student Conduct Code

(Pertinent excerpts are listed below; complete policy found in Student Handbook at www.madonna.edu)

Student Conduct Code

This Student Conduct Code specifies the minimum level of conduct expected of every student at Madonna University. The policies and procedures given are those that students, faculty, and administrators at this University have agreed upon to further educational aims and to assist all students in the pursuit of their educational and personal development. A student voluntarily joining this University community assumes the obligation of abiding by the standards it has instituted relevant to its mission, values, goals, processes and functions. Madonna University, through the Vice President for Student Affairs and Mission Integration, reserves the authority to impose sanctions for behavior that violates this code, and/or to sever the student from membership in the University community.

Propriety and the University's objectives demand that when formal disciplinary action is necessary, the relevant principles of procedural due process will be observed as outlined herein. However, it is recognized that the University cannot assure a hearing of a full judicial nature, since the University does not have the power to compel the appearance of witnesses or the production of documents. Disciplinary action of a temporary and immediate nature may be imposed, however, to restrain an individual or group from further acts, which are considered detrimental to the physical health and safety of the University community or its property.

Article 1. Prescribed Conduct

A student who has been found to be in violation of any of the following acts is subject to disciplinary sanctions to include separation from the University or any lesser sanction authorized by this code.

Section 1. Falsification of Information

Students are not to use or provide false documentation to the University or to officials of the University in any form, electronic, written or verbal. Students are not to knowingly use, misrepresent, or falsify any University records, forms, procedures, or identification.

Section 2. Theft Of Property

The theft of University, private, or public property and/or possession thereof is prohibited.

Section 3. Possession Or Use Of Dangerous Weapons

Possession of or the use of any firearm, ammunition, explosive device, or other weapon on University owned or controlled property is strictly prohibited. Students are not to explode any type of fireworks on University owned or controlled property unless authorized in writing by the Vice President for Student Services.

Section 4. Behavioral Misconduct

Students are not to exhibit behavior harassing, violating the rights of, or threatening any person, harming or causing to place in harm, any person, or to conduct them in a disrespectful, lewd, indecent, obscene, or disorderly manner.

- a. Intentionally inflicting bodily harm upon any person, taking any action for the purpose of inflicting harm to another person, taking action with reckless disregard that harms another person, taking any action that creates a substantial risk of harm to another person, or the

verbal, written, or other transmission of harassment or threatened use of force to inflict harm to another person is strictly prohibited.

b. Conduct which, by itself or in conjunction with the conduct of others, disrupts or impairs the carrying on of normal University functions, a result that the student knew or reasonably should have known would occur, will be subject to disciplinary action.

Section 5. Unauthorized Entry

Forcible or unauthorized entry or entry by deception into any building structure, facility, or room therein on the premises of University owned or controlled property is prohibited.

Section 6. University Residence Hall Policies

Resident and non-resident students are responsible for knowing the policies of residence hall facilities they enter and are not to violate the rules or policies governing said University residence facilities. These policies are printed in a separate Residence Hall Handbook.

Section 7. Use And Possession Of Alcoholic Beverages

Madonna University advocates a no-use policy of alcohol for student-sponsored campus events. In support of federal and state regulations, a separate policy outlines the detrimental effects of alcohol and drugs and sanctions that abuse may incur.

Section 8. Use, Possession And/Or Distribution Of Controlled Substance

Students are not to use, possess, or distribute any state or federally controlled drug, narcotic, barbiturate, hallucinogen, marijuana, or amphetamine on University premises or property owned or controlled by the University, except as authorized by law. More extensive regulations are cited in the Alcohol/Drug Policy.

Section 9. Disregarding The Directive Of A University Official

Students are not to disregard or fail to comply with the reasonable directive, verbal or written, of a University official, acting within the scope of his/her prescribed duties or a Public Safety Officer or other law enforcement personnel acting in the performance of their duties.

Section 10. General Behavioral Policies

The following are prohibited on the premises or properties owned or controlled by the University: gambling; the unlawful use of University telephones; unauthorized canvassing or solicitation; using, possessing, making or causing to be made, any key(s) for any University building, room, or facility - except as authorized; or the production of sound through amplification or other means or any noise that unreasonably disturbs or disrupts the peace of others.

Section 11. Posting Of Material

Written material (i.e., posters, signs, handouts, brochures, handbills, pamphlets, etc.) may be posted on designated bulletin boards or other surfaces in or outside of University buildings after approval from the Office of Student Life (Room 1001). Materials are not to be posted on windows or painted walls.

Section 12. Disruption Of Academic Or Operational Functions

Students have the right, accorded to all persons by the Constitution, to freedom of speech, peaceable assembly, petition and association. Students and student organizations may examine and discuss all questions of interest to them and express opinions publicly as well as privately. They may support causes by lawful means, which do not disrupt the operations of the University, or organizations accorded the use of University facilities.

Any person who interferes with an academic, research, administrative, disciplinary or operational function of the University will be asked to cease and desist. If the person does not do so, the following steps will be taken:

- a. The individual who is interfering will be asked for identification.
- b. If the individual refuses to identify herself or himself or to cease and desist, the individual will be subject to arrest and will, after being identified by the police, be charged with appropriate civil law violations.
- c. The individual who refuses to identify herself or himself or to cease and desist, will also be subjected to immediate suspension from the University and be informed of the opportunity for an appeal hearing to be established at the earliest feasible date.
- d. The Appeal Board will consist of the President of Student Government, two students, two University officials and the Vice President for Student Affairs and Mission Integration or designee.

Section 13. Academic Dishonesty

Students are not to engage in academic dishonesty of any kind with respect to examinations, course assignments, plagiarism, alteration of records, computer misuse, or illegal possession of examinations. These shall be considered academic dishonesty. Any student who knowingly assists another student to engage in academic dishonesty is also guilty of academic dishonesty. Plagiarism is the knowing use, without appropriate attribution, of the published ideas, expressions, or work of another, with intent to pass such materials off as one's own.

Section 14. Failure to Abide By Judicial Action

Failure to pay an assigned fine or to do assigned work or to obey any other directive or sanction following a properly conducted disciplinary action is a separate violation of University rules. If students are not otherwise informed, all conditions of any disciplinary sanction must be satisfactorily completed within two months after the sanction was applied.

Article 2. Disciplinary Sanctions

The purpose of the imposition of sanctions in a student disciplinary action is to redirect the student's behavior toward a pattern more acceptable within the University community, if such redirection is feasible, or to protect the University community from possible harm or injury by said person or persons, or to give financial redress to a person for loss, harm or destruction of property resulting from the actions of the accused. The Vice President for Student Affairs & Mission Integration or designee may impose the following sanctions on a student or group of students:

Section 1. Reprimand

A Reprimand is a written warning to a student that his/her behavior is unacceptable by University standards and that any repeated violation will warrant further sanctions. Reprimand is the least sanction, which may be imposed if the accused has been found to be in violation of this code.

Section 2. Restitution

A student whose actions damage, deface or destroy any University or personal property shall be required to restore said property by replacement or by monetary reimbursement, in addition to any other sanction, which may be imposed.

Section 3. Punitive Fine

A reasonable monetary fine may be assessed against a student as punishment for a violation of this code, in addition to any other sanction, which may be imposed.

Section 4. Non-Paid Work

Non-paid work for the University or for a specified administrative area of the University may be assigned to a student as punishment for a violation of this code, in addition to any other sanction which may be imposed.

Section 5. Educational Project, Treatment Program

An educational project (i.e., mandatory attendance at an Alcoholics Anonymous meeting, treatment program and/or participation in a community service activity at the student's expense) may be assigned to a student for a violation of this code, in addition to any other sanction, which may be imposed.

Section 6. Possible Conditions of Reinstatement

At times students may be temporarily suspended until one or more conditions are fulfilled
1) continuation of therapy; 2) continuation of medication; 3) successful completion of program, courses at another institution; 4) restriction on place of residence; 5) other conditions as deemed necessary for student's future success.

Section 7. Disciplinary Probation

This is a written notice to the student that his or her behavior was of such a nature as to place that student in jeopardy of removal from the University community. The student is in a probationary status with the University for a specified period of time.

Section 8. Suspension

A student may be suspended from the University for any specified period of time. A suspended student must immediately leave the campus unless an appeal overturns the verdict of suspension. Students suspended for at least the remainder of a semester receive a final grade of F in all courses enrolled for the semester in question, may not receive any instruction or services from the University, may not represent the University in any activity whatsoever and may not represent themselves as a student at the University.

Section 9. Expulsion

Expulsion is permanent dismissal from the University. Expulsion may be ordered as a result of very serious violations or for repeated offenses. In addition to forfeiting all tuition paid, the student suffers all the other losses and restrictions imposed upon suspended students, but are not eligible to apply for readmission at any time. The student must leave the campus immediately if the expulsion verdict is not overturned on appeal. A copy of the disciplinary letter will be sent to a dependant student's parent or guardian.

Section 10. Persona Non Grata

Students of visitors who are dismissed from Madonna for violation of this code may be informed that their presence on campus is no longer allowed.

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