

Documentation & Reporting

- Objective, detailed, fact based
- Write as if the student will read it
- Likely subject to FERPA

Stay away from...

- Speculations and stereotypes
- Opinions
- Labels
- Diagnoses

You don't want a student to feel **SOLD** out.

How do I balance students' rights and college standards?

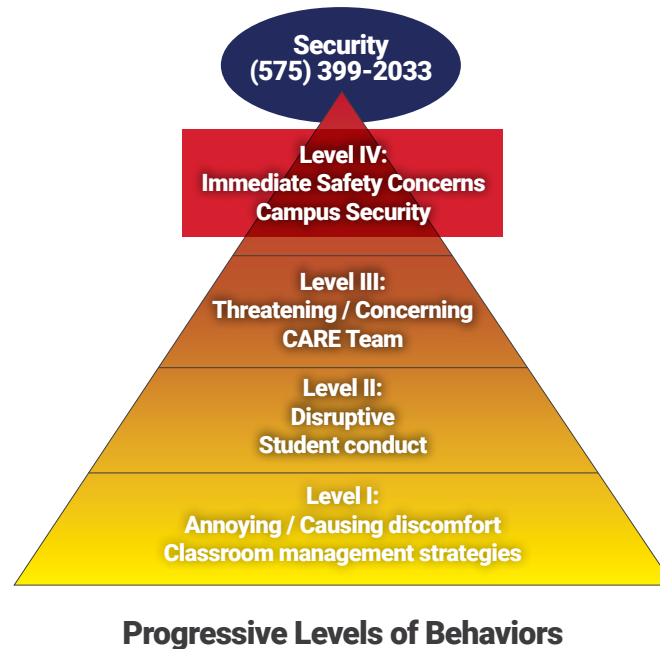
- **Set** and **communicate** what is expected using your course syllabus and other department / division publications with students.
- **Inform** students of complaint procedures / options.
- Consistently **uphold** appropriate academic standards.
- **Utilize** the campus conduct process when appropriate.
- **Document** student behaviors, your conversations and interventions, and the student's response.

What about FERPA and student privacy?

FERPA is the law that governs student records. You should never feel concerned about sharing information about a possible threat or concern with other campus officials that have a legitimate educational interest in the information. Once you share information and it becomes part of an official record, you could be violating the student's privacy rights if you share it outside of a legitimate educational interest.

Levels of behaviors:

- **Level I: Annoying / Causing discomfort**
Classroom management strategies
- **Level II: Disruptive**
Student Conduct
- **Level III: Threatening / Concerning**
CARE Team
- **Level IV: Immediate safety concerns**
Campus Safety



STUDENTS MAY:

- Be odd or creepy.
- Have a psychological condition.
- Have a disability (*disclosed or not*).
- Have different opinions than you.
- Challenge your opinion.
- Have a criminal history.
- Be entitled or self-centered.
- Have different cultural expectations.

STUDENTS MAY NOT:

- Disrupt the educational environment.
- Engage or threaten violence against others.
- Steal, cheat, harass, etc.
- Fail to comply with official college directives.
- Violate the standards of the college.
- Violate the law.

SUMMARY

- Set and articulate expectations for behavior.
- Apply expectations consistently, taking into consideration accommodations.
- Address concerns while they are minimal, don't wait for things to explode.
- Respond to behaviors rather than judge an individual.
- Report information and document appropriately.
- Use campus resources at any stage.
- Remember the power of conversation.