

Cerritos College Staff, Faculty, and Administrator's Guide for Writing a Student Conduct, CAIR, or Title IX Report

If you witness, or have information on, situations that relate to academic or non-academic misconduct, concerning or distressing behavior, or reports of sexual violence, it is important that you submit an electronic report documenting your observations.

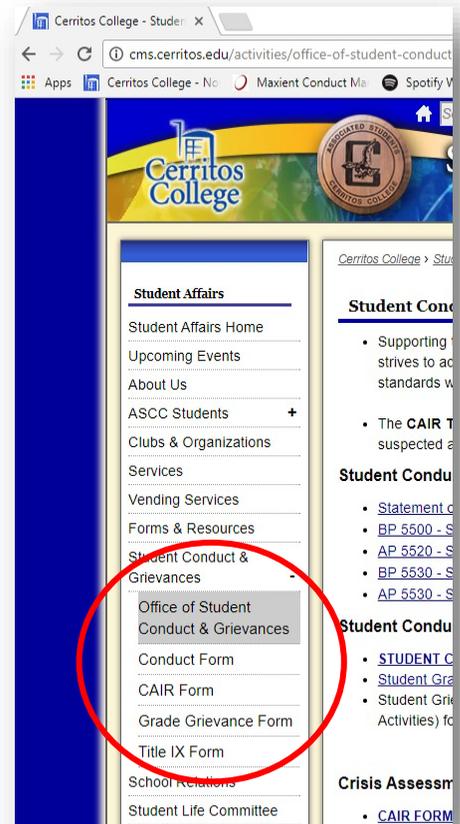
If you believe a student is a threat to themselves or others, please contact the Cerritos College Police (911, or 562-402-3674) immediately.

Types of reports

- **Student Conduct** – reports of academic or non-academic misconduct that are possibly violations of the Standards of Student Conduct (BP 5500). Report is received by the Dean of Student Services, Elizabeth Miller.
- **CAIR (Campus Assessment, Intervention, & Response)** – reports of a student exhibiting concerning or unusual behavior, or experiencing significant distress. Report is received by the Dean of Student Services, Elizabeth Miller, and the College Psychologist, Dr. Humberto Hernandez, and will be reviewed by the CAIR Team.
- **Title IX** – reports related to sexual violence, including a student disclosing past sexual violence. No investigation or questioning of the student needed, just report what was told to you. Report is received by the Director, Diversity, Compliance, & Title IX Coordinator, Dr. Valyncia Raphael.

It is recommended you file a report within 24 hours of the incident, observed behavior, or concern. When submitting the report, you will have the option to have a copy emailed to you. Once a report is submitted, it is received and reviewed by the manager(s) listed above, and you may be contacted for additional information.

To reach the form links visit www.cerritos.edu/activities, and select 'Student Conduct & Grievances' from the left menu.



The ABC's of Documentation

The information below provides a guide on writing a factual report. In the event you are referring a student, we rely on your observations, facts and objectivity. Please remember the "ABC's of Documentation" while writing a report:

About the person (name, student identification, relationship to Cerritos College)

Behaviors observed (body language, words, tone of voice, actions)

Context (when, what class did this take place in, where on campus, any unique factors of the setting)

Details (witnesses, times of incidents, anything else objective that is relevant, phrases stated)

Effect (impact to class, disruption, impact to others)

Follow-Up/Response (did anyone try to intervene, how did the individual receive that intervention, if necessary has the incident been reported to the police)

Tips for Writing Quality and Useful Referrals

It is recommended that you first write your report in a word processor such as Microsoft Word before submitting a report.

1. Avoid language that labels, demeans or stereotypes the individual.

Instead of "he creeps me out" or "she is a freak," try "he exhibited behaviors that made me feel uncomfortable. He did not stay seated for more than a few minutes at a time and raised his voice three times in the course of our ten-minute conversation while standing over my desk."

2. Avoid generalizing and describe specific behaviors.

A statement like "she yelled at me for approximately 30 seconds about topics which I could not understand" is more helpful than "she was rude."

3. Avoid providing diagnoses for someone; instead, describe the observed behaviors.

Instead of "he's a vet so he has PTSD," describe the observed behaviors: "he has written about having upsetting dreams and waking up screaming in the middle of the night. Some of his writings convey difficulty with his family and the transition back into civilian life." Please note, if the student self-identifies as having a medical or mental health diagnosis or other attributing reason for the described behavior, then you may consider including what the student self-disclosed with you if it is relative to the concern or observed behavior. For example, "Jacob has described that he has had difficulties transitioning back into civilian life within his written assignments. Earlier in the semester he disclosed to me that he has been diagnosed with PTSD as a result of his three tours in Iraq and Afghanistan."

Remember, it is not our role to assume, diagnose, or guess intentions of an individual, it is important to only report observed behaviors and communication, and any student-identified disclosures of diagnosis only if relevant and pertinent.

4. Avoid exaggerating or embellishing.

While it is helpful to hear the impact or effect of an incident, exaggerating within the report does not change the level of responsiveness to the incident. For example, students in a class or fellow office mates might share that the person "concerns them" or that they feel uncomfortable around the person. This does not necessarily translate to "this person is a threat."

5. Write as if the individual may read the report.

Your communications may be subject to legal information requests, such as those under the Freedom of Information Act (FOIA), Public Records Act (PRA), Family Educational Rights and Privacy Act (FERPA) or subpoenas. Students have a right to review their records and a student may review the record. If you are concerned about writing information down, consult with the Dean of Student Services, Elizabeth Miller, rather than avoiding submitting a referral.

6. Include attachments to provide additional information or evidence.

The online forms have a section for supporting documentation (up to 1GB total size). As relevant and appropriate, include photos, computer/cell phone/tablet screen-shot images, email messages, video, documents, etc. Attachments may require some time to upload, so be patient while submitting the form.

Contact Information

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