

**COMMUNITY STANDARDS
INCIDENT FLOW PROCESS
2009 - 2010 EDITION**

Table of Contents

Introduction and Overview	3
Residence Life and ASCA General Principles	4
Community Development	5
Philosophy Statement	5
Values	5
Objectives	5
Principles	6
ASCA Ethical Principles and Standards of Conduct	6
Student Disciplinary Records	9
Community Standards File Management	12
Judicial Affairs/Residence Life Flow of Cases	13
Administrative Timeline	15
Staff Person's Role	19
The Conference	20
Administrative Hearing	22
Appeals	23
The Parental Notification Process	23
Philosophy Statement on Sanctions	26
Sanction Types	27
Administrative Sanctions	27
Educational Sanctions	28
Community Service Projects	29
Crafting Sanctions	30
Appropriate Sanctions	30
Multiple Charges and Escalation of Sanctions	31
Parental Notification	31
Sanctioning Guidelines	32
PAUSE	32
Youthful Offenders Program (YOP)	34
Notification Involving International Students	35
Notification Involving ROTC Students and Athletes	35
Definition of Terms	36
Judicial Affairs – Community Standards (JACS) Basic Information	38
Student Conference Summary Form Information	43
Release of Information	44

INTRODUCTION & OVERVIEW

Residence Life professional staff assume the primary duty to supervise student behavior in/around the residence halls/apartments. As a participant in the Community Standards process, you are responsible for addressing issues related to campus conduct. You are entrusted to review students' behavior, to educate students about their impact on the community, and to impose sanctions when a student has violated residence hall/apartment and University policies. It is vital that you understand the importance of your role within this process.

This training manual is provided as a practical tool towards fulfilling your role. You must also have a full, working knowledge of the policies and procedures of the Community Standards and Judicial Affairs systems, explained in the Terms, Conditions, and Regulations for Residence Halls, Living on Campus at Penn State, and the Student Guide to University Policies and Rules.

In its simplest form, a response to student misconduct will follow a well established path from RA/CA to a Staff Assistant, to a Coordinator, to an Area Coordinator or Assistant Director, and if required, on to the Office of Judicial Affairs.

However, the simple flow of the process is subject to timelines, documentation requirements, and referral guides that must be followed in order to ensure the residents' rights to due process. As you review the material, you will see timelines and detailed information regarding the action required by each staff member.

Pay attention to the steps required by you in your position, and the steps required by the staff member before and after you. The better you understand your role in the disciplinary process, the more smoothly incidents can be resolved throughout the system.

**Residence Life and ASJA
General Principles**

And

**Policy on the Disclosure
Of Student Records**

Community Development

The Office of Residence Life is obligated to respond in an educational manner to issues which affect members of the residence hall/apartment community. We have a responsibility to intervene where behaviors within the residence hall/apartment community impede, contradict, or are inconsistent with:

- standards set by the residence hall/apartment community
- the academic mission of the University
- contractual agreements made between the student and the University

Philosophy Statement

The Office of Residence Life is committed to developing residence hall/apartment communities which challenge and support the total development of the student. Our desire is to provide a residence hall/apartment environment that is comfortable and conducive to learning and personal growth. As members of the residence hall/apartment community, students accept certain rights and responsibilities. Being caring members of the residence hall/apartment community means working toward the development of a civil environment which is purposeful and just.

Values

Choosing to live in the residence halls/apartments obligates each member to a standard of community living that embraces certain values which are firmly rooted in the mission of the Office of Residence Life. These values are:

- **Mutual Respect:** consideration and regard for each other.
- **Individual Differences:** acknowledging the uniqueness of each individual and accepting, appreciating, and celebrating their right to that uniqueness.
- **Learning:** growth and advancement of knowledge, skill, and understanding in all dimensions.
- **Quality Environment:** safe, secure, and comfortable physical and emotional surroundings that support learning and the development of a sense of community.
- **Sense of Community:** feelings of belonging, of sharing standards and goals, of supporting the common good.
- **Service to All Students:** providing quality assistance to every resident regardless of our own individual beliefs, views and perspectives.

Objectives

The primary objectives of the residence hall/apartment system of community standards are:

- To respond to and address the cause of inappropriate behavior in order to further the student's development and enable him/her to become a positive contributor to the community
- To discourage a student's inappropriate behavior from recurring in the future
- To provide resources and/or sanctions which will support student's learning.

Principles

The foundation of the residence hall/apartment system of Community Standards is comprised of several student development principles which support the growth of the total student. These principles include:

- **Support of the Individual:** Students who meet with Residence Life staff for community standards violations will be treated as individuals and in a fair and supportive manner. Through staff interactions, students will feel that their individual contributions to the community are valued and respected.
- **Support of Community Development:** The Residence Life Community Standards process will positively impact the development of residence hall/apartment communities which embody certain essential values and characteristics including: civility, diversity, equality, respect for rights, property, and safety of others.
- **Educational Foundation:** The Community Standards process will be supportive of the intellectual and moral development of each student.
- **Developmental Approach to Community Standards:** Interactions and sanctions will appropriately challenge and support students as they struggle through personal stages of development.

ASCA Ethical Principles & Standards of Conduct

Ethical Principles and Standards of Conduct

Preamble

The Association for Student Conduct Administration (ASCA) is an organization of professional educators, many of whom hold responsibility for administering standards of student conduct within colleges and universities. The membership of ASCA believes that a primary purpose for the enforcement of such standards is to maintain and strengthen the ethical climate and to promote the academic integrity of our institutions. Clearly articulated and consistently administered standards of conduct form the basis for behavioral expectations within an academic community. The enforcement of such standards should be accomplished in a manner that protects the rights, health and safety of members of that community so that they may pursue their educational goals without undue interference.

As a means of supporting our individual commitments to fairness, honesty, equity and responsibility, the members of ASCA subscribe to the following ethical principles and standards of conduct in their professional practice. Acceptance of membership in ASCA signifies that the individual member agrees to adhere to the principles in this statement.

Use of This Statement

The purpose of this statement is to assist judicial affairs professionals in regulating their own behavior by providing them with standards commonly held by practitioners in the field. These standards may be useful in the daily practice of student judicial affairs work. Self-regulation is preferred. However, if a professional observes conduct that may be contrary to established principles, she/he is obligated to bring the matter to the attention

of the person allegedly committing the breach of ethics. If unethical conduct continues, the matter may be referred to the offender's institution for appropriate action.

Ethical Principles and Standards of Conduct

Membership in ASCA implies agreement with and adherence to the following ethical principles and standards of conduct:

1. Professional Responsibility.

Members have a responsibility to support both the general mission and goals of the employing institution and the rights, privileges and responsibilities of the students within that institution. Members shall make every effort to balance the developmental and educational needs of students with the obligation of the institution to protect the safety and welfare of the academic community.

2. Employment Obligations.

Acceptance of employment at an institution of higher education requires that members accept the general mission and goals of the institution and agree to adhere to the terms and conditions of the employment contract or letter of agreement for employment. Members shall adhere to the lawful tenets of the employee handbook or similar documents of the employing institution.

3. Legal Authority.

Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, misrepresentation or unlawful discrimination. ASCA recognizes that legal issues are often ambiguous and members should seek the advice of counsel as appropriate. Further, members shall demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

4. Nondiscrimination.

Members shall conduct their professional duties and responsibilities in a manner that complies fully with applicable law and demonstrates equal consideration to individuals regardless of status or position. Members shall work to protect human rights and promote an appreciation of diversity and pluralism in higher education. Members do not engage in or tolerate harassment in any form nor do they enter into intimate relationships with those for whom they have any disciplinary, supervisory, evaluative, or instructional responsibility.

5. Treatment of Students.

Members shall treat all students with impartiality and accept all students as individuals, each with rights and responsibilities, each with goals and needs; and seek to create and maintain a campus climate in which learning and personal growth and development take place. Further, members shall fully comply with the rules, regulations and procedural

guidelines of the institution in enforcing its standards of conduct. Members shall not exceed their express authority in taking such actions.

6. Development of Rules, Procedures and Standards.

Members shall strive to ensure that rules, procedures and standards for student conduct on their respective campuses meet legal requirements for substantive and procedural due process and reflect the general mission and goals of the institution. Further, they shall follow established procedures in making changes in such regulations. Finally, any such rules, procedures and standards shall reflect the commitment to equity, fairness, honesty, trustworthiness and responsibility.

7. Student Behavior.

Members shall demonstrate and promote responsible behavior and seek to enhance the responsibility that each student takes for his/her own actions. Members support the principle of adherence to community standards and when those standards are violated, the necessity of disciplinary interventions that contribute to the educational and personal growth of the student. However, it is understood in situations where the behavior of a student poses a risk to self or others, members must take action consistent with applicable laws and the general mission and goals of the employing institution.

8. Conflict of Interest.

Members shall seek to avoid private interests, obligations and transactions which are or appear to be in conflict of interest with the mission, goals, policies or regulations of their employing institution. Members shall clearly distinguish between those public and private statements and actions which represent their personal views and those which represent the views of their employing institution. Further, if members are unable to perform their duties and responsibilities in a fair and just manner due to prior involvement with a party or parties, they shall remove themselves from the decision making process.

9. Confidentiality.

Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes, when given informed consent, or when required to prevent personal harm to themselves or others.

10. Accuracy of Information.

Members shall strive to assure that information provided for students, faculty, employees and employers, colleagues and the public is accurate and is accompanied by appropriate contextual material if needed.

11. References.

Members shall provide only appropriate information regarding student conduct when providing references to potential employers, graduate schools or professional schools.

12. Limitations.

Members are expected to understand the limits of their professional competencies and to refer students appropriately.

13. Supervision.

Members who have supervisory responsibilities shall clearly define job responsibilities and regularly evaluate performance in accordance with institutional policies.

14. Professional Responsibilities.

Members shall maintain and enhance professional effectiveness by improving skills and acquiring new knowledge so that they may better serve both their students and their institutions. Further, members shall seek to become active, involved members of their institutional communities and in professional associations and/or societies.

[Retrieved from <http://www.theasca.org/en/cms/?60>] September 8, 2009

STUDENT DISCIPLINARY RECORDS

Student Disciplinary Records are part of a student's formal educational record and are centrally maintained in the Office of Judicial Affairs at the University Park Campus of the Pennsylvania State University. A Student Disciplinary Record may also be maintained by the Judicial Affairs Designee at the specific campus the student is attending. Judicial Affairs may also place disciplinary transcript notations on the student's academic record that is maintained in the University Records Office.

At the Pennsylvania State University Student Disciplinary Records include: Judicial Affairs records related to the Student Code of Conduct, Residence Life records related to the residence hall Community Standards Program and records related to the Academic Integrity Policy (AD 49-20). In accordance with the 1974 Family Educational Rights and Privacy Act (FERPA) educational records are defined as those records directly related to a student and are maintained by an educational institution or a party acting for the agency or institution. The following are not considered educational records:

- Sole Possession Records
- Law Enforcement Unit Records (unless those records are used in the University disciplinary process)
- Employment Records
- Medical Records
- Post-Attendance Records

Establishing and Retaining Disciplinary Records

Typically, a Student Disciplinary Record is established when a written report or information on a student is received and maintained by the Office of Judicial Affairs or

the Office of Residence Life. All Student Disciplinary Records are maintained on file in the Office of Judicial Affairs for seven years after the graduation date of the student.

If a student with a disciplinary record transfers and graduates from another college or university Penn State will destroy the Student Disciplinary Record seven years after the date the student graduates from the other institution. In order for the Student Disciplinary Record to be destroyed, the student will need to verify his or her graduation by providing a transcript and/or other acceptable proof.

If a student is assigned the sanction of Permanent Expulsion, the Student Disciplinary Record will remain on file permanently. If a student is involved in litigation with the University the Student Disciplinary Record may be kept indefinitely. If the student has not met the conditions for re-enrollment after a separation from the University, the Student Disciplinary Record may be kept on file until the sanction is removed, but only if the period of time meets the criteria above.

Accessibility to Student Disciplinary Records follows the University Policy on Confidentiality of Student Records (<http://www.sa.psu.edu/ja/pdf/PoliciesRules.pdf>).

Student Access to Records

In accordance with FERPA, a student may have access to his/her Student Disciplinary Record or be given a copy of his/her Student Disciplinary Record at any time provided that he/she can be properly identified and provided that the original Student Disciplinary Record is not removed from the office. Judicial Affairs may take up to two business days to provide the Student Disciplinary Record to the student.

Sharing Records

A Student Disciplinary Record may be shared with faculty of the College, administrative staff and other authorized employees of the University who have a legitimate educational interest as defined by the University.

In general, Student Disciplinary Records are not released outside the University unless the student has signed a waiver permitting release of that information. If a student signs a release, the full content of the Student Disciplinary Record will not be released unless specifically authorized by the student. At the request of the student, a Student Disciplinary Record may be released to individuals outside the University who request such information. The University may release Student Disciplinary Record information for up to three (3) years past the student's graduation.

Student Disciplinary Records may also be released when requested by a judicial order or a subpoena from the courts. Student Disciplinary Records are released under these conditions as long as the Student Disciplinary Record is on file in the Office of Judicial Affairs and only after the subpoena or court order has been deemed to be lawful. In some cases, disciplinary records subject to subpoena or court order will only be released after consultation with the University attorney. The University will make a reasonable effort to notify a student prior to releasing his or her records in response to a judicial order or subpoena.

FERPA allows the University to share information related to Student Disciplinary Records under the following conditions:

- To others with prior consent of student
- To the student who requests a copy of his/her Student Disciplinary Record
- To stewards of directory information as defined by the University
- To agents who are acting on behalf of the institution (such as University attorneys)
- To schools in which the student seeks or intends to enroll
- To others in compliance with financial aid regulations
- To organizations conducting studies for or on behalf of educational institutions
- To accrediting organizations for accrediting purposes
- To parents or legal guardians of dependent students
- To parents or legal guardians of non-dependent students in accordance with FERPA
- regulations and University policy such as the University Parental Notification Policy
- To comply with a judicial/court order or subpoena
- To respond to a student health or safety emergency
- To the public or others as final results of a disciplinary hearing against an alleged perpetrator of a crime of violence or non-forcible sex offense (Foley Amendment)
- To the Immigration and Naturalization Service (INS) for purposes of the Coordinated Interagency Partnership Regulating International Students To comply with student recruiting requests (Solomon Amendment) To the Internal Revenue Service (IRS) for purposes of complying with the Taxpayer Relief Act of 1997
- To authorized representatives of the Department of Veterans Affairs for students receiving educational assistance from the agency To authorized representatives of the following government entities*:
 - Comptroller General of the United States
 - Secretary of Education
 - U.S. Attorney General for law enforcement purposes
 - State and local educational authorities

*These officials may only have access to the information if it is in connection with an audit or evaluation of Federal or state supported education programs, or for the enforcement of or compliance with Federal legal requirements, which relate to those programs.

Sharing Records within the University

The Office of Judicial Affairs often receives requests for Student Discipline Records from other employees of the University. The Office of Judicial Affairs will not ordinarily share Student Disciplinary Records with other employees without first obtaining written permission from the student to release those Student Disciplinary Records. In some circumstances, where there is a legitimate educational interest (i.e. Office of Athletics, ROTC Office, Study Abroad Office, academic Colleges) or where federal or state law allows the University to release Student Disciplinary Records without a student's permission, the University may exercise its right to do so. An example would be the University Parental Notification Policy for alcohol or drug violations. In addition, Judicial Affairs designees may consult with administrators whose offices oversee extra-curricular and/or co-curricular activities sponsored within the University. The Office of Judicial Affairs may also share Student Disciplinary Records with faculty or staff involved in resolving cases of academic misconduct (Policy AD-49).

The University shall endeavor to comply with all applicable laws and regulations relating to record retention, and in order to meet this objective the University reserves the right to modify or amend these policies, as it deems advisable or appropriate.

COMMUNITY STANDARDS FILE MANAGEMENT

Effective August 2009, the following protocol will be utilized when storing/retaining community standards files within Residence Life.

1. All files should be sent to 201 Johnston after they are closed and the sanction completed. Files that include alcohol violations and a sanction of PAUSE, AIP III, or YOP should be sent immediately to 201 Johnston, prior to the sanction being completed.
2. The Judicial Affairs staff may call for one of these files if the office receives a separate report about a student. Please send the file to 201 Johnston if so requested and if it is still in our possession. If there is confusion about the file because the case is not closed or an educational sanction is due, please contact the Senior Associate Director/Associate Director who will provide appropriate instructions. Please log that the file was sent to 201 Johnston in the area log in the share drive and in the case notes for that particular student.
3. For UP, once files are received in 201 Johnston, violations of the following nature will be held in 201 Johnston.

13.03 – Entry into or permitting entry into restrooms of the opposite gender

- 14.01 – Excessive noise or quiet hours violations*
- 15.01 – Visitation/Escort/Guest*
- 15.02 – General housing and residential areas*
- 15.06 – Smoking*
- 15.07 – In the presence of alcohol*
- 15.08 – In the presence of drugs*

4. If, at the end of the academic year (spring semester), the student who received the above listed charges has no other violations of any kind, the file should be destroyed.
5. At the CWC campuses, files should be held as is consistent with the student record policy used by judicial affairs (7 years past graduation from the institution).

Judicial Affairs/Residence Life Flow of Cases

This document is an attempt to clarify the flow and adjudication of cases between Judicial Affairs, Residence Life, and University Police. Incidents or situations that are not delineated below will need to be discussed with the Senior Associate Director/Associate Director and/or the judicial affairs liaison.

The following cases will be seen by **Judicial Affairs** staff:

- When a physical altercation occurs and some kind of physical harm is inflicted by one student upon another.
- Possession of marijuana and paraphernalia and most “in the presence of illegal substance” cases unless determined otherwise by the senior associate director/associate director and judicial affairs liaison.
- All cases when the involved student is a staff person, such as an RA/CA.
- All cases in which a Residence Life staff person (RA/CA/Coordinator) is being harassed/threatened. This includes cases in which students are resistant to staff confronting a policy violation.
- All cases in which an off-campus student is involved in violating a policy in the residence halls/apartments.

The following cases will be seen by **Residence Life** staff:

- Simple fights in the residence halls/apartments in which the incident was a mutual escalation and where no hospital visit is required.
- Alcohol violations and first excessive consumption charges. This includes any situation where the Police are involved (whether a citation has been issued or not). For a second excessive consumption/alcohol transport in the residence halls, consult with the senior associate director/associate director to determine if case will be heard in CS or JA.
- Any violation that occurs outside of a building or in a quad in which the people are clearly disrupting the community. Incidents when students are cited simply walking by a building will be referred to Judicial Affairs.

- Cases in which Police are involved and the violation rises to a level that is usually heard in community standards (e.g., stolen street signs, possession of fireworks).

*When the Police are involved/writing a report and the case is being resolved by Residence Life, staff may meet with the student prior to the police report being received. The Judicial Affairs staff will forward the police reports directly to the senior associate director/associate director and community standards administrative assistant upon receipt. Upon receiving the police report, the staff member will review and do one of the following:

1. Make no change in the charge/sanction. They will casenote receiving the report and send a copy to the student using the email found in the share drive.
2. Will determine there are significant differences and will re-open the case for further review. Student will be notified using the sample email found in the share-drive.

**Any time a Residence Life staff person wants to see a case that would typically be seen by Judicial Affairs, s/he should let the Senior Associate Director/Associate Director know. The Senior Associate Director/Associate Director will then work with the judicial affairs liaison to make sure that the file is forwarded.

Students with priors

- Students who have a history of residence hall/apartment violations should continue to be seen as community standards cases. Staff should assign contract review and termination if problems persist. If first year students are involved in situations such as this, staff should consider residence hall reassignment prior to doing a contract termination. AC/AD's should be consulting with the senior associate director/associate director in these cases.
- Students who are on Disciplinary Probation and are involved in a residence hall/apartment violation that is related to the reason they are on probation should be referred to Judicial Affairs.
- Students who WERE on Disciplinary Probation and are involved in a residence hall/apartment violation that is related to the reason they were on probation can be seen by either the Residence Life or Judicial Affairs staff. The Residence Life staff can determine where the case will be resolved in consultation with the senior associate director/associate director.

Other information

- Area Coordinators/Assistant Directors are allowed to assign AIP3 as a community standards sanction. This should only be given for students who are believed to have serious alcohol problems.

- Prior to a Residence Life staff person seeing a student as a Judicial Affairs designee, the staff person will obtain approval from the Senior Associate Director/Associate Director of Residence Life.

Administrative Timeline

The following describes the administrative timeline required for documenting, referring, and resolving behavioral incidents according to Residence Life Community Standards. This process is UP specific and should be adapted accordingly for the CWC campus residence life offices.

RA/CA PROCESS

Behavior/Incident Occurs:

1. RA/CA goes to www.sa.psu.edu/r/ion
2. RA/CA clicks on “create a new incident”
3. RA/CA puts in student ID# or last name and clicks search
4. Repeats this step for all individuals involved
5. Fills out the incident form
6. Clicks review before submitting
7. Makes sure all information is correct
8. Clicks submit.

Once the RA/CA clicks submit, the IR is sent to Residence Life. If there are corrections that need to be made, someone will send the IR back, an email will go directly to the RA/CA to notify the RA/CA that there is an IR that needs corrections. The RA/CA will then go back into the website above and click on the IR under “need revisions.”

AC/AD SEQUENCE

1. As soon as the AC/AD is in the office they are to check the website <http://www.sa.psu.edu/r/ion>
2. The AC/AD should click on the Area IR and make sure it is the correct area that they are checking.
3. All new IR’s are going to be in the “new submissions” category.
4. You will also need to look at the “need revisions” category. This category lets the staff know what IR’s have been sent to the RA’s and what we are waiting on the RA/CA to resubmit the IR with revisions.
5. After reading the IR the AC/AD is to determine if it is to be sent to JA or stay in Residence Life to hear the case
 - If it is to be send to JA, the AC/AD will check “send to JA”
 - If it is to be heard by residence life the AC/AD should notify the coordinator of the building that there is an IR to be reviewed.

COORDINATOR SEQUENCE

1. The coordinator should enter the website and click on “Area IR” and make sure the correct area is selected.

2. The coordinator is then to read each IR from their building.
3. After reading the IR, the coordinator should determine if the RA's need to enter more information or change the information presented. The coordinator can make minor grammatical changes as needed.

Returning the IR to RA for revision.

1. If the IR needs to changes the coordinator is to click on "return to RA for revisions."
2. On the next screen, there is an area for the coordinator to write their comments and what the RA needs to change in the report.
3. The coordinator can then send the IR back to the RA for revisions.
4. The RA will receive an email and they will be able to view the IR by returning to the IR website.
5. The IR that needs revision will be designated on the page after they gain access by using their CAC ID and password.

IR is OK and is ready to be made into a file and meet with the student(s)

1. If the IR is okay and does not need revisions or the revisions have been completed the coordinator should click on "accept".
2. This will then show the administrative assistant that the IR is prepared to be printed and a folder made.

OFFICE MANAGER/ADMINISTRATIVE ASSISTANT INCIDENT REPORT FLOW

Enter the website (<http://www.sa.psu.edu/rlion>) and click "View area IR's". Check to make sure you are viewing the IR's for the correct area.

NEW SUBMISSIONS

1. Once the IR's have been accepted by the coordinator you will see a check mark instead of "not yet accepted" to the right of the IR group.
2. Confirm with the AC/AD which IR's will be staying in CS and which will be going to JA.

IR's Staying in CS

1. After the IR's are accepted "select" the group.
2. Scroll down and click "print incident report form(s)".
3. Right click the yellow explorer bar at the top of the screen and then click "download file."
4. Print the IR's (note: this will print the entire group).
5. Close the PDF window.
6. On the screen you will see "When finished click here to return home"...click it.
7. "Select" the group of IR's again.
8. Scroll down and click "Send to JACS".
9. Enter the following information:
 - a. Police Report # (if there is one)

- b. Assigned to
 - c. Referred by
 - d. Motivation (if alcohol)
10. Click “Send to JACS” (note: this will send the entire group to JACS).
 11. You will then be back at the main screen where you can select the next group of IR’s or logout.
 12. Files are then created and the area process to store files until student appointments is initiated. Make sure to log in the area log that the cases are remaining in the area for educational conference meetings with students.

IR’s Going to JA

1. After the IR’s are accepted “select” the group.
2. Scroll down and click “Send to JACS”.
3. Enter the following information:
 - a. Police Report # (if there is one)
 - b. Assigned to
 - c. Referred by
 - d. Motivation (if alcohol)
4. Click “Send to JACS” (note: this will send the entire group to JACS). Assign the cases to Joan Brown.
5. You will then be back at the main screen where you can select the next group of IR’s or logout.
6. Make sure to log in the area log that the cases were sent to JA. No paper files are necessary for cases going to JA.

Need Revision

1. These are IR’s the coordinators have sent back to the RA to revise...we do nothing with these.
2. After the RA makes the changes the RA resubmits the IR and they will appear under “new submissions” again: then follow the process outlined above.

Scheduling the Appointment

1. When student calls to schedule appointment, this information should be noted on Coordinator’s calendar, documented in the online area log, and written at the top of the IR.
2. If student fails to schedule an appointment or schedules but fails to show up, etc., Staff Assistant should draft one of the applicable letters as follows. These letters can be found in the Residence Life Shared Folder/Community Standards/Letters:
 - ⇒ Failure to Schedule Appointment,
 - ⇒ Failure to Reschedule Appointment,
 - ⇒ Missed Scheduled Appointment
 - ⇒ Assigned Appointment Due to Failure to Schedule Appointment
 - This information should be entered into JACS notes.

Educational Conference Process

1. File is placed in the staff person's IR/POLICE REPORT file.
2. Staff person should enter conference date into JACS when they meet with student.
3. The staff person should have the conference page in JACS open when meeting with a student and complete all appropriate sections. See the JACS flow document for further details.
4. The staff person should print two copies of the student conference summary form so that signatures can be gathered. One copy is given to student and one copy is placed in file.
5. After staff person meets with the student, the file is returned to Staff Assistant, making sure that the following has been completed by the staff person assigned:
 - ⇒ Student has received a copy of the IR/POLICE REPORT.
 - ⇒ Conference form is complete and that a copy has been given to the student.
 - ⇒ Administrative letters have been sent to the student by the staff person and a copy of each placed in the student's file.
 - ⇒ Any due dates of sanctions assigned have been noted on their calendars so that they can follow up as necessary.
6. If there is an educational sanction due, Staff Assistant notes due date in area log. File is held in staff person's sanction due file.
 - Once sanction is complete, staff person notes date completed in JACS. Staff Assistant should also note the date completed in the area log. Coordinator should follow up with student about sanction (see sample letters in share drive).
 - If student does not complete sanction by date due, staff person should send a "Failure to Complete Educational Sanction" Letter (RL/Shared/Community Standards/Sample Letters 09 - 10) and note this in JACS.
7. Staff Assistant prints the case summary from JACS. The file should be arranged as follows, making sure they are bound at the top of file:
 - Community Standards File Review Checklist
 - Case Summary Page
 - Correspondence, AIP Form (if applicable), and Conference Form
 - ⇒ Please arrange these forms in date order starting with the most recent and working backwards
 - IR/POLICE REPORT Form

When someone opens a file they should be able to start at the back and go through the case as it happened.

8. Staff Assistant gives completed files to Assistant Director/Area Coordinator to review and initial on Community Standards File Review Checklist.
9. After review, Area Coordinator/Assistant Director returns to Administrative Assistant who sends file(s) to 201 Johnston, making sure to note date sent in online area log.

This process may vary slightly by area.

Staff Person's Role

During a conference it is the responsibility of the staff person to ensure a fair process for students.

Listed below are several responsibilities that will help to facilitate this process.

1. Arrive on time and be prepared to pay careful attention during the conference.
2. Review all materials and student's past history prior to the conference.
3. Ask open-ended questions. Some useful phrases are:
 - Tell me more about....
 - How did you feel about....?
 - What did you do after....? What happened when....?
 - What do you mean when you say....?
 - What is your reaction to....?
 - How did you become involved in....?
 - What is your understanding of the....policy?

Do not be alarmed when a question is asked and the person does not respond immediately. It is natural to think about a response before responding. Allow the person ample time to think without undue pressure to respond quickly.

If the person needs clarification, let him or her ask for it; don't assume that he or she does not understand the question. Students also have the right not to answer questions. Silence should not be responded to as an admission of guilt. If the student wishes not to answer a question, a new question should be raised.

Besides the fact-related questions, here are some sample questions for you to consider asking, as appropriate, during a conference:

- What effect did your actions (or your behavior) have on others? On the community? On yourself?
- Explain what you hoped to accomplish through your actions.
- Who is responsible for your behavior?
- What other options were there for you in this situation?
- What was the purpose of your behavior?
- How would you feel if others were engaged in comparable behavior?
- What would be the consequences to the community if everyone engaged in comparable behavior?
- How is your relationship with your roommate? With other students on the floor? With staff members?
- How does your responsibility for living within a community apply to your actions in this situation?
- How might you react if such a situation were to come up again?
- What process did you use for making your decision in this situation?

In summary:

1. Approach each case with the perspective that the accused student is not responsible, unless and until you are persuaded otherwise by “clear and convincing” information.
2. Review each case and listen carefully to each person, withholding any judgment until all available information has been presented and considered.
3. Allow those responding to questions to develop a thorough answer before moving on to the next area of questions.
4. Engage in meaningful thought and appropriate discussion regarding the facts of the case when the discussion has concluded.
5. Be thorough, consistent and fair in your discussion and decisions related to sanctions.

Slightly edited and reprinted from model ACPA Selection and Training Manual

The Conference

Three potential outcomes are possible as a result of a conference between a student and a Residence Life staff person. The student may:

1. Accept responsibility for the incident (Responsible)
2. Be found not responsible (No charge)
3. Contest

In general, we should not be assigning more than one Code of Conduct violation. We typically do not “stack” charges. We try to determine the root cause of the incident or the root behavioral issue and assign charges accordingly. On rare occasions, in consultation with the senior associate director/associate director or AD at the CWC campuses, multiple charges may be assigned and rationale needs to be specifically noted in the case notes in JACS.

Student accepts responsibility

Following a conference with the staff person, if a student accepts responsibility for the incident of which he or she is charged:

1. The staff person assigns a sanction (either administrative, educational or both) and enters the charges, sanctions, and decision into JACS. **As a rule, a student should be assigned only one educational sanction.**
2. If sanction warrants the student receive any type of letter, the original should be sent to the student and a copy placed in the student file. Letters should be sent within 48 hours of educational conference. Please use the sample letters found in the share drive.
3. The staff person gives a copy of the IR/POLICE REPORT and the conference form to the student, and places a copy of each in the student file.
4. Immediately following the conference, the staff person assigned to the case needs to input specific case notes outlining the discussion, outcome, rationale, and any other important/relevant information. Others reading the case notes should get a good idea of the flavor of the conversation between the staff person and the student. Case notes should be written in third person whenever possible. Please try not to use pronouns as they can make reading the case notes difficult.

5. Following the conference, the staff person gives the file to the Area Administrative Assistant who reviews, arranges, and bands the file together. The file is then given to the Area Coordinator/Assistant Director for review before being sent to 201 Johnston.
6. If an educational sanction was assigned, the Area Administrative Assistant enters the date by which the educational sanction needs to be completed into the area log. The file is then maintained in the area office until the sanction is complete. **It is the responsibility of the staff person who assigned the sanction to monitor the progress of an educational sanction.** In cases where PAUSE is assigned the Area Administrative Assistant sends the file to 201 Johnston for referral to Judicial Affairs. AIP 3 cases are maintained in 201 Johnston until completion of the AIP 3 process.
7. If AIP 3 is assigned, the AC/AD must determine the need, send an email to Stephen Shetler and carbon copy the senior associate director/associate director. The file is then sent to 201 Johnston to be maintained until the completion of AIP3.
6. If the sanction is not completed by the assigned date, the student may receive any of the following: phone contact by the area staff; a letter from area staff asking for completion of the sanction and/or notifying the student of further charges; or a letter explaining that a hold has been placed on the student's records until the sanction is completed.
7. Once the sanction is completed, the staff person enters the completion date into JACS and gives the file to the Area Administrative Assistant who enters the completion date into the area log and prints the case summary page to be placed in the student file. The file is then given to the Area Coordinator/Assistant Director for review before being forwarded to 201 Johnston. *If the student requests written documentation that s/he has completed the sanction, it will be provided in a follow-up letter by the staff person.*

Student is found not responsible

If the staff person meets with a student and decides the student is not responsible for the documented policy violation, the following occurs:

1. Staff person enters "No Charge" on the conference page in JACS. A copy of the conference page can then be printed if the student requests this.
2. Staff person enters rationale for the no charge in the notes section.
3. Staff person returns file to Area Administrative Assistant who prints the case summary page, arranges the file and gives it to the Area Coordinator/Assistant Director for review before being sent to 201 Johnston..

Contest

If the student does not accept responsibility, but the staff person believes the student is responsible, the following steps must take place. In order for a staff person to believe that a student is responsible for a violation, s/he must believe that it is reasonable to draw a clear and convincing conclusion, based on the existing and relevant information, that a community standards violation occurred. A student can only contest a charge, there is NO sanction review in the Community Standards process.

1. The staff person explains to the student that the case will be referred to the Area Coordinator or Assistant Director, and that an *Administrative Hearing* will take place.
2. The staff person gives the student the handout explaining an Administrative Hearing.
3. The staff person enters recommended charges and sanctions into JACS, selects

“contest” from the conference page in JACS, enters notes into JACS indicating why the case is being referred for an Administrative Hearing, and gives the file back to the Area Staff Assistant.

4. The Area Administrative Assistant contacts the student to make an appointment and schedules an Administrative Hearing within five (5) working days, if possible, with the Area Coordinator or Assistant Director.

Administrative Hearing

An Administrative Hearing will consist of the following participants:

- Area Coordinator or Assistant Director-the hearing officer for the case.
- RA/CA(s) who wrote the incident report.
- Witnesses- Both the student and hearing officer have the right to call a witness(es). The student must send the name (s) of any witness(es) to the Area Residence Life office at least 24 hours before the hearing. Character witnesses are not allowed.
- If all attempts to contact the student fail, the Area Staff Assistant may consult the student’s class schedule to schedule an appointment with the Area Coordinator/ Assistant Director. The student will be sent a letter including all pertinent information (such as date/time/place) with whom the student will be meeting. The letter will also state that the Administrative Hearing will take place with or without the student present.

Process

1. The Area Coordinator or Assistant Director briefs the student and witnesses about the process of the hearing. The witness (es) will be told that they will be called into the room as soon as possible and will be asked to relay events as they remember them happening.
2. The student and all witnesses are asked to reply to “truth statement” which should be something like:
Do you understand that all information you provide should be relevant to the incident in question and that all information is expected to be factual and truthful? Do you understand that providing false information may result in your being charged with “Failure to Comply?”
3. The student is given the IR/POLICE REPORT to read.
4. The student is given the opportunity to share his or her account of what happened.
5. The RA/CA is called in to give his or her recollection of the incident.
6. The Area Coordinator or Assistant Director may ask questions of the RA/CA.
7. The student may pose questions to the Area Coordinator or Assistant Director, which he or she may then ask the RA/CA. (The student should not directly address any witnesses unless the witness(es) agrees to be questioned by the student).
8. After all questions are answered, the RA/CA is excused and the next witness is called.
9. Repeat this process with each witness, until all witnesses have been heard.

After all of the witnesses have spoken, the Area Coordinator or Assistant Director:

1. Asks any final questions of the student

2. Asks the student for a final statement
3. Chooses one of the following options:
 - Makes a decision about the case at that time.
 - Asks the student to schedule a follow-up appointment within the next two working days to discuss the decision and sanction (if applicable).
 - Asks the student to leave for a few minutes while notes are reviewed so a decision can be made.

NOTE Once again, in order for a student to be found responsible for a policy violation, the hearing officer must believe it is reasonable to draw a clear and convincing conclusion, based on the existing and relevant information, that a community standards violation occurred.

4. Assistant Director/Area Coordinator completes the hearing box on the case summary page as well as the information on the conference page in JACS, including the charges and sanctions (if any), and decision. The conference summary page is then printed and given to the student and placed in the file. Any decision as a result of a hearing should be documented in the notes.
5. The Hearing Officer ends the student a letter summarizing the process and outcome of the Administrative Hearing within five (5) working days.

Appeals

Appeals of decisions from Conferences or Administrative Hearings will be heard only in the case of a residence hall/apartment Contract Termination. Students have three working days from the time of the termination to write a letter of appeal. Appeals will be heard for the following reasons:

- New information that affects the case is discovered.
- A Residence Life staff person feels the termination was unreasonable.
- Inappropriate or improper procedures were followed.

If a student appeals a contract termination, the following will happen:

- The Residence Life Senior Associate Director/Associate Director or a designee, who did not hear the original case, will decide if an appeal is warranted.
- If it is, the Senior Director of Residence Life or a designee will hear the appeal within five (5) working days of receiving the appeal letter.
- The Senior Director of Residence Life or designee enters the appropriate information in the appeals box and case notes into JACS.
- The student will be notified of the decision about his or her appeal within five (5) working days. **If it is determined that a student will receive a contract termination, parental notification will apply.**

The Parental Notification Process

Parental Notification is the act of sending a letter to the parent or guardian of a student.

The following describes the guidelines for determining whether parental notification is warranted for individual incidents. In making your decision, please refer to these guidelines and consult with the Assistant Director/Area Coordinator/Senior Associate

Director/Associate Director if clarity is needed.

1. The student exhibits a repeated pattern of misconduct and has exhausted or failed to complete required programs or other performance requirements.

Examples/factors present:

- In most cases “repeated pattern” is defined as (2) two incidents. Specific circumstances would include behaviors that are similar in nature or offense.
- All second offense alcohol violations and when there have been the following (two 6.0 + 15.07 or three 15.07 code violations)
- Minor incidents would not typically apply (i.e. skate boarding, visitation or noise).
- When a condition of sanction (i.e. alcohol program and/or drug counseling) is not completed and the student continues to fail to respond or get the support assigned.

2. The Code of Conduct violation constitutes a felony under state or federal law.

Examples/factors present:

- Police would typically determine if a felony level act has been committed.
- Most would involve substantial possession, use and/or drug distribution, and major and deliberate violence and/or assaults, and major thefts or burglary.
- Most would include criminal charges.
- Most would yield a sanction of deferred expulsion or greater.

3. The student has been involved, or has involved others, in a potentially life-threatening situation.

Examples/factors present:

- Not to include attempted suicides unless the student has exhibited a pattern of life-threatening behaviors which disrupt the community or is involved in an individual situation that threatens the life and welfare of others (i.e. threatening death with a gun).
- Excessive consumption of alcohol/supplying to minors/party responsibility.
- When a student is Summarily Expelled due to on-going disturbances or behaviors related to emotional or psychological behaviors. This would typically include a student being committed.

4. In the professional judgment of the staff of the Office of Residence Life, a report to the parent or guardian of the student is advisable under the specific facts and circumstances of the disciplinary incident in question.

Examples/factors present:

- Utilize the precedent guidelines and consult if not sure..
- Circumstances that might affect a student’s status in housing, extracurricular programs, registration activities or privileges, and athletic participation. These would include incarceration, hospital stay, or when public interest might lead to calls home from the press.

Apply the following guidelines to a case review in order to determine whether parental

notification is warranted:

1. Review the file, incident and precedent guidelines before the conference. If you are not sure that the incident meets the criteria, consult with the Area Coordinator/Assistant Director/Senior Associate Director/Associate Director.
2. Hold the conference and follow the usual steps in the process.
3. In the conference, verify parent or guardian and home mailing information.
4. Explain the following aspects of the *Parental Notification Policy* to the student:
 - When deemed appropriate, the University may contact the parent or guardian of a dependent student under the age of 24. Federal legislation also authorizes us to disclose records of alcohol and drug violations by independent students under the age of 21.
 - Why the incident meets our guidelines for parental notification.
 - A notification letter will be sent to the student's parent(s) or guardian(s), unless:
 - a) The case does NOT involve drugs or alcohol and the student is able to prove financial independence according to IRS guidelines.
 - b) He or she is 24 years or older.
 - Explain what the letter will say.
5. If the student claims financial independence, the staff person should refer the file immediately to the Area Coordinator/Assistant Director/Senior Associate Director/Associate Director.
6. The Area Staff Assistant will schedule an appointment for the student to meet with the Area Coordinator/Assistant Director/Senior Associate Director/Associate Director within three (3) business days.
 - The Area Coordinator/Assistant Director/Senior Associate Director/Associate Director discusses the student's financial status. If the student continues to state independence, the Area Coordinator/Assistant Director/Senior Associate Director/Associate Director will allow the student three (3) business days to provide proof of independent status unless the incident involves alcohol or other drugs.
 - Follow-up with Financial Aid to clarify or verify information before the student returns to your office.
 - Explain to the student that if he or she does not return with the information within (3) business days, the notification will occur.
7. Once the incident is resolved make sure you indicate whether parental notification applies on the conference page in JACS.
8. We do NOT send Parental Notification letters to International Students. They are considered automatically independent.
9. If the student, for personal reasons, does not want notification to occur, the situation

should be discussed with the Area Coordinator/Assistant Director/Senior Associate Director/Associate Director. There will be times when we do not notify parent(s) or guardian(s) given special circumstances.

10. Follow-up conversations with parents or guardians regarding a notification letter are to be managed by the Senior Associate Director/Associate Director or a designee within the following guidelines:

- Phone calls should be returned within 48 hours.
- All phone calls from notification letters will be tracked.
- Discuss what occurred, if other related records or information are relevant and/or appropriate, the information can be shared.

The intent is NOT to disclose a student's entire discipline history

11. Please review the Parental Notification policy found at the Office of Judicial Affairs Website (<http://www.sa.psu.edu/ja/parental.shtml>) for additional information.

SANCTIONS & SANCTIONING

Students are members of the University community and are individually responsible for their behavior. In the residence hall, students are also contract holder's with certain responsibilities and expectations that are outlined in their residence hall contract and the policies document. When a resident student's behavior violates the Code of Conduct or his/her housing contract and the student is charged for the violation(s) through the community standards or discipline process, sanctions are applicable. Disciplinary sanctions generally attempt to accomplish the following: 1) provide fair and just consequences for misconduct, 2) provide protection for the safety and property of the University and/or residence hall community, 3) enhance the academic environment, 4) discourage future violations of the Code of Conduct and/or housing contract, and 5) contribute to the growth and development of the student.

Philosophy Statement on Sanctions

The Office of Residence Life has a responsibility to intervene when behaviors within the residence hall/apartment community impede, contradict, or are inconsistent with the standards set by the community or standards, policies, rules set by the student community, Residence Life, Judicial Affairs, or the University.

Sanctions should be educational in nature and meet the following objectives:

- Further a student's development and enable him/her to become a positive contributor to the community.
- Discourage a student's inappropriate behavior from recurring in the future and aid in the student's learning.
- Assist students in understanding what it means to respect themselves and others in a community environment and to take responsibility for their actions within the community.

Sanction Types

To meet the above objectives, Residence Life has identified a number of administrative and educational sanctions. Administrative sanctions impact a student's status within the residence halls/apartments. These sanctions may be assigned independent of or in conjunction with educational sanctions. Educational sanctions require a student to become actively engaged in a process which will challenge him/her to learn a number of things: how individual behavior impacts the community; how the behavior may be harmful to his/her development; and how he/she can make positive contributions to the community. Educational sanctions may be assigned independent of or in conjunction with administrative sanctions.

Administrative sanctions include:

Verbal Warning: A verbal acknowledgement that community standards and/or expectations have been disregarded. This is the lowest level of administrative sanction and may or may not accompany an educational sanction.

Letter of Concern: A written acknowledgement that community standards and/or expectations have been disregarded. This sanction may be used when a student disregards a more serious community standard, contract term condition, University policy, or participates in repeated inappropriate behavior. This sanction may or may not accompany an educational sanction.

Contract Review: Contract review is implemented when a student has either seriously breached a community standard or has repeatedly engaged in inappropriate behavior. This initiative is for a specified period with the understanding that any further breach of community standards, during the time specified, may result in an extension of the contract review or a termination of a student's residence hall/apartment contract.

Change of Room Assignment: Student is moved from one housing assignment to another residence hall/apartment location. This may be a temporary or permanent change of assignment. This sanction requires consultation with an Area Coordinator/Assistant Director.

Restitution: Restitution refers to requiring a student to pay for damages or misappropriation of property. Restitution may be imposed separately or in addition to any other sanction. In the case of damage, destruction, defacement, theft, or unauthorized use of property, restitution to the University may be required through financial payment or community service. Failure to make restitution may lead to an additional sanction.

Note regarding restitution: Residence Life staff should not be involved in facilitating restitution between two private parties. In other words, if student A comes home intoxicated and damages student B's belongings, we can meet with student A for the intoxication, but we should not be involved in negotiating the payment of damages to student B. Students should work that out themselves. The only time that Residence Life staff gets involved in assigning restitution as a sanction is if damage occurs to University Property.

Loss of Privilege: Loss of privilege refers to the withdrawal of the use of a service, participation in an activity, or other withdrawal of privileges consistent with the inappropriate behavior. Loss of privilege may be imposed separately or in addition to other sanctions. It needs to be for a specified period of times and any conditions that need to be met before the privilege is restored also needs to be clearly documented.

Administrative Directive: Refers to a behavior, act, or obligation a student must fulfill or abide by for a specific period of time or remains in effect until written documentation is provided to the student that releases the directive. An example of this may be requiring a student to not initiate contact with a particular individual or individuals in person, by telephone, electronically, through voicemail, in writing, by friends on his/her behalf, or by any other means. Disregarding a directive from a University official will result in a more severe sanction.

Note regarding administrative directives: An administrative directive can be issued at a student's request and may not be linked with a specific judicial affairs or community standards case. In this case, the administrative sanction is listed in the default category in JACS. Case notes should be added and a permanent file created. The administrative directive may also be a result of a Code of Conduct or housing contract violation and be assigned as an administrative sanction.

Interim Residence Hall/Apartment Contract Reassignment/Suspension: In certain circumstances, the Director or designees may impose an interim residence hall/apartment contract reassignment or suspension. This reassignment/suspension requires a student to immediately move/leave the residence hall/apartment community for a specific period of time pending other administrative action or medical evaluation. Any student who disregards an interim residence hall/apartment contract reassignment/suspension may be subject to indefinite contract termination and/or other University judicial action. This sanction will be implemented for one or more of the following reasons:

- *To ensure the safety and well-being of members of the residence hall/apartment community.*
- *To ensure the student's own physical or emotional safety and well-being.*
- *To ensure normal operation of the residence hall/apartment community.*

Contract Termination: Refers to a student being separated from the University housing program by revoking a student's residence hall/apartment contract. The housing contract may be terminated temporarily or permanently. This action may be initiated by the Director, the Senior Associate Director, Associate Director, Assistant Directors, or Area Coordinators. Any conditions that must be met for a student to regain eligibility to live on campus must be made in writing at the time of the termination.

Note: A student whose contract is terminated is not guaranteed to any reimbursement on the Housing and Food Services Contract.

Educational sanctions include, but are not limited to:

In order to achieve the goal of encouraging the student to understand the repercussions of his/her behavior, educational sanctions:

- Should be educational rather than punitive.
- Should be related to the violation as much as possible.
- Should provide consequences for the behavior.
- Should prevent repeat violations.
- Should give the student the opportunity to demonstrate personal growth.
- Should relate to the student community as much as possible.
- Should be moderately challenging for the student.
- Should be designed so that the student can experience success with it.

*Mackin, Mary Beth, University of Wisconsin – Whitewater
Presented at the Association for Student Judicial Affairs*

Two categories of educational sanctions are listed below.

Educational Initiative: To require the participation of a student in the creation and/or implementation of an educational sanction.

- Educational initiatives are related to specific behavior, which is of concern to the residence hall/apartment community.
- Educational initiatives may be assigned *in lieu of, in conjunction with, or in addition to administrative sanctions*.
- Assignment and monitoring of these tasks will be the responsibility of Residence Life staff who assigns the sanction. Staff must clearly state the expected outcome of the educational sanction and follow up with the student directly upon successful completion of the educational initiative.

The following is a suggested list of acceptable educational sanctions. Please use your own creativity and develop new sanctions that meet the individual needs of the students.

Alcohol Education Program (i.e., online, peer-to-peer, court ordered): May be assigned to students who were involved in alcohol-related violations of the Code. See Community Standards Manual for more specific information about the Alcohol Education Program opportunities.

Apology Letter: May be assigned to students whose behavior had a negative impact on a particular individual or business more so than the community at large (i.e., theft).

Drug Education Program (i.e., online, Marijuana Intervention Program (MIP), court ordered): May be assigned to students who were involved in drug-related violations of the Code.

Meeting with Relevant Staff Member and Reflection Paper: May be assigned to students whose behavior indicated a need for education on a particular subject on which a University staff member is knowledgeable (i.e., Multicultural Center, Center for Women Students).

Reaction/Reflection/Research Paper (i.e., decision making, laws, University policies, etc.): May be assigned to students who have engaged in a Code violation as a way of fostering reflection and exploration in a way that will benefit their future decision making.

Review Relevant Article, Book, Workshop, Program or Movie and Reflection Paper: May be assigned to students whose behavior violated the Code as a way of fostering exploration of a particular topic followed by reflection on the topic and how it relates to them.

Program Development/Presentation: May be assigned to students who engaged in a Code or housing contract violation that may benefit from creating an opportunity for other members of the community to learn and reflect about the topic/issue related to the inappropriate behavior.

Newsletter/Bulletin Board: May be assigned to students whose behavior violated the Code of Conduct or residence hall/apartment contract as a way to reflect on the behavior and share with others how the behavior adversely impacts a living environment.

Community Service Projects: A community service project consists of assignments or tasks to be carried out for a specified period of time. Examples include:

- Working with the housing staff.

- Sitting duty with RA's/CA's.
- Meeting with University Police.

Community Service or Service Learning Experience: May be assigned to students whose behavior disrupted the community in some way.

Crafting Sanctions

Successful sanctioning requires careful examination of the nature of the offense, consideration of the impact on the community and those involved in the incident, reflection on a student's personal considerations (i.e., disciplinary history, attitude throughout disciplinary process) and appropriate application of the sanctioning guidelines (Olshak, R., 1996, ASJA Presentation).

Tips for Designing Sanctions:

- Consider the nature of the offense. What occurred? What impact did it have? Who was/is affected? What were the potential outcomes? What was the intent of the student? Was alcohol or other drugs involved?
- Consider what have been past guidelines for responding to this type of behavior and does past precedent effectively relate to behavior.
- Examine personal considerations for the student. What is the disciplinary history? Is this a repeat offense of a similar nature? What attitude did the student display throughout the process?
- Consider how the sanction will serve the needs of the student AND the community.

*Richard Olshak, Illinois State University
ASJA Presentation, Clearwater, FL, February 1996*

The sanctioning precedent guidelines have been created as a guide and to assist in creating some consistency across areas and campuses. However, if the best outcome for a particular student is outside of the established guidelines, deviation is acceptable with consultation from the senior director, senior associate director, associate director, assistant director, or area coordinator. This approach should not be the norm, but is available to acknowledge the nature of specific behaviors and treat students as individuals. In cases where assigned sanctions fall outside of the guidelines, a clear rationale for the outcome is required. This reinforces the notion that the guidelines are designed to assist in the crafting of sanctions. The guidelines are not designed to be prescriptions.

Appropriate Sanctions

Six scenarios are presented for determining the appropriate sanction for a particular incident.

1. **Win-Win:** Sanctions are designed so that all parties feel that they have gained something. The community may feel it has a more peaceful environment; the residence hall/apartment staff may feel they have helped a student and have gained a positive contributor to the building/apartment; and the student may feel that s/he was understood and encouraged to develop more appropriate behavior. When the sanctions are assigned with a win-win attitude, students are more likely to become valuable members of the community and to perceive residence hall/apartment staff and residence hall/apartment living in a positive way.
2. **Developmental:** The sanctions are directly related to a developmental stage or skills that

the student needs to learn. For example, if a student has exhibited very aggressive behavior when stressed, used abusive language, slammed doors, and perhaps even damaged property, some of the developmental options are:

- Restitution for damages.
 - Planning and attending an assertiveness and communication skills workshop.
 - Planning and attending a program on stress and relaxation.
 - Talking with a counselor about the effects of stress and ways to relieve it.
 - Creating a handout for students on relieving stress.
3. **Choices:** Where appropriate, the sanction process should attempt to offer educational options in addition to traditional sanctions. Ultimately, we want students to learn to make positive choices for themselves and their community.
 4. **Appropriate to Circumstances and Violation:** The sanction must be in accordance with the seriousness of the violation and the circumstances surrounding the conduct. While the goal is to educate rather than punish, there are community incidents that warrant serious sanctions, up to and including termination of the housing contract.
 5. **Timelines:** All sanctions, especially educational sanctions, must have a specific deadline for their completion. The deadlines must offer adequate time for the student to complete the task while considering academic demands, job expectations, etc. However, the process must not linger on for several months, since any potential for growth will diminish with time. Furthermore, we do students no service when we fail to hold them responsible for their commitments. All deadlines and the consequences for failing to meet deadlines must be stated clearly to the student and on the educational conference form.
 6. **Explaining “Why:”** In order for the student to understand the purpose of the sanction, an explanation of why certain sanctions are being imposed is necessary. Discussing why the exhibited behavior was inappropriate or disruptive, how the behavior affected others, and what skills are being encouraged in the student are very helpful.

*Edited and reprinted from University of Delaware information under
“Making the Decision” supplemented with updated wording from the
Model ACPA Selection and Training Manual.*

Multiple Charges and Escalation of Sanctions

It is not necessary to list all charges which may apply to an incident. We do not believe it is in the best interest of the student to “stack” charges. Charges should be directed at the root cause of the inappropriate behavior or document behaviors that need to be documented as the most appropriate charge(s) to effectively respond to the incident. Likewise, escalating sanctions from one incident to the next is not mandatory unless indicated by the nature of the offense.

Parental Notification

The Family Educational Rights and Privacy Act (“FERPA”) permits the disclosure of a student’s educational record to his or her parents or legal guardian without his or her consent only if the student is a dependent *or* if another applicable exception applies (34 C.F.R. 99.31(a)(8)). Judicial

Affairs assumes University students are not dependents within the meaning of Section 152 of the Internal Revenue Code of 1986 unless individually certified to the contrary.

Please consult the Parental Notification policy and interpretation on the Judicial Affairs website: <http://www.sa.psu.edu/ja/parental.shtml>.

Sanctioning Guidelines

The sanctioning guidelines have been developed by the Office of Residence Life to assist staff in determining appropriate sanctions and to ensure a level of consistency across all campuses. The sanctioning guidelines include recommended sanctions for violations **assuming a student has no prior violations**.

The sanctioning guidelines recommend administrative sanctions based on three levels of behavior or violation: minor, moderate, and major. Staff are encouraged to use the descriptors in each category to assist in determining the level of the behavior. Please refer to the "Precedent Guidelines" booklet for additional information.

PAUSE (ALCOHOL INTERVENTION SANCTIONS)

The current PAUSE program, based on the Brief Alcohol Screening and Intervention for College Students Program (BASICS) housed in the Office of Health Promotion and Wellness, is a psycho-educational, therapeutic program designed to aid students in making personal, low-risk decisions regarding alcohol and other drugs. PAUSE is offered at two levels, based on the perceived level of risk. The two levels are described below.

PAUSE BLUE: Educational Intervention

- PAUSE BLUE is designed for students involved in minor alcohol violations in which the perceived risk to the student is low.
- PAUSE BLUE is a 2 hour workshop.
- This group workshop is designed to:
 - ⇒ Raise the participants' awareness about the laws and escalating sanctions.
 - ⇒ Address issues of use and abuse.
 - ⇒ Provide an opportunity for self-evaluation.

PAUSE WHITE : Psycho-Educational or Psycho-Therapeutic Intervention

- PAUSE WHITE is designed for students who may have an alcohol problem.
- PAUSE WHITE consists of two one-hour educational sessions.
- Depending on the risk rating received after the intake evaluation, a student's experience will either be psycho-educational or psycho-therapeutic in nature.

The third level of alcohol intervention is called alcohol intervention program (Level III) and is offered through the Office of Counseling and Psychological Services (CAPS).

AIP Level III: Therapeutic Intervention or Treatment

- AIP Level III is designed for students who have alcohol problems.
- Students who have already completed PAUSE (Blue and/or White) and find

themselves involved with the judicial system again may be referred to AIP Level III. Other students are also referred to Level III when it is apparent that they are:

- ⇒ Critically involved with alcohol.
- ⇒ Have high levels of poly-drug use.
- AIP Level III time commitment is individualized and variable.
- The AIP Level III program provides a psycho-educational intervention designed to curb dangerous behaviors or enable students to recognize a need to seek treatment voluntarily.

Directions for sanctioning PAUSE:

After meeting with the student and deciding the student should complete an alcohol assessment and educational session, you will refer the student to the PAUSE online assessment based on Brief Alcohol Screening and Intervention for College Students (BASICS).

Steps for referring a student to PAUSE:

1. You will need a PAUSE referral form for the student
2. Write in the “Online Assessment and Program Scheduled Due Date” on the left side of the form
3. Write in the “PAUSE Program Completion Due Date” also on the left of the form
4. Please hand the student the completed PAUSE referral form and remind them of the due dates. Make sure to tell them the PAUSE classes fill up quickly so they should get into a class as soon as possible
5. Notify the Office of Health Promotion and Wellness
 - a. go to your Outlook calendar
 - b. open “All Public Folders”
 - c. open “AIP Client Referral Form” folder
 - d. add the students Name, ID #, referral source (RL), assessment due date, intervention due date and other relevant information
 - e. This step needs to be done immediately, to make sure the student is tracked through the process

Special notes:

- If students are having any issues with the online assessment program, they should be referred to the Office of Health Promotion and Wellness
- Do not assign individuals found responsible for being in the presence of alcohol to PAUSE (unless you feel it is necessary).
- Administrative Assistants will send all PAUSE folders to 201 Johnston immediately after sanctioning.
- When populating JACS with information on your meeting, please case note your meeting. Also, give the student PAUSE 1 in the drop down sanction menu. If this changes after the assessment, JA will change the sanction to reflect the change.

Steps for referring a student to AIP III (Area Coordinators/Assistant Directors Only):

1. You will need an AIP III referral form for the student
2. Call CAPS while with the student and schedule the student's first appointment with Stephen Shetler, this should be written on the referral card as the first appointment due date
3. Write in the "AIP III Program Completion Due Date" also on the left of the form (5 weeks)
4. Remind the student that they need to sign a release so that Stephen Shetler can speak to the senior associate/associate director upon the student's completion and that the only information requested is that the student completed the program.
5. Please hand the student the completed AIP III referral form and remind them of the due dates. Make sure to tell them the AIP III is time intensive and should not be put off until the last minute in order to ensure they will complete by the due date.
6. Email Stephen Shetler and carbon copy the senior associate director and associate director. Outline the student's history (very briefly) and provide rationale for AIP III. Ask that Shetler email the senior associate director/associate director upon completion of the program and ask that the letter confirming completion be sent to the Office of Residence Life, 201 Johnston Commons.
7. Give the file back to the administrative assistant where it will be noted in the online area log and sent to 201 Johnston for maintenance until the sanction is complete.

YOUTHFUL OFFENDER'S PROGRAM (YOP)

When a student is cited through the State College Police or the Penn State Police for an underage alcohol violation, they are assigned a sanction through the magistrate. One of the sanctions might be an option to take the Youthful Offender's Program (YOP). YOP is a 15-hour alcohol education program that a student can choose to take in order to have a criminal charge dismissed. YOP is only offered to students who are under 21, the citation is their first alcohol citation of any kind, and who have received only one citation. The University will accept YOP in lieu of any other educational sanctions assigned by our staffs (PAUSE, online alcohol program, reflection paper, AIP III, etc...).

ASSIGNING PAUSE TO A STUDENT WHO IS ALSO CITED:

The steps to take when meeting with a student who has been cited are similar to meeting with a student who was not cited with one exception:

- 1) Meet with the student and discuss the behavior.
- 2) Determine an appropriate charge and sanction.
- 3) Assign the appropriate charge and sanction.
- 4) If the student has already met with the magistrate and is going to complete YOP, ask the student to bring a copy of the registration receipt for the program to the Office of Judicial Affairs. Place the date by which you would like the receipt into

JACS clarifying that the student will complete YOP to meet the PAUSE requirement. DO NOT fill out the PAUSE forms.

If the student is meeting with you before meeting with the magistrate, you have a choice. You could reschedule the student to meet with you after meeting with the magistrate; or you can meet with the student, assign the appropriate charge and sanction, complete the paperwork and tell the student that if s/he meets with the magistrate, is assigned YOP and would no longer like to take the PAUSE program, s/he should let JA know ASAP.

Notification involving International Students

Legislation passed after September 11, 2001, requires the University to report any disciplinary action involving an international student due to a report or conviction of a criminal act. This will impact Residence Life staff who meets with international students and the referral includes a police report.

Please inform any international student with whom you meet with for a criminal violation that Residence Life/Judicial Affairs will be notifying the International Students Office about the violation. You can do this in the conference. The information that is shared is as follows:

- Student name
- Student ID#
- Date of incident
- Violation (code)
- Date of case resolution
- Sanction assigned

JACS captures this data so staff is not involved in the actual notification.

Notification involving ROTC Student and Athletes

The Office of Residence Life notifies ROTC of student violations upon the completion of the case or when the student is failing to comply with the directives/conditions of a staff member. The appropriate ROTC office is contacted with the students name, date of incident, charge code, and sanction.

Athletics is notified for all athletes within 48 hours after the incident occurs with the student's name, the athletic team, and possible code violations. Athletics is then contacted again at the conclusion of the case with the student's name, athletic team, charge code, and violation.

DEFINITION OF TERMS

The following terms are used in the residence hall/apartment Community Standards program as defined below. Any other interpretation of these terms is not permitted.

AIP III: This abbreviation refers to the Alcohol Intervention Program for the third level which includes alcohol assessment and counseling.

Administrative Hearing: A meeting, conducted by an Area Coordinator, Assistant or Associate Director of Residence Life, to determine whether or not a student is responsible for an alleged behavior.

Administrative Sanctions: Sanctions that impact a student's status within the residence halls/apartments. Administrative sanctions include: verbal warning, letter of concern, contract review, change of room assignment, restitution, loss of privilege, administrative directive, interim residence hall/apartment contract reassignment/suspension, and contract termination.

Appeal: Refers to the right of a student to ask for a reconsideration of a contract termination. The appeal is submitted to the Senior Associate Director/Associate Director of Residence Life, and if allowed, will be heard by the Associate Director of Judicial Affairs or his/her designee.

Business Days: Weekdays when the University administrative offices are open for business. Saturday, Sunday, and University holidays are not business days. The end of the business day on the last day of any time period is considered the end of that day. Time periods do not count the first day, but include the last day. For example, a notice received on a Monday, with three business days to respond, would require a response before the close of office hours on the following Thursday.

Code: The *Code of Conduct* lists behaviors that contradict the essential values of and are prohibited by the University. The code is intended to be read broadly and is not meant to define misconduct in exhaustive terms. <http://www.sa.psu.edu/ja/conduct.shtml>

Community Standards: Refers to the program in the Office of Residence Life which monitors and establishes expectations for student behavior on campus.

Conference: A meeting which takes place between a student and a professional Residence Life staff person regarding a student's behavior in the residence halls/apartments. During this meeting, the Residence Life staff person can find a student not responsible for an alleged behavior, the student can admit responsibility and have sanctions administered, or a student can contest any charges and have a case referred for

an Administrative Hearing.

Educational Sanctions: Sanctions that require a student to actively engage in an activity which will enable that student to learn from his or her involvement in a specified behavior. Examples of educational sanctions include: community service projects, writing a reflection paper, attending and/or presenting a workshop, creating a bulletin board, writing a newsletter, and others.

Incident Report (IR): A form which is completed by Residence Life staff (including professional Residence Life staff and RAs/CAs), which explains an observed behavior which may or may not be inconsistent with established community standards found in the *Terms, Conditions, and Regulations of Residence Halls* or in the *Code*.

Judicial Affairs – Community Standards (JACS): The web-based computer program that staff uses to track student community standards or code of conduct violations.

On-Campus or University Controlled Property: Both terms refer to buildings or grounds owned, leased, operated, controlled, or supervised by the University. Residence halls/apartments and commons buildings are covered under this definition.

PAUSE: This abbreviation refers to the Personalized Alcohol Use Screening and Education. The program has 2 levels: Pause Blue and Pause White.

Professional Residence Life Staff: A person who is employed by the Office of Residence Life and has responsibility for supervising RA/CAs or any of the positions listed immediately following: Coordinators, Area Coordinators, Assistant Directors, Associate Directors, Senior Associate Director/Associate Directors, Directors, and Assistant Vice Presidents.

Student: A person who has been admitted to the University or who has registered or enrolled in any credit or non-credit course or program offered by the University.

Terms, Conditions, and Regulations of Residence Halls: The standards of community living which students are expected to uphold in order to remain in University housing.

University: The Pennsylvania State University at all locations.

Youthful Offenders Program: An alcohol intervention program assigned by the district magistrates. Students can fulfill the requirements of the Alcohol Intervention Program by participating in this program.

Judicial Affairs – Community Standards (JACS)

Basic Information

Information for all staff

1. The system is web-based. In order to get to it, simply go to the URL <https://www.sa.psu.edu/jacs>.
2. You will see a log-in page that will ask you for your UserID and Password. This is the UserID and Password that were received from CAC or ITS when you first started working for Penn State (the ones you use when applying for a job at the University). The web page is a public page, but only Judicial Affairs/Residence Life staff can access the page through this authentication.
3. You will next be on the JACS home page. You will note several important items on this page.
 - The top of the page will have your name, unit, campus, and role. The whole system is based on your role within Judicial Affairs or Residence Life (or both). People in Residence Life only have access to certain information. Additionally, you only have access to students at your campus.
 - **STAFF ASSISTANTS WILL BE UTILIZING THIS FUNCTION TO SEARCH FOR STUDENT INFORMATION TO CREATE A CASE.** The next thing you will note is a search function. This is what you will use if attempting to locate information about a student (enter a case, look at priors, etc...). You can search either one of two ways. The first allows you to search by a student's last name, student ID, or Penn State UserID. The second allows you to search by incident number, if you know it. JACS automatically assigns an incident number to every case that is entered into the system.
 - **COORDINATORS/ACs/ADs CAN USE THIS WHEN GETTING READY TO RESOLVE A CASE THAT HAS BEEN ASSIGNED TO YOU.** The next box shows any cases that have been assigned to you and are still open. You should use this feature to select a case if you are getting ready to resolve it.
 - **COORDINATORS/ACS/ADS CAN USE THIS FUNCTION.** The last box on this page lists any overdue educational sanctions that you assigned. These will show up the day after the due date that you entered on the conference page. Staff can click on the select button next to a student's name to enter the date the sanction was completed or to change a due date.

Information for Staff Assistants when Entering/Creating a Case

4. The next page, assuming that you have done a search, is the “search results.” This should show information about the student you entered. Hit “select.” If, for some reason, the student for whom you are looking did not show up in your initial search, this means that the student has no open or prior cases. There will be a box at the bottom of the search results allowing you to “search all student records from the Registrar’s data.” You can click this and the student for whom you are looking should be on that list. “Select” the student.
5. The next page is the “Add new case” page. It is essentially all student information that has been uploaded from the data warehouse. You should review the information that is showing to make sure it is accurate. If it is not, you can edit the information. Hit “insert record” at the bottom of the page to add a case for a student.
6. The next page is the “Case assignment” page. The top box will show some basic student information. The second box allows you to assign a case to a particular staff person. The box is a drop down box listing all staff. You can either assign a case at this time or leave it blank until it is decided who will see the student. This information can be edited at a later time. You must hit “insert record” whether you assign the case or not.
7. The next page is the “incident detail” page. The first box once again shows basic student information, including to whom the case is assigned (if at all). The next box is where information about the case is entered.
 - Staff should enter the incident date (from Incident/Police Report), the date the report was received in the office, the Police report # if applicable, the campus (a drop down box), the location of the incident (a drop down box), and by whom the case was referred (if an IR, click “Residence Life;” if a Police Report, click “Police on campus;” and if both, click both).
 - The following boxes will automatically be updated by the system: set up date, staff, and unit.
 - Enter the motivation (if appropriate).

****PLEASE NOTE:** At this point in time, staff assistants can either logout of the system (hit logout at the top of the page) or can return to the JACS home page to enter another case.

****The next page is the case summary page. The third box on that page is the incident note page. This is where staff should enter interactions that they have with students. For example, phone calls, e-mails, see me letters should all be entered into the notes.**

****At this point in time, the file will be created and can be sent to the Coordinator/AC/AD for review. If it is determined that a case needs to go to JA, please alert The Senior Associate Director/Associate Director so that he can delete the case.**

Information for staff who are resolving cases

Staff will need to get to the student's case summary page in order to resolve a case. This can be done one of two ways: 1) from the list of open cases in the box of your home page; or 2) conduct a search for a student from the home page and get to his/her case summary page.

8. There are several boxes on the case summary page:
 - The first box is some basic student information.
 - The second box is the "edit case information" box. It is here that you can change to whom a case is assigned. For example, if a case is being referred for an administrative hearing, you can reassign a case utilizing this box.
 - The third box is an incident note box. This is the box that staff will use to record interactions that have occurred with students in order to set up appointments, change appointments, etc.
 - The fourth box contains information about the incident. The incident # will appear in this box.
 - The fifth box will show if a student has any priors. The priors will show the incident, date, charges, sanctions, and other information.
 - **STAFF SHOULD ENTER THE CONFERENCE DATE WHEN THEY MEET WITH A STUDENT:** The sixth box is the conference box. The staff person who is seeing the case should enter the conference date immediately before meeting with the student. Hit "insert" when this is entered.
9. Upon hitting the "insert" button in the conference box, the case summary page will return. However, the conference box will look a bit different. The conference date will be entered, but there will also be a "view" and "select" option. Staff should hit "select" when meeting with a student.
10. The "conference detail" page comes up after hitting "select." This page should be open at all times when meeting with a student as it allows staff to enter information about the resolution of the case. Staff have any number of things to do on this page. There are three sections on this page into which staff may enter information.
 - a. The first box is where staff will have the option to identify the charges assigned to a student by clicking on them from a drop down box. Staff can only enter one charge at a time, but can add as many charges as appropriate.
 - b. The second box is where staff will have the option to identify the sanctions assigned to a student by clicking on them from a drop down box. Staff can only enter one sanction at a time, but you can add as many sanctions as appropriate. Staff should enter the due date if an educational sanction has been assigned. It is the assigning staff person's responsibility to monitor the completion of any educational sanctions.
 - i. If assigning contract review please use the "thru" section

- ii. If assigning an educational sanction, please use the “due date” section
- iii. Please DO NOT use XXXXXX thru XXXXX at any time
- c. The third box is where staff can enter any case notes, enter the decision from the conference, and enter whether parental notification applies. A decision of “responsible” or “no charge” will automatically close the case so it is not necessary to enter a date closed in that field. Hit “save conference” when done entering information into this box.
- d. The last box on the conference page is the “print conference summary form.” Staff should click on this box when ready to print the form. A PDF document will be produced. Staff should print 2 copies of the form so that there will be an original to give to the student and one for the file. Please see the instruction sheet for this form (next section).

THE INFORMATION IN ITEMS #11 AND #12 IS FOR ACs/ADs.

- 11. If a student contests a charge, it is referred for a hearing. Staff should go to the hearing box on the case summary page. The following information should be added: the date of the hearing, the date that a student is notified about the results of the hearing, and click “C.S. Administrative Hearing” in the “Hearing Board box.” Leave the “Appeal Received” box blank. Hit “insert” when done entering information into the box. Staff can enter decisions, charges, and sanctions from the hearing on the conference detail page (outlined above). Staff should then enter case notes explaining their rationale for a decision.
- 12. The only time that students can appeal a decision in the community standards process is in cases of a contract termination. Staff should go to the appeal box on the case summary page. The following information should be added: “housing contract” under appeal type; the date of the appeal; the date the student was notified of the decision; and “RL” in the decision by box. Hit “insert” when done entering the information. The staff person hearing the appeal can keep or change the contract termination by utilizing the sanction box on the conference detail page. Staff should enter case notes explaining their rationale for a decision.

THE FOLLOWING INFORMATION IS FOR STAFF ASSISTANTS ABOUT CLOSING THE FILES

- 13. The staff assistant should get the file back from the Coordinator/AC/AD after a case has been closed. At this time, the staff assistant should get back into JACS, go to the case summary page for each file, and print a copy of that page. This will serve as the cover page and should be placed in the student’s folder before being reviewed or sent to Boucke.
- 14. ACs/ADs: You should initial the top of the case summary page after you review the file.

How to Create a JACS file for Administrative Directives only

There are times when staff will issue administrative directives without creating a formal discipline case. These need to be entered into JACS. The process below outlines how to do that:

1. Conduct a search for a student utilizing the process in steps #s 3-5 above.
2. Assign the case to the person who is issuing the directive.
3. The next page is the “incident detail” page. The first box, once again, shows basic student information, including to whom the case is assigned (if at all). The next box is where you enter information about the directive.
 - Staff should enter the date that the directive is issued in the incident date box and they should identify the campus.
 - Staff should go to the “default” drop down menu and select administrative directive. After inserting the data on this page, a screen will come up asking if you’d like to close the case with the date entered. Please click yes.
 - Staff should also note in the notes section the delivery of the directive.

STUDENT CONFERENCE SUMMARY FORM INFORMATION

There are 5 main sections to the form. Information about each of these is provided below.

- 1) The top of the form provides basic information about a student and a case. There are 4 items in this top portion: Name, ID#, Charge code/violation (s), and Sanction (s). The information in these boxes will automatically be printed from the system when you hit the print button. The only thing that you will need to enter into this portion of the form is any educational sanction description that you would like to add. You can do this in section 4, the sanction box.
- 2) The middle section is a box that contains text about students' rights. This is copied from the old JA form and is good information for a student to know. Please ask the student to read the box and initial at the bottom of the box indicating that the student has read the information and understands the text. **PLEASE NOTE THAT ALL OF YOU SHOULD READ THIS INFORMATION AS WELL SO THAT YOU UNDERSTAND WHAT IS CONTAINED IN THE BOX. IF YOU HAVE ANY QUESTIONS ABOUT WHAT IS WRITTEN, PLEASE CONTACT THE SENIOR ASSOCIATE DIRECTOR/ASSOCIATE DIRECTOR.**
- 3) The third part of the page is where a student checks off whether a charge (s) is contested or not contested. The student should check and sign underneath the appropriate statement. If a student chooses to contest the charge, the student will be referred to an Administrative Hearing with the Area Coordinator/Assistant Director. Please give the student the Administrative Hearing handout.
- 4) The bottom left portion of the page is where parental notification information is contained. The appropriate box will automatically be completed from the system when the form is printed.
- 5) The bottom right portion of the page is where you sign the form under "JACS Staff Signature."

When the form is complete, please make a copy to place in the student file and give the original to the student.

Release of Information

I, _____, am allowing _____
student's name staff member's name

to share information regarding my involvement in _____
incident(s), date(s)

with _____.
person's name

student's signature ID - - - - - date

Add second release, sample log, cover letter file review check list and sample letters

