

PROCESS FOR DEALING WITH DISRUPTIVE STUDENTS

Responsible Unit: Office of Student Rights and Responsibilities and Student Development and Enrollment Management, Vice President's Office

References: KCTCS Code of Student Conduct

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Nearly 10,000 students walk into BCTC sites every semester, and we have to acknowledge that not every one of them will behave in appropriate ways in our working and learning environments. Disruptive behavior interferes with that learning and working environment. The definition of a disruptive behavior covers a lot of territory -- from merely annoying behavior to truly threatening behavior -- and much in between as well.

The overwhelming majority of our students come to college to participate responsibly and actively in the learning environment. However, there are those rare instances where you may find yourself confronting inappropriate classroom behavior. The following process outlines the steps for dealing with inappropriate classroom behavior:

1. If you have specific expectations regarding classroom behavior, **please let your students know in writing in the syllabus distributed the first class meeting in the semester.**
2. The line between annoying behavior and disruptive behavior is not always as clear as we would like. Pay attention to annoying behavior and **ask the student to see you after class to clarify the inappropriate behavior and articulate the consequences to be sure the student understands your expectations.**
 - a) Some students need coaching or guidance about their behavior; we have instances in which a student simply does not know that a certain behavior is annoying or disruptive. **When possible, coach students on appropriate behavior.**
 - b) When a student exhibits annoying and/or slightly disruptive behavior, **please let your coordinator and Assistant Dean know.** Informally document the behavior; keep a list of dates and behaviors. We want to work with you in ensuring that learning is not compromised in your classroom by a student's behavior.
 - c) The instructor's response to a student's behavior can help contain or escalate the incident. In general, the instructor has a greater professional responsibility to try to contain an incident.

3. If the student's behavior becomes disruptive, **make an appointment with the student to see you and give them an official verbal warning**; include the specific behaviors that have disrupted the educational process in your classroom and the fact that you will file a Disruptive Classroom Incident Report should there be another disruption of the educational process in your class. If the behavior continues or worsens then you need to meet with the student and the Asst. Dean/Coordinator to discuss the unwarranted behavior. Finally, if the student disrupts the educational process in your class after the official verbal warning from meeting with you and the Asst. Dean/Coordinator. Filing a Disruptive Classroom Incident Report is the final step of the process. Privately ask the student to see you after class and inform them they may not return to class until they have spoken with the Assistant VP for Student Rights and Responsibilities. At this point, please provide the Assistant VP with a copy of the Disruptive Classroom Incident Report as well as any additional information that has led to the referral. (Once the report is written and sent it goes directly to the Assistant VP for Student Rights and Responsibilities e-mail).
4. Once the student has met with the Assistant VP for Student Rights and Responsibilities, you will be contacted by the Assistant VP via phone or e-mail with regards to the outcome of the meeting.