

**JEFFERSON COMMUNITY AND TECHNICAL COLLEGE  
CAMPUS AND WORKPLACE VIOLENCE PREVENTION  
AND INCIDENT MANAGEMENT PROGRAM**

**OCTOBER, 2007**

**LAST REVISED: 3-7-2008**

**I. STATEMENT OF PROGRAM PURPOSE.**

*The purpose of this program is to set forth the policies, procedures, plans, and protocols which govern and direct the activities of the College in its efforts to prevent campus and workplace violence and to manage any incident of violence should it occur.*

**II. STATEMENT OF POLICY.**

*Jefferson Community & Technical College is committed to providing faculty, staff, students, and visitors with a safe and secure academic and work environment at all College owned, controlled, or leased properties including all campuses and all other locations where the College maintains a teaching, administrative, consultative, or operating presence. Accordingly, the College will not tolerate violence, threats of violence, hostility, intimidation, harassment, or disruption of the educational process by or against any member of the College community including any visitor.*

*Employees who are found to have engaged in behavior in violation of this policy will be subject to disciplinary action up to and including immediate termination. Students found in violation of this policy will be subject to disciplinary action up to and including dismissal from the College in accordance with the KCTCS Code of Student Conduct.*

*Employees will be subject to disciplinary action up to and including immediate termination if they are found to have engaged in retaliation in any way against another employee or a student as a result of that individual's informing appropriate personnel of behavior deemed violent, threatening of violence, hostile, intimidating, harassing, or disruptive to the educational process; cooperating in an investigation having to do with the same; or participating otherwise in this program of violence prevention and incident management.*

*Employees and students who make false and malicious complaints of violence, threats of violence, hostility, intimidation, harassment, or disruptive behavior, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action up to and including immediate termination or dismissal from the College.*

*Employees, students, visitors, and other parties found to be in violation of this policy will also be subject to appropriate legal action including, but not limited to, protective orders, criminal prosecution, and eviction from JCTC campuses and work locations.*

*At the request of an employee or student or at its own direction, the College may prohibit members of the public, including employee or student family members, from coming onto campus if, in the judgment of the College, such a presence would create a higher than normal risk of violent, hostile, intimidating, harassing, or disruptive behavior in violation of this policy.*

### **III. PROGRAM SCOPE.**

*Except where the language clearly indicates otherwise or logically excludes, the various provisions of this CAMPUS AND WORKPLACE VIOLENCE PREVENTION AND INCIDENT MANAGEMENT PROGRAM, including the statement of policy in Section II above, extend to and encompass employees, students, visitors, volunteers, contractual workers, and all other third parties at all College owned, controlled, or leased properties and all other locations where the College maintains a teaching, administrative, consultative, or operating presence. Employees, students, and others performing College business or otherwise representing the College or acting as an agent of the College at any function at any location regardless of its whereabouts, including while riding in College owned or leased vehicles or representing the College at such events as workshops, conferences, or off-site meetings, shall also be subject to the pertinent provisions of this program including the statement of policy in Section II above.*

### **IV. PROHIBITED CONDUCT.**

*As indicated in Section II, JCTC strictly prohibits acts of violence, threats of violence, hostility, intimidation, harassment, or disruption of the educational process by or against any member of the College community including any visitor. While it is not possible to provide an all-inclusive list of prohibited acts, the following types of behaviors are examples of policy violations:*

- *Intimidating, threatening, malicious or hostile statements, actions or gestures;*
- *Name-calling, shouting, obscene language or gestures, stalking and other abusive behavior;*
- *Intimidation through direct, conditional, or veiled threats;*
- *Intimidation through inappropriate exercise of power or authority;*
- *Bomb threats;*
- *Threatening comments regarding, or references made about violent events or violent behaviors;*
- *Slurs regarding another's race, ethnicity, national origin, gender, religion or religious affiliation, disability, or sexual orientation;*
- *Throwing of objects regardless of the size of the object being thrown or whether a person is the target of the thrown object;*
- *Physical abuse, assault or attack, or physically touching another person in an intimidating, malicious, coercive, or hostile manner including such acts as hitting, slapping, poking, kicking, pinching, grabbing, pushing, bullying, hazing, getting "in someone's face", fist-waving, fist pounding;*
- *Carrying or displaying deadly weapons;*
- *Intimidating, threatening, harassing, coercive, malicious or hostile phone calls or emails whether or not the sender and receiver are both on campus or in the workplace;*
- *Vandalism, theft, arson, or sabotage;*
- *Rape or other sexual assault;*
- *Sexual harassment;*
- *Threatening any of the above actions;*
- *Any other act or behavior that a reasonably prudent individual would consider to be disruptive to the educational process, a form of intimidation or harassment, or otherwise offensive, inappropriate, violent, threatening, or hostile.*

## **V. RELATIONSHIP TO KCTCS AND JCTC POLICIES AND PROCEDURES.**

*The provisions of this program, the statement of policy, and the implementing procedures and protocols shall conform to or otherwise be congruent with, guided by, and/or permissible under the various pertinent policies and procedures of KCTCS and JCTC, in particular the KCTCS Workplace Violence Policy 3.3.25; the KCTCS Policy on Deadly Weapons 3.3.23; and the KCTCS Emergency Response and Crisis Management Plan 3.3.17.3. Student policies are set forth in the KCTCS Code of Student Conduct, with Article I, Section 1.1, labeled "The Basis for Standards in the College Community", being particularly relevant.*

## **VI. ORIENTATION, TRAINING, AND DRILLS.**

*In order that this CAMPUS AND WORKPLACE VIOLENCE PREVENTION AND INCIDENT MANAGEMENT PROGRAM might become ingrained within the College culture and modus operandi, the College is committed to providing its campus community with a regular and on-going program of orientation, training, and drills. To facilitate this, on an annual basis the Director of Campus Safety will recommend to the Emergency Management Team (EMT) a schedule of training and drills for the forthcoming fiscal year as well as a list of information and materials which need to be included in the year's orientation programs. The EMT will then take action on the recommendation in sufficient time for any budget funding or calendar planning consideration.*

*Among the major components of orientation, training, and drills will be the following:*

- Review and discussion with students of those sections of the Code of Student Conduct which address behavior expectations and the rights and responsibilities of students;*
- Discussion of the counseling and other support services available for those under stress who might be inclined to resort to violence or threats of violence, hostility, etc.*
- Review and discussion of the procedures to be followed in the event of an incident of campus violence or other act prohibited under this program of violence prevention and incident management;*
- Listing of the sources of information available for employees and students in the event of an incident of violence;*
- Discussion of warning signs and intervention tips for faculty relative to troubled students;*
- Review of the other elements of this CAMPUS AND WORKPLACE VIOLENCE PREVENTION AND INCIDENT MANAGEMENT PROGRAM.*

*Over time the orientation, training, and drills will entail live as well as table top exercises and the use of brochures, pamphlets, the student newspaper, the Quick Reference [Safety] Manual, the JCTC website, course syllabi, etc. National Incident Management System (NIMS) training will be required for all EMT members. Some elements of the orientation, training, and drills will also be mandatory while others will be voluntary. Both internal and external training facilitators will be utilized depending on the subject matter.*

## **VII. EQUIPMENT AND TECHNOLOGY.**

*The College recognizes the critical role of quality security equipment and technology—both hardware and software—in any campaign to prevent campus and workplace violence and to manage any incident of violence should one occur. To this end, the College commits itself to an annual process whereby the Director of Campus Safety will present to the EMT a budget request for the forthcoming fiscal year containing those items of security equipment and technology which are recommended for purchase during the year. The EMT will then take action on the recommendation in sufficient time for budget funding consideration.*

## **VIII. WARNING SIGNS AND PRE-INCIDENT INTERVENTION.**

*The college years can be very stressful for many. In the contemporary climate of competition and pressure, some students adequately cope with these stresses, but others find that stress becomes unmanageable and interferes with learning. In some cases, these students may even disrupt the learning of others. Many students initially seek assistance from faculty or staff members.*

*The goal of the College is to successfully identify students in distress and work with them to mediate issues and concerns and thus maintain a nurturing academic environment. The following list of warning signs and intervention steps, while extensive, cannot be exhaustive. In addition to this list, connecting with the Counseling staff and/or the Dean of Students' office for appropriate referrals can provide ongoing assistance and more in-depth risk assessment. Each person in the campus community is urged to engage one another, become aware of possible signs of distress, and respond accordingly.*

*Of special note, the two downtown campuses of the College face unique challenges as part of an open, urban campus with transient visitors. When confronted with an unauthorized person roaming the halls or entering classrooms, ask to speak with the individual outside the room or building, redirect her or him, and contact Campus Safety as soon as possible.*

## **WARNING SIGNS:**

- Changes in Academic or Work Performance:

- Excessive procrastination, poorly prepared work (inconsistent with previous work);
- Infrequent class or work attendance with little or no work completed;
- Learning problems;
- Repeated requests for extensions or exceptions.

- Changes in Mood, Appearance, or Behavior:

- Listlessness, lack of energy, or falling asleep in class or at work;
- Marked changes in personal hygiene;
- Impaired speech and disjointed thoughts;
- Excessive weight gain or loss;
- Behavior which regularly interferes with effective class management or workplace productivity;
- Behavior which is frequently and excessively irritable, unruly, abrasive, or aggressive;
- Inability to make decisions;
- Psychosomatic symptoms – paranoia or bizarre behavior that is obviously inappropriate for the situation (e.g., belief that he/she is being singled out for unfair treatment or talking to something or someone that is not present);
- Behavior which is overly nervous, tense, or fearful;
- Anxiety;
- Depression;
- Changes in personal relationships;
- Threats to others;
- Expressed suicidal thoughts;
- Excessive dependency (student or employee hangs around or makes excessive appointments);
- Drug or alcohol abuse;
- Leaving school or work without good cause;
- Violent fantasy content in writings or drawings;
- Unusual or extreme fascination with weapons and accoutrements;
- Boasting and practicing of fighting and combat proficiency;
- Behavior typical of a loner – isolated and socially withdrawn;
- Stalking;
- Imitation of other murderers (appearance, dress, grooming, possessions like those of violent shooters in past episodes);
- Interest in previous shooting situations;
- Victim/martyr self-concept (fantasy that someday he/she will represent the oppressed and wreak vengeance on the oppressors);

- *History of contact with police for reasons of anger, stalking, disorderly conduct, or abusive behavior;*
- *Mental health history related to dangerous behaviors;*
- *Expressionless face, anhedonia (inability to express or experience joy and pleasure), or apathy;*
- *Unusual interest in police, military, terrorist activities and materials.*

**INTERVENTION:**

• *Tips for addressing the warning signs:*

- *Request to meet with the student or employee;*
- *Express genuine concern;*
- *Allow student or employee to respond;*
- *Avoid judging;*
- *Note and carefully document strange or inappropriate behavior;*
- *Know your own limits.*

• *When to refer an individual to the Counseling staff or Human Resources:*

- *Situation is beyond what you can handle or feel comfortable handling;*
- *You have done all you can and further assistance is needed;*
- *Student or employee does not cooperate;*
- *Student or employee asks for assistance which you cannot provide;*
- *Student or employee poses potential danger to self, you, or others.*

• *Dealing with agitated, enraged, or potentially violent students or employees:*

- *Ask a colleague to be present for the meeting and have that colleague ready to assist. Have a Campus Safety officer on standby or with you as circumstances dictate;*
- *Establish a code word to be used within the department as a signal to others to call for help;*
- *Keep the door to the meeting place open;*
- *Position yourself so that you can exit the room quickly if necessary;*
- *Terminate the session immediately if your intuition tells you something is wrong;*
- *Avoid body language that appears challenging (e.g., hands on hips, moving into that person's space, using aggressive facial expressions);*
- *Slow your rate of speech and use a low pitch and volume to de-escalate the situation;*
- *Ask to include a department head or administrator to help satisfy the agitated person's need to feel heard;*
- *As early as possible, elicit the person's goal for the meeting and state your goal. Negotiation of a common goal may be a useful approach to keeping the individual focused.*

- *Listen carefully by really paying attention to what is said. Let the person know you will help within your ability to do so and within reason.*
  - *Ask questions to maintain control of the conversation and understand the situation;*
  - *Do not agree with distorted statements or attempt to argue. Avoid defensiveness.*
  - *Terminate the meeting if the student or employee remains belligerent and tell him/her that you will not continue until he/she calms down.*
  - *Never physically touch an outraged individual or try to force them to leave;*
  - *If a weapon becomes evident, leave. If that is not possible, calmly ask the person to leave any weapon in a neutral position as you continue talking calmly. (Notify Campus Safety as soon as you are able.)*
  - *Let the person know the consequences of any violent behavior;*
  - *Never agree to go to an unmonitored location with a potentially violent person.*
  - *See additional strategies listed in Section IX below.*
- *Other possible necessary actions* *(subject to the provisions of applicable privacy laws, rules, and regulations):*
    - *Talking to the student and developing a treatment plan with conditions for remaining in school;*
    - *Calling parent, guardian, spouse, or other individual close to the student;*
    - *Requesting permission to receive medical or educational records;*
    - *Checking with law enforcement to ascertain whether there have been any interactions with police;*
    - *Talking with classmates, friends, and faculty;*
    - *Suspending the student until he or she has been treated and doctors indicate they no longer pose a safety risk.*

## **IX. STRATEGIES TO DE-ESCALATE THREATENING BEHAVIOR.**

*The following conflict resolution strategies may be helpful to de-escalate situations where an individual, whether employee, student, guest, volunteer, contractor, or other third party, is exhibiting behavior which has not yet become violent but which is threatening of violence or is hostile, intimidating, harassing, or disruptive to the educational process:*

- *Project calmness; move and speak slowly, quietly, and confidently.*
- *Encourage the person to talk; listen closely and patiently.*
- *Maintain a relaxed but attentive posture.*

- *Position yourself at an angle to the person rather than directly in front of him or her.*
- *Arrange yourself so your access to emergency exits is free and clear.*
- *Acknowledge the person's feelings.*
- *Ask for small, specific favors such as asking the person to move to a quieter area or to move outside.*
- *Use delaying tactics to give the person time to calm down, such as offering the person a drink of water in a paper cup.*
- *Point out choices; break seemingly big problems into smaller ones.*
- *Avoid sudden movements.*
- *Maintain a 3 to 6 foot distance from the person.*
- ***Call Campus Safety or 9-1-1 as soon as it is safe to do so.***
- *Other recommended steps: See the list in Section VIII above within the paragraph labeled "Dealing with agitated, enraged, or potentially violent students or employees."*

#### **X. EMERGENCY MANAGEMENT TEAM (EMT).**

*For each campus of the College an Emergency Management Team (EMT) will be established with the following responsibilities:*

- *Review and take action on recommendations each year from the Director of Campus Safety relative to orientations, training, and drills, as well as equipment and technology acquisitions, in turn forwarding its own recommendation to the appropriate administrative authority. (See Sections VI and VII). For purposes of this responsibility, each of the campus EMTs will forward their recommendations to the downtown EMT which will serve as the final review before a consolidated recommendation is forwarded to the administration.*
- *Manage all incidents of campus and workplace violence.*

- *Develop contingency plans for operation of the College should an incident of violence result in major damage to facilities or otherwise create a situation where it is inadvisable to use certain facilities for a period.*
- *Develop and implement plans for recovery from an incident of violence and resumption of academic and support operations.*
- *Conduct a post-incident evaluation of the College's performance managing an incident of violence as well as its recovery following it; and make recommendations for improvement in the procedures.*
- *Direct the periodic assessment of conditions on campus relative to violence prevention and incident management; evaluate the results of those assessments; and make recommendations for improvements in the conditions as warranted.*
- *Arrange for periodic visits by consultants on campus and workplace violence prevention and incident management to address faculty, staff, and students and to assist with the continued development of this Program.*
- *Perform such other duties as the President might request relative to violence prevention and incident management.*

*The members of the EMT for each campus shall be appointed by the President or by the senior administrator on each campus who has been designated by the President to head the EMT in his or her behalf. Unless otherwise established, each EMT shall be comprised of:*

- *The President who shall serve as Director (Head) of all EMTs unless and until that function is delegated to another administrator as indicated in the above paragraph and in Section XI below.*
- *The Director of Marketing & Public Relations.*
- *The Provost.*
- *The Academic Dean or Director of the campus.*
- *The Director of Campus Safety or the Campus Safety Chief.*
- *The Director of Operations & Facilities.*
- *The Dean of Student Affairs for the campus.*
- *The Chief Financial Officer.*
- *The Director of Facilities.*
- *The Director of Human Resources.*
- *The Health Services Coordinator.*

- *The Director of Information Technology.*
- *Such other individuals as appointed by the President or his designated EMT head on each campus. It is anticipated that the Director of Institutional Advancement will serve on the downtown campus EMT as long as her responsibilities entail the Jefferson Education Center facility.*

**Each of the above individuals may, in advance of any incident, designate another administrator to serve in his or her capacity on any campus EMT, subject to the approval by the President.**

*All members of each campus EMT will be appointed (or reappointed) and notified of their membership on the EMT on July 1 of each year.*

#### **XI. SPECIFIC RESPONSIBILITIES.**

- *The President:*
  - *The senior executive responsible for the development, maintenance, and implementation of this Campus and Workplace Violence Prevention and Incident Management Program.*
  - *Through subordinates, disseminates this program document to all members of the College community.*
  - *Ensures that all campus deans and directors, division and department heads, managers and supervisors are aware of and trained in their responsibilities under the Program.*
  - *Serves as the Director (Head) of all Emergency Management Teams, delegating this responsibility, if desired, to appropriate senior administrators on the various campuses.*
  
- *Campus Safety:*
  - *Contacts the President or his or her designee immediately upon learning of any active incident of violence or any threat of imminent violence or any acts of hostility, intimidation, harassment, or disruption of the educational process deemed likely to result in violence or imminent threat of violence.*
  - *Responds to, intervenes in, and documents all incidents and reports of incidents of violence, threats of violence, hostility, intimidation, harassment, and disruption of the educational process.*
  - *Notifies the appropriate campus supervisors and officials of any incident or report of an incident.*

- *Maintains a contemporaneous log of all incidents and reports of incidents.*
- *Contacts the municipal law enforcement department and other community first responders during an active incident of violence.*
- *Works closely with Human Resources, Student Affairs, and other college departments as appropriate when the possibility of violence appears to be heightened, to ensure compliance with all policies, procedures, labor and other laws.*
- *Arranges for emergency medical assistance when needed during an incident of violence.*
- *Restores order following an incident of violence.*
- *Managers and Supervisors (Deans, directors, chairpersons, managers, and others having supervisory responsibility over faculty or staff):*
  - *Thoroughly read this program document and participate in all required employee and manager orientations and training regarding violence prevention and incident management.*
  - *Ensure the implementation of this program within the manager/supervisor's jurisdiction.*
  - *Ensure all supervised faculty and staff are aware of the program and participate in all mandatory orientations and training regarding violence prevention and incident management.*
  - *Report complaints of violence, threats of violence, hostility, intimidation, harassment, or disruption of the educational process to Campus Safety, to the next higher level of supervision, and to the Dean of Student Affairs if a student is involved as either alleged perpetrator or alleged victim.*
  - *Report any active or imminent violence immediately to Campus Safety or the 911 operator.*
  - *Document the circumstances associated with any report of an incident or any observed actual incident including a relevant timeline of events.*
  - *Seek assistance for persons needing medical care.*
- *Faculty and Staff:*
  - *Thoroughly read this program document and participate in all required employee orientations and training regarding violence prevention and incident management.*
  - *Report all incidents of violence, threats of violence, hostility, intimidation, harassment, or disruption of the educational process to the faculty or staff member's supervisor or Campus Safety.*
  - *As soon as it is safe to do so, report all active incidents of violence to Campus Safety or to the 911 operator.*

- *Employees who are victims of domestic violence and who believe that the violence may extend into the workplace, and employees who have reason to believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor or Campus Safety or both. Employees protected by a restraining order against any individual who has threatened to act in violation of the policy in Section II of this program document are urged to notify their supervisor or Campus Safety or both of this order.*
  
- *Human Resources:*
  - *Assist Campus Safety as appropriate with orientation and training related to this Campus and Workplace Violence Prevention and Incident Management Program.*
  - *Provide copies of this program document to all new employees as soon as practicable following their date of hire and ensure the document is posted on the College's website.*
  - *Interpret all HR policies which relate to prohibited conduct of the type described in Section IV of this document and involving employees as either perpetrators or victims of violence, threats of violence, hostility, intimidation, harassment, or disruption of the educational process.*
  - *Counsel employees as requested or deemed appropriate regarding prohibited conduct of the type described in Section IV of this program document, whether the employees appear to be potential violators of the prohibitions or just find themselves in situations involving others who might be violators.*
  - *Provide counsel to the President, EMT, and other appropriate College officials relative to disciplinary action for employees found to be in violation of the provisions of this program.*
  - *Following an incident of violence, arrange for special counseling as appropriate for employees who request or require it.*

- *Public Relations:*
  - *Issue all communications to the College community and outside entities regarding incidents of campus or workplace violence after consultation with the President or the EMT as appropriate.*
  - *Serve as the official contact with the outside media organizations.*
  - *Along with the President, or alone if so determined by the President, serve as the official spokesperson for the College relative to an incident of violence.*
  - *Direct the posting of information on the College's website and create the content of any programmed telephone response.*
  
- *Dean of Student Affairs:*
  - *Disseminate this program document to students and enforce all program provisions which pertain to students.*
  - *Work with Campus Safety to provide a regular program of orientation and training for students regarding violence prevention and incident management.*
  - *During and following an incident of violence, work with Public Relations regarding communications with parents, families, and students including those who might not be on campus at the time of an incident.*
  - *Following an incident of violence, work with the EMT, the Provost, and/or the campus deans or directors to formulate a plan for managing the aftermath of the incident and returning to normal operations.*
  - *Following an incident of violence, arrange for special counseling as appropriate for students who request or require it.*
  
- *Students:*
  - *Read this program document thoroughly and participate in all required student orientations and training relative to campus violence prevention and incident management.*
  - *Immediately phone Campus Safety or 9-1-1 upon witnessing any active incidents of violence or learning of any threats of imminent violence.*
  - *For all other observed incidents of behavior of the type described in Section IV of this program document which do not pose imminent danger, report the behavior as soon as possible to the Office of Student Affairs or Campus Safety.*

## **XII. INCIDENT MANAGEMENT & RESPONSE.**

*Following receipt of a report of an incident of violence on campus, either from Campus Safety or some other source, the President or other Head of the EMT at the campus where the incident occurred will immediately determine whether to call the EMT into emergency session and whether to convene that session at the primary or the alternate building and room location previously established by the EMT.*

*Once called into session, the EMT shall then:*

- 1. If the President is not present, contact him or her immediately regarding the crisis.*
- 2. Ascertain whether local first responders have been contacted. If not, contact them immediately.*
- 3. Assess the current situation from Campus Safety and other reports and eye witnesses; evaluate the risks to people and property.*
- 4. Determine whether to shut down and cancel school activities.*
- 5. Determine whether to instruct students and employees on campus to stay in their classrooms and offices or to evacuate them and either assemble elsewhere or depart from campus.*
- 6. Initiate the crisis communication plan (See Section XIII).*

***IMPORTANT NOTE: There may be incidents of violence which require action or decision-making much more rapidly than can be accomplished via the protocol above. In such instances, the President or other Head of the campus EMT or, in their absence, the next most senior campus administrator available should determine the immediate response to the incident, with the above procedures being undertaken as soon as possible thereafter.***

## **XIII. CRISIS COMMUNICATION PLAN.**

*The crisis communication plan shall be initiated at the direction of the EMT or the President; and shall entail the following procedures:*

***STEP 1.*** *After a determination has been made of the potential impact of the incident of violence, identify and specify the goals of the communication. For illustrative purposes these might include, but would not necessarily be limited to the following:*

- To protect those currently on campus and those heading toward campus;*

- *To supply information necessary for people to respond appropriately to the situation (for example, to evacuate campus; to go to a certain location; to refrain from coming onto campus; to contact loved ones; to read display signs for further information; etc.);*
- *To restore order;*
- *To provide assurance that the College leadership is aware of the crisis and is actively involved in managing it; to instill confidence;*
- *To be open, accountable, and accessible;*
- *To control the flow of information in order to ensure a consistent and authoritative message is being delivered;*
- *To ensure that those with the greatest need to know are informed first of the status of the crisis;*
- *To demonstrate the College's concern and compassion;*
- *To provide the College's statement of position or point of view regarding the incident;*
- *To quickly close the news cycle;*
- *To protect the image, reputation, and credibility of the College and those working and studying at the College;*
- *To minimize the effects of potential litigation which might arise out of the crisis.*

**STEP 2:** *Determine the key audiences of the communication. These might include, for example:*

- *Students on campus, heading toward campus, or leaving campus;*
- *Faculty and staff on campus, heading toward campus, or leaving campus;*
- *Parents and family members;*
- *KCTCS System officials;*
- *Members of the College and Foundation Boards of Directors;*
- *Donors;*
- *Neighboring businesses and residents;*
- *Local government leaders;*
- *State and federal legislators;*
- *Media outlets;*
- *Disaster agencies;*
- *Alumni;*

- *Vendors and contractors;*
- *Educational partners;*
- *Employees, students, and adjoining tenants in leased facilities;*
- *Prospective students;*
- *The larger local community;*

**STEP 3:** *Create the actual **messages** to be communicated, considering first what information is permitted or beneficial to be released and consulting if appropriate with lawyers, police and others, particularly when the violence has resulted in death or major bodily harm or property destruction.*

**STEP 4:** *Determine the **methods** to be used to communicate with each audience. These might vary with each incident of violence and might include, for example:*

- *Email or instant messaging;*
- *Telephones;*
- *Voice over IP systems;*
- *Computer displays;*
- *Message boards;*
- *Paging systems;*
- *Campus digital signage;*
- *Public address systems;*
- *Interstate highway “alert” signs;*
- *Campus or community meetings;*
- *Press conferences;*
- *Web blogs or social networking sites;*
- *Bull horns;*
- *College website; KCTCS website;*
- *Letters to home;*
- *Fliers;*
- *Specially tailored formats for those with sight or hearing impairments and those for whom English is a second language;*
- *News releases to the media.*

**Step 5:** ***Select the individual** who will create and deliver the communications. This will be either the President or his or her designee or the Director of Marketing & Public Relations or his or her designee.*

**Step 6: Evaluate** and critique the process and the procedures and institute improvements where needed. This function would be performed typically by the Director of Marketing & Public Relations with a report provided to the campus EMT and the President.

#### **XIV. RECOVERY AND RESTORATION: MANAGING THE AFTERMATH.**

*Following an incident of campus violence, the efforts of the College will be directed toward three principal objectives: One, Helping to ensure that employees, students, and guests impacted by and suffering from the violence receive the counseling and medical assistance they need to recover from the incident; two, restoring the campus to normal academic and student support operations; and three, maintaining clear, timely, and open lines of communication with College constituencies and local communities. To these ends and as soon as practicable following the incident, the President, working with the EMT of the campus on which the violence occurred and various other administrative offices, will establish, carry out, and oversee those procedures deemed most suited and effective in achieving the desired results. Key among the offices normally expected to play lead roles in this recovery and restoration process are Counseling, Human Resources, Marketing & Public Relations, Campus Safety, Information Technology, and Facilities Management & Operations.*

*While a particular act of violence will dictate the exact procedures to be employed in the recovery and restoration phase of incident management—and no two incidents are likely to be identical—nonetheless there are various general groupings into which all or virtually all of the necessary procedures will fall. A model published by the International Association of Chiefs of Police classifies recovery and restoration procedures according to the roles of various elements of the workforce—Administration, Faculty & Staff, and Counselors. Within each class are a series of recommended action steps for the organization to take to restore calm and order, return to normal operations, and help all individuals recover as quickly as possible from the tragedy. This model, outlined in Appendix A, will serve as a general guide to the College as it evaluates and selects its own procedures for managing the aftermath of campus violence.*

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**APPENDIX A**

*Source: "Guide for Preventing and Responding to School Violence"  
International Association of Chiefs of Police  
Alexandria, Virginia  
November 3, 1999*

**Section 6. After a Crisis**

*(Adapted for JCTC Applicability)*

*The Role of the Administration:*

- *Support Systems.*
  - *Develop and implement plans for providing quality counseling services to employees and students or for referring them to non-College counseling services. Consider multi-lingual needs as well as the needs of those with sight and hearing impairments when undertaking this.*
  - *Maintain both an information line and a special call-in line for victims and their families whenever large groups of employees or students are affected.*
  - *Keep in close contact with injured victims or surviving family members of those killed in an incident.*
  - *Determine the need for additional health services to attend to increased medical needs.*
  - *Hold meetings to provide employees and students with information related to the crisis, to dispel rumors, to inform them of the next steps to be taken, and to advise them on what to say to those who inquire about the incident and the steps being taken in the recovery and restoration process.*
  - *Develop written statements for faculty to read in class. Consider sending similar statements to parents, guardians, and spouses of students.*
  - *Help employees and students deal with their own reactions to the incident itself as well as the College's response to or management of the incident.*
  - *Hold a special meeting with victims and their families.*
  - *Ensure that campuses other than the one(s) on which the incident occurred are provided assurances of safety and support as appropriate.*

- *Provide places and times for members of peer groups to meet and counsel with each other.*
  - *Designate “safe rooms” where, at any time, students and employees can receive comfort and counseling and where they can openly converse about the crisis.*
  - *Provide information to parents, guardians, and spouses who wish to know how to help their loved ones cope with their feelings.*
  - *Conduct special workshops for students who feel angry about the crisis.*
  - *Keep parents, guardians, and spouses informed of the support services being provided to their loved ones.*
  - *Provide opportunities and locations for parents, guardians, and spouses to meet with College counselors and other administrators to discuss ways to help their loved ones transition back to college.*
  - *Provide a list of suggested readings to employees, students, parents, guardians, and spouses.*
  - *Consider whether community forums should be initiated for non-College persons to air their concerns about the tragedy or other related issues.*
  - *Consider funding additional time for faculty or counselors to provide extra assistance to students struggling academically as a result of the incident.*
  - *Find a volunteer coordinator or assign a faculty or staff member to ensure the meaningful participation of parents, guardians, spouses, and members of the local community in the recovery and restoration process as appropriate.*
  - *Provide special orientation to students who are new to the College at the start of the semester or summer session immediately following the violent incident.*
- *The Campus Environment.*
    - *Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications and disruptions.*
    - *Deal with the issue of deceased students’ and employees’ personal items left at the College. Create a plan for addressing the issue of the “empty desk.”*
    - *As appropriate, remove the names of deceased students or employees from forms, posters, websites, club rosters, committees, etc.*
    - *Evaluate how buildings, classrooms, lounges, offices, common areas, etc. affected by the tragedy should be handled upon the resumption of classes and the return to normal operations.*

- *Memorials and Funerals.*
  - *Consider granting, as appropriate, more than the normal allowance for excused (no-penalty) absences and time off for students, faculty, and staff who wish to attend funerals and memorial events.*
  - *Allow for, and cooperate with families who are planning memorial activities to honor victims. As a general rule, such events for individual victims on campus are to be avoided.*
  - *Arrange for quiet areas for employees and students who do not wish to attend memorial activities.*
  - *As a general rule, avoid conducting funerals on campus.*
  - *Assess the appropriateness of creating memorials to victims on campus grounds, particularly religious memorials. If not appropriate for campus, suggest alternate sites; or consider living memorials such as trees as an option.*
  - *Include students, families of victims, and community members in planning for memorials or memorial events.*
  - *Assess whether families want recognition of victims at graduation ceremonies or assemblies, in yearbooks, and on anniversaries of the crisis.*
  - *Invite family members of victims to all ceremonies and memorial events.*
  - *Plan for the attention the College will receive on anniversaries of the incident.*
  - *Consider the special needs of the families of the violence perpetrators.*
  - *Consider assigning an employee or student to be at the home of the deceased victims or the crime perpetrators during funerals and memorial services to prevent theft, vandalism, etc.*
  
- *Incident Closure.*
  - *Consult with counselors, faculty, students, and staff as to the most appropriate time to signal closure of the mourning period.*
  - *Conduct a public ceremony to symbolize closure of the mourning and control media access to it.*
  - *Hold a parents, guardians, and spouses' night to bring closure to the crisis.*
  - *Do all that is possible to resume normal operations as quickly as possible.*

- *Lessons Learned.*
  - *Conduct meetings with appropriate personnel to review lessons learned from the experience.*
  - *Re-evaluate the adequacy of the CAMPUS AND WORKPLACE VIOLENCE PREVENTION AND INCIDENT MANAGEMENT PROGRAM in light of the incident; make program modifications as warranted.*
  - *Write thank-you notes to those non-College individuals and organizations who provided assistance in the incident management, recovery, and restorations processes.*

*The Role of Faculty and Staff:*

- *Cooperate with law enforcement to maximize investigative effectiveness.*
- *Help student victims and other students re-enter the campus environment. Classmates of student victims might need assistance in knowing how to act.*
- *Help dispel rumors and provide accurate information to students, staying within bounds of administrative guidelines in this regard.*
- *Where possible, provide activities to reduce anxiety and trauma such as artwork, music, and writing.*
- *Alter curricula and defer tests as necessary.*
- *As necessary, modify policies and procedures to: permit mass withdrawals from classes without financial or academic penalties, allow for pass/fail grades in addition to or as a substitute for customary letter grades, and/or grant creative new opportunities for students to complete coursework beyond the current semester or outside the classroom.*
- *Ensure librarians have books available that deal with managing grief and other reactions to crisis situations.*
- *Hold class discussions about the incident and how to cope with the aftermath.*
- *Lower campus flags to half-mast.*
- *Volunteer to help victims and their families when possible.*
- *Participate in funerals and memorial services when appropriate and possible.*
- *Seek counseling for dealing with own personal feelings.*

- *Assess the campus physical damage as quickly as possible. As necessary, contact outside vendors and contractors to repair any minor facilities or equipment damage. Work with the necessary authorities [System Office] regarding any major damage or destruction of property or infrastructure. Report all damage, destruction, theft, etc. to the appropriate insurance personnel.*
- *Contact the utilities companies if there is damage to electric, gas, or water lines or distribution or control systems. Contact mechanical contractors if there is damage to HVAC systems, elevators, fire sprinklers, etc.*
- *If damage is extensive enough to necessitate relocating classes, offices, labs, etc., contact schools or other organizations in the local area to see if space can be leased from them either short-term or long-term as needed.*
- *Designate the Human Resources department as the central point where employees may seek assistance, information, and referrals relative to the Employee Assistance Program, counseling, and other incident-related matters.*
- *Contract with a temporary employee service to obtain additional security assistance if the condition of the campus warrants.*

*The Role of College Counselors:*

- *Make incident-related counseling a top priority.*
- *Visit classes of deceased or seriously injured students and discuss the incident and the availability of counseling for those remaining in the classes.*
- *Organize and provide individual and group counseling.*
- *Contact parents, guardians, and spouses of victims with suggestions for counseling support and referrals.*
- *Locate counseling assistance in the local community including counselors at other colleges and universities.*
- *Establish a self-referral procedure. Make referral forms available.*
- *Provide counseling for the administration and members of the EMT for the campus where the incident occurred.*

*NOTE: The original document published by IACP contains paragraphs dealing with the role of parents, the role of the community, and the role of law enforcement. These are valuable pieces of the document; however, they do not pertain per se to the procedures to be employed by the College relative to its management of an incident of campus or workplace violence.*