

# Illinois Eastern Community Colleges



## Violence Prevention Plan

August 2025

**In the event of an  
emergency or crisis, call 911.**

**Our mission is to deliver exceptional education  
and services to improve the lives of our  
students and to strengthen our communities.**

## Table of Contents

Foreword .....	2
Chancellor Support & Approval.....	3
Record of Changes.....	4
Distribution List.....	4
Threat Assessment and Behavioral Intervention Team (TABIT) .....	5
Reporting Process .....	5
PART II – Threat Assessment and Interventions .....	6
Assessment Process .....	6
Intervention Strategies.....	7
Feedback to Referring Individual .....	8
Record Keeping .....	8
PART III – Related IECC Policies and Procedures .....	8
Preventing Sexual Misconduct Policy and Procedure 100.31 .....	8
Campus Safety and Security Policy 500.17.....	8
Alcohol-free/Drug-free Campus Policy 100.9.....	8
Emergency Response and Alerts .....	8
Appendices .....	9
Appendix A - Threat Assessment and Behavioral Intervention Team (TABIT).....	9
Appendix B - Behavioral Incident Report.....	10
Appendix C - Threat/Behavioral Assessment Checklist.....	11
References .....	12

## Foreword

Illinois Eastern Community Colleges is committed to ensuring an environment that is safe, secure, and free from threats, intimidation, and violence. To further this goal, and in accordance with the Campus Security Enhancement Act of 2008 (110 ILCS 12/20) (b) (2), IECC has adopted the Threat Assessment and Violence Prevention Program Policy (100.25) which provides for the development of a Violence Prevention Plan (VPP).

The VPP addresses the prevention and management of incidents of violence and outlines prevention strategies, threat assessment, the reporting process, and interventions. The Plan includes the formation and implementation of a Threat Assessment and Behavioral Intervention Team (TABIT) with members selected based on relevant experiences.

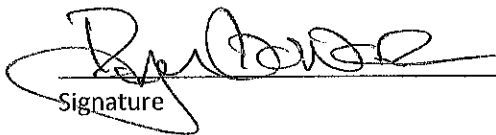
In the event of actions that threaten the health, safety, and/or well-being of students, employees, or visitors, protocols for response are included in each Campus Emergency Plan.


The Violence Prevention Plan and the Behavioral Threat Assessment and Behavioral Intervention Team (TABIT) were developed in accordance with the *College and University Behavioral Intervention Team (CUBIT)* model that was introduced by the National Center for Higher Education Risk Management in response to the Governor's Panel Report on the Virginia Tech shootings and the *Assessment-Intervention of Student Problems (AISP)* model introduced by Ursula Delworth.

## Chancellor Support & Approval

This plan, in accordance with the provisions of the Illinois Campus Security Enhancement Act of 2008 (P.A. 095-0881; 110 ILCS 12/20) and Illinois Administrative Code Part 305, and compliant with the Illinois Emergency Management Agency Act (20 ILCS 3305) is used as a guideline in conjunction with Illinois Eastern Community Colleges (IECC) policies, Campus Emergency Response Plans, and established emergency procedures to ensure the safety of our campus communities.

This Violence Prevention Plan seeks to clarify the approach Illinois Eastern Community Colleges will take in continual threat assessment and behavioral intervention on its campuses. This plan will be reviewed and revised, as necessary, on an annual basis. As Chancellor of Illinois Eastern Community Colleges, I affirm my support for the Violence Prevention Plan within Illinois Eastern Community Colleges District #529.

  
Signature

  
Date

## Record of Changes

When changes are made to the Violence Prevention Plan, the following procedures shall be followed:

1. An entry shall be made on the following log.
2. The Violence Prevention Plan will be distributed per the Distribution List-

Date	Pages or Sections Changed	Entered By (Print Title/Name)

## Distribution List

The Violence Prevention Plan will be distributed to the campus community and community agencies listed below via email communication to ensure the plan that each member possesses is the most up-to-date version. The plan is also available to all IECC faculty and staff on the Intranet.

IECC Personnel	External Agencies
<b>District Personnel:</b>	Illinois Community College Board
Chancellor	Fairfield Police Department
Chief Financial Officer	Fairfield Fire Department
Chief Academic Officer	Wayne County Emergency Management Agency
Executive Director of Human Resources	Robinson Police Department
Chief Information Officer	Robinson Fire Department
Associate Dean of Admissions and Records	Crawford County Emergency Management Agency
	Olney Police Department
	Olney Fire Department
<b>Campus Personnel:</b>	Richland County Emergency Management Agency
Presidents	Mt. Carmel Police Department
Deans	Mt. Carmel Fire Department
O & M Team Leaders	Wabash County Emergency Management Agency
Directors of Business	
Coordinators of Marketing	

## **Threat Assessment and Behavioral Intervention Team (TABIT)**

A District Threat Assessment and Behavioral Intervention Team (TABIT) will be formed with representatives from each campus and the District Office, ensuring each campus and the District Office have at least 3 TABIT team members at each location. Members are chosen based on their relative experience in dealing with some or all of the concerning behaviors identified below. Additional members from the campus community may be included as ad-hoc members to address a specific situation.

The TABIT members will serve the following major functions:

1. Provide consultation and support to faculty, staff, administration, and students in assisting individuals who display concerning behaviors;
2. Educate the campus community about methods, techniques, and strategies employed in the prevention of violence on campus;
3. Gather information to assess situations involving individuals who display concerning behaviors;
4. Recommend appropriate intervention strategies or disciplinary sanctions;
5. Connect individuals with needed campus and community resources; and,
6. Monitor ongoing behavior of individuals who have displayed concerning behavior.

### **Meetings**

The TABIT will meet regularly to discuss topics related to student or employee behavior, intervention, and violence prevention. Additional meetings will be held to assess, intervene, and monitor student or employee concerns brought to the attention of the Threat Assessment and Behavioral Intervention Team. Appendix A provides the listing of TABIT members.

## **Reporting Process**

The overall goal of the Threat Assessment and Behavioral Intervention Team is to promote a safe environment for all individuals. By encouraging all members of the IECC district to report behaviors that are concerning, the Threat Assessment and Behavioral Intervention Team (TABIT) will be able to reach out to intervene, provide support, and connect them with resources that can assist them. As such, the TABIT will request that the campus communities report all concerning behaviors.

### **Examples of Concerning Behaviors**

A concerning behavior is a questionable, suspicious, or inappropriate behavior that may be presented through someone's appearance, spoken or written words, or specific actions. Examples of concerning behaviors include but are not limited to:

- Disruptive behaviors which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbal or written
- Overly aggressive behaviors toward others
- Inability to set limits or re-direct focus
- Poor decision-making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence
- Unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others

- Inability to demonstrate care
- Anger management problems
- Threats to others
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness

### **Behavioral Incident Report**

The Behavioral Incident Report (see form in Appendix B) is designed to enable faculty, staff, and students to voluntarily report concerning behaviors that may raise concerns and incidents of misconduct at Illinois Eastern Community Colleges. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency that requires immediate intervention, call 911.**

The Behavioral Incident Report will provide a mechanism for responding to employee and student incidents and will reveal patterns of concerning behaviors. It will also provide aggregate data on the nature and frequency of disruptions at Illinois Eastern Community Colleges. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

In accordance with the IECC's Policy on Student Conduct 500.8 and the Employee Suspension Policy 400.10, information provided in the Behavioral Incident Report may also be considered in determining appropriate disciplinary action.

Any student or employee with concerns about another student or employee may submit a Behavioral Incident Report form. Any individual submitting the form can identify themselves in the report or can submit anonymously. Behavioral Incident Reports concerning a student's behavior should be submitted to the Dean of Students. Behavioral Incident Reports concerning an employee's behavior should be submitted to the IECC Executive Director of Human Resources.

## **PART II – Threat Assessment and Interventions**

### **Assessment Process**

While there is no single set of warning signs that reliably predict student behavior, employee behavior, or campus violence; the threat assessment and behavioral intervention process looks for behavioral evidence that a person is planning, preparing to act out inappropriately, or carry out some type of threat. Assessment is designed to distinguish between threatening and non-threatening cases in order to ensure the safety of the student or individual of concern and any others potentially involved.

Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

### **Information Gathering**

Once a Behavioral Incident Report has been received by the Dean of Students or other appropriate administrator, the TABIT team member(s) at the college or District Office will implement the assessment process. The most appropriate time to include the employee or the student in the process will be considered on a case-by-case basis. Appendix C provides a Threat/Behavioral Assessment Checklist to be used by the TABIT team member in assessing risks for potential violence.

In general, TABIT will gather preliminary information regarding the concern and then a team member will interview the referred person as part of the initial assessment process. The interview will provide an opportunity for the individual to share his/her concerns about the situation and ask for needed assistance in solving it. Information gained in this initial interview will be helpful in determining appropriate intervention strategies.

The process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interviews with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by counselor/mental health professional

- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's or individual's parents or family members
- Review of student's or individual's academic and disciplinary history
- Review of employee's personnel file
- Legal/criminal background check
- Implementation of the Threat/Behavioral Assessment Checklist (Appendix D) and other threat assessment models appropriate to the situation

### **Levels of Risk**

Based on all data gathered, TABIT will utilize the following scale to determine the level of risk that the behavior/situation poses to the student or employee and to others.

**Low risk** – There is no serious threat to the student or employee of concern, or others. At this level, any concerns can generally be resolved by addressing the conflict or dispute between the parties involved. Counseling and follow-up support may be recommended. Generally, in this situation, the individual can acknowledge the inappropriateness of the behavior and engage in behavior to make amends with the other party. These individuals may be experiencing mental health problems but their conduct is not generally in violation of IECC's Policy on Student Conduct.

**Moderate risk** – At this level, there may be a threat to self or others that could be carried out although there is no evidence that the employee or student has taken the preparatory steps. These individuals generally experience mental health problems and are displaying concerning behaviors.

**High risk** – At this level, there appears to be an imminent and serious danger to the safety of the student or employee of concern, or others. It appears that specific steps have been taken to carry out a plan to harm. Inform all appropriate administrators and/or personnel of any high risk behavior or situation.

### **Intervention Strategies**

In most cases, a student or employee displaying concerning behaviors is willing to work with the college and obtain the assistance necessary to complete their educational program or continued employment. When an individual is in distress, feeling that they have support for resolving the concern may serve as prevention and provide the opportunity for student learning or continued employment.

Based on the behavior displayed and the assessment by the TABIT, the Team may make any of the following recommendations for intervention. Recommendations are made in consultation with appropriate college department or administrator who takes any final action.

**Referral to college and/or community resources** – The TABIT may refer the student to Student Services or other support services for intervention and connection with appropriate college and community resources. The TABIT may refer the employee to the Human Resources department or other support services for intervention and connection with appropriate college and community resources.

**Voluntary withdrawal from classes** – Based on discussion with a counselor or member of the TABIT, the student may choose to temporarily take time away from the college to deal with other concerns. The student may re-enter the college during any future semester.

**Referral to disciplinary process** – The TABIT will make this referral to the Dean of Students when it is determined that the student behavior may be in violation of the student code of conduct. The TABIT will make this referral to the Director of Human Resources when it is determined that the employee behavior may require disciplinary action.

**Mandatory direct threat/safety assessment** – The TABIT members may recommend that students or employees determined to be at high risk for danger to self or others be required to participate in a mandatory assessment by a mental health consultant. The mental health consultant will conduct an assessment of direct threat, provide assistance in gaining access to emergency care as needed, assist the student or employee in establishing ongoing treatment as needed, and provide feedback and recommendations to the TABIT.



**Suspension** – The TABIT may recommend that students or employees determined at high risk for danger to self or others be temporarily removed from the college based on imminent safety concerns. Generally, the interim suspension will require a mandatory direct threat/safety assessment evaluation prior to return.

**Involuntary withdrawal from classes** – In extremely high risk situations, the TABIT may find it necessary to recommend an expulsion for a student who exhibits dangerous behavior and will not comply with the requests of the TABIT or agree to a voluntary withdrawal. Involuntary withdrawals will be determined based on the opinion of the mental health consultant that the student poses an imminent risk of serious harm to self or others. The length of withdrawal and conditions for re-enrollment at the college will be determined by the Dean of Students at the time the withdrawal is imposed.

**Criminal Charges** – Students or employees who have engaged in behavior that may be in violation of local, state, or federal law may be referred for criminal prosecution. The TABIT will make this referral to the Dean of Students when it is determined that the student's behavior may be in violation of the student code of conduct. The TABIT will make this recommendation to the Chancellor when it is determined that the employee's behavior may be in violation of local, state, or federal law.

**Follow-up and Monitoring** – In addition to any of the specific intervention strategies described previously, the TABIT will determine a plan for follow-up monitoring of each student or employee. This may include checking with faculty and staff regarding student behavior, checking with supervisors regarding employee behavior, and periodic meetings of the student or employee and an assigned counselor or TABIT member.

### **Feedback to Referring Individual**

In accordance with FERPA, following assessment and intervention with the student of concern, the TABIT will provide feedback to the referring individual as appropriate.

### **Record Keeping**

All records of the TABIT pertaining to students and/or employees will be stored in the office of the Chair of the Threat Assessment & Behavioral Intervention Team.

## **PART III – Related IECC Policies and Procedures**

**Preventing Sexual Misconduct Policy and Procedure 100.31.** Addresses prevention and responding to incidents of sex-based harassment, including sexual harassment, sexual assault, sexual exploitation, domestic violence, dating violence, sexual violence, or stalking. [www.iecc.edu/titleix](http://www.iecc.edu/titleix)

**Campus Safety and Security Policy 500.17.** Addresses crime prevention, college security procedures, and programs to prevent drug and alcohol abuse. [www.iecc.edu/safety](http://www.iecc.edu/safety)

**Alcohol-free/Drug-free Campus Policy 100.9.** Addresses drug prevention initiatives, as well as education, rehabilitation, and treatment. [www.iecc.edu/drugfree](http://www.iecc.edu/drugfree)

### **Emergency Response and Alerts**

Emergency response procedures for each campus can be found here: [www.iecc.edu/emergencyplans](http://www.iecc.edu/emergencyplans)

IECC provides a free emergency notification system for students, employees, and community members. Emails and/or texts will inform subscribers of emergencies on campus. Sign-up is available at [www.iecc.edu/alerts](http://www.iecc.edu/alerts).

## Appendices

### Appendix A - Threat Assessment and Behavioral Intervention Team (TABIT) /Campus Violence Prevention Committee

The following have been appointed by the Chancellor to serve on the Threat Assessment and Behavioral Intervention Team (TABIT):

<b>Chair</b>	Libby McVicker	Program Director, Grants & Compliance	Olney Central College
<b>Members</b>	Andrea McDowell	Executive Director of Human Resources	District Office
	Paul Tait	Manager of Technology Infrastructure	District Office
	Megan Black	Director of Dual Credit	Frontier Community College
	Linda Monge	Mathematics Instructor	Frontier Community College
	Lori Noe	Director of Instructional Support Services	Frontier Community College
	Cyndi Boyce	Dean of Instruction	Lincoln Trail College
	Rena Gower	Director of Learning Commons	Lincoln Trail College
	Phil Thorsen	Psychology/Social Science Instructor	Lincoln Trail College
	Nick Short	Life Science Instructor/ Head Women's Softball Coach/ Athletic Director	Olney Central College
	Kaitlyn Weger	Learning Commons Specialist	Olney Central College
	Ronda Hockgeiger	Social Services Instructor	Wabash Valley College
	Karissa Anderson	Director of Learning Commons	Wabash Valley College
	Drew McMurray	History/Political Science Instructor	Wabash Valley College
	Cassandra Goldman	Dean of Students	Wabash Valley College

The Chancellor shall update Appendix A as necessary.

## Appendix B - Behavioral Incident Report

The Behavioral Incident Report is designed to enable faculty, staff, and students to voluntarily report any behaviors that may raise concerns and incidents of misconduct at Illinois Eastern Community Colleges. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency that requires immediate intervention, call 911.**

The Behavioral Incident Report will provide a mechanism for responding to individual incidents and will reveal patterns of concerning behaviors of specific students or individuals. It will also provide aggregate data on the nature and frequency of disruptions at Illinois Eastern Community Colleges. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. Information provided in the Behavioral Incident Report may also be considered in determining sanctions for students found in violation of IECC's Student Code of Conduct.

### Information: (please enter as much information as possible)

Name of individual \_\_\_\_\_ ID # \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_

### Incident Information:

Date of incident \_\_\_\_\_ Date form completed \_\_\_\_\_

Class/Location of incident \_\_\_\_\_ ☐ FCC ☐ LTC ☐ OCC ☐ WVC ☐ DO

Time of incident (approximate) \_\_\_\_\_

\*Name of person reporting incident \_\_\_\_\_ \*Phone # \_\_\_\_\_

\*Email Address \_\_\_\_\_

Are you a ☐ student ☐ employee ☐ other (please explain) \_\_\_\_\_

Name (s) of others involved \_\_\_\_\_

Please provide a detailed description of the incident, paying particular attention to the behaviors of the person. Concrete, specific observations are most useful. Avoid providing judgments, assessments, and opinions:

Please describe conversations you have had with the person and any action you have taken regarding the incident.

### PLEASE SUBMIT COMPLETED FORM TO THE DEAN OF STUDENTS

\*Individuals are allowed to make anonymous reports, however if a name is not provided it may hamper the TABIT's ability to seek follow up information that may be critical in determining an appropriate course of action. If a name is provided, the team will provide feedback regarding actions taken.

## Appendix C - Threat/Behavioral Assessment Checklist

This checklist is designed to be used by the Threat Assessment and Behavioral Intervention Team (TABIT) in assessing risks for potential violence by someone who has made a threat (verbally or in writing) or whose actions are suspicious enough that a reasonable person might believe that the person may be prone to violence. This checklist will be used in conjunction with other assessment and intervention tools.

Last Name	First Name	Middle Initial	Student ID or Date of Birth
-----------	------------	----------------	-----------------------------

**Observed or known behaviors:**

- ☐ has access to weapons
- ☐ appears to have fascination with weapons or explosives
- ☐ is knowledgeable about or has used weapons
- ☐ has history of bringing weapon to school
- ☐ has made recent threats to act out violently
- ☐ has provided evidence of making plans to act out violently, named a specific target for violence
- ☐ history of arrests/convictions for violent acts
- ☐ identifies contingencies that would provoke an act
- ☐ is brooding over an event in which he/she was perceived to be unfairly treated
- ☐ expresses unreasonable feelings of being persecuted by others
- ☐ has experienced a recent life stressor or event
- ☐ appears to be a loner and reveals having no close friend
- ☐ has a history of being bullied or teased
- ☐ does not show concern for legal or personal consequences
- ☐ appears to lack appropriate empathy or remorse
- ☐ has threatening and/or loud speech, disorganized speech
- ☐ is observed as maintaining prolonged stares
- ☐ is observed with signs of agitation (pacing, clenched fists, etc.)
- ☐ reveals feelings of depression, hopelessness, despair
- ☐ refuses to communicate
- ☐ known to abuse alcohol or to use illicit drugs
- ☐ constantly blames others and refuses to take responsibility
- ☐ identifies with offenders, praises other school violence events
- ☐ engaged in property damage
- ☐ other students/staff/faculty are afraid of this student
- ☐ says they have no options or there is no way out for them
- ☐ appears suicidal
- ☐ prior suicide attempts and self-infliction of injuries
- ☐ history of obsessively following or stalking others
- ☐ has thought insertion, someone putting thoughts into their head
- ☐ auditory, command, or visual hallucinations
- ☐ diminished self-care (dirty, disheveled, poor hygiene)
- ☐ psychiatric disorder diagnosis
- ☐ gang membership

**Crisis Intervention Risk Level Assessment:**

- ☐ High Risk
- ☐ Moderate Risk
- ☐ Low Risk

\_\_\_\_\_  
Threat Assessment and Behavioral Intervention Team Member

\_\_\_\_\_  
Date

## References

- Armada, G. (1999). *Coping with Misconduct in the Classroom: A Practical Model*. Asheville, NC: College Administration Publications.
- Cornell, Dewey (Winter 2008). *Threat Assessment on the College Campus. Leadership Exchange*. National Association of Student Personnel Administrators (pp. 8-14).
- Dunkle, J.H., Silverstein, Z. B. , & Warner, S.L. (2008): *Managing Violent and Other Troubling Students: The Role of Threat Assessment Teams On Campus*. Journal of College and University Law, Vol. 34, No.3 (pp. 585-636).
- FBI Academy, National Center for the Analysis of Violent Crime, Critical Incident Response Group: *The School Shooter: A Threat Assessment Perspective*. Available at <https://eric.ed.gov/?id=ED446352>.
- National Center for Higher Education Risk Management (2008) *Risk Mitigation Through the NCHERM Behavioral Intervention and Threat Assessment Model*.
- Pavela, G. (April 17, 2008) *Threat Assessment: An Interview with Marisa R. Randazzo, Ph.D.* Association for Student Judicial Affairs Law and Policy Report.
- Pavela, G. (February 21, 2008) *Creating a College Threat Assessment Program: An Interview with*. Association for Student Judicial Affairs Law and Policy Report.
- Pavela, G. (2000). *A Model Code of Student Conduct: Applying the Power of Association on Campus*. Asheville, NC: College Administration Publications. Available at [www.collegepubs.com](http://www.collegepubs.com).
- State of Illinois Campus Security Task Force Report to the Governor (April 2008). Available at [https://www2.illinois.gov/ready/SiteCollectionDocuments/CSTF\\_Report\\_PartI.pdf](https://www2.illinois.gov/ready/SiteCollectionDocuments/CSTF_Report_PartI.pdf).
- Stevens, E. (1999). *Due Process in Higher Education: A Systemic Approach to Fair Decision Making*. ASHEERIC Higher Education Report (Vol. 27, No. 2). Washington, DC: The George Washington University, Graduate School of Education and Human Development.
- University of Maryland (2008) *Behavioral Evaluation & Threat Assessment Resource Group*.
- Virginia Tech (2006). *Responding to Disruptive or Threatening Student Behavior: A Guide for Faculty*. Blacksburg, VA: Virginia Tech. Available online at [https://dos.vt.edu/content/dam/dos\\_vt\\_edu/assets/doc/responding\\_to\\_students\\_in\\_distress.pdf](https://dos.vt.edu/content/dam/dos_vt_edu/assets/doc/responding_to_students_in_distress.pdf).