Safe Campus Initiative: Action Plan
May 2015-August 2016

1. **Awareness/Prevention**
    a. **Safety SAGES program**. Develop a "Safety SAGES" program to provide further community safety presence; to provide prevention services (e.g., escort service, etc.); to enhance communication and early intervention during a crisis via notification.
    b. **Safety Messaging Campaign**: Consistently and proactively convey safety messages with students, faculty and staff through the development of a monthly or quarterly (whatever is decided to be most effective) communication channel, including, if possible, utilization of a mobile safety app (see Emergency Response section below) email, social media, posters/flyers, etc. Messages could include information about services (such as training, workshops, and shuttle) as well as safety tips.

2. **Professional Development**
    a. **Workshop Series**: Expand and promote workshops that empower our students and staff to take ownership for their personal safety. Topics could include sexual assault, crime prevention through environmental design, domestic violence, DUI awareness, bicycle safety and crime prevention, Rape Aggression Defense, self-defense, enhancing classroom management, addressing workplace security awareness, responding to disruptions and challenging behaviors, and First Aid/CPR/AED skills.
    b. **Bystander Advocacy Training**: Establish bystander advocacy training (face-to-face and online) to provide all members of the college community with the skills and tools they need to intervene safely, appropriately, and helpfully.

3. **Physical Environment**
    a. Construct two or more _bicycle cages_ in various areas on the main campus.
    b. Expand the use of _security cameras_ in key locations such as parking lots, trail entry area, etc.
    c. Incorporate appropriate _signage_ in key campus locations, both inside and outside of rooms, bldgs., etc.

4. **Early Intervention**
    a. **ER/Student Discipline:** Clarify and disseminate classroom and non-classroom emergency response and student discipline processes and procedures.
    b. **Crisis Prevention and Early Intervention Team** (CPEIT) Establish a CPEIT to provide a coordinated team-based response that connects individuals to needed support/services, informs professional development programming, and preserves the overall learning environment.

5. **Emergency Response**
    a. **Safety App**: Pilot and/or Implement a districtwide mobile safety app for students, faculty and staff to include a direct, one-button connection to police dispatch.
    b. **Panic Button**: Expand the use of the computer "panic button" icon connection to police dispatch. Such an icon is being piloted in counselor's offices and will be made available throughout classrooms and other offices.

6. **Support Services**
    a. **Community Resources & Support**: Provide a more robust and effective means of direct assistance and a connection to community resources for students in crisis or those who are just seeking information and support in areas associated with their physical and psychological health. Develop a strategic plan for the provision of wellness programming & delivery.

# Safe Campus Initiative
American River College
Spring, 2015

Safety is inextricably linked to academic success. The most conducive learning environments are those in which students, lacking any preoccupation with concerns over their physical and psychological safety, consistently devote their full attention to acquiring the knowledge and skills necessary to achieve their educational goals. This same sense of security also brings forth the best from those who facilitate and support the learning process. Unfortunately, ensuring the safety and well-being of our students, faculty and staff is becoming more complicated these days due to myriad factors.

Maintaining the best conditions for learning requires a more explicit and comprehensive approach to safety than those used in the past—one involving increased investments in awareness, prevention and early intervention programming as well as enhanced services for those in crisis. **However, such efforts will be of limited value unless surrounded and supported by a more safety-conscious culture where students, faculty and staff assume greater individual and shared responsibility for one another's well-being.**

The College recognizes the critical importance of building such a culture. Additionally, the College recognizes that a safe campus for one person may be emotionally, physically, and systematically different from another's, and that it must reflect the varied ways in which our community experiences safety. As such, it is proposing the *Safe Campus Initiative (SCI)* as a robust and holistic approach intended to achieve two overarching outcomes; increase the number/percent of students, faculty and staff who express feeling "safe" on campus and; reduce the number of safety and security-related campus incidents.
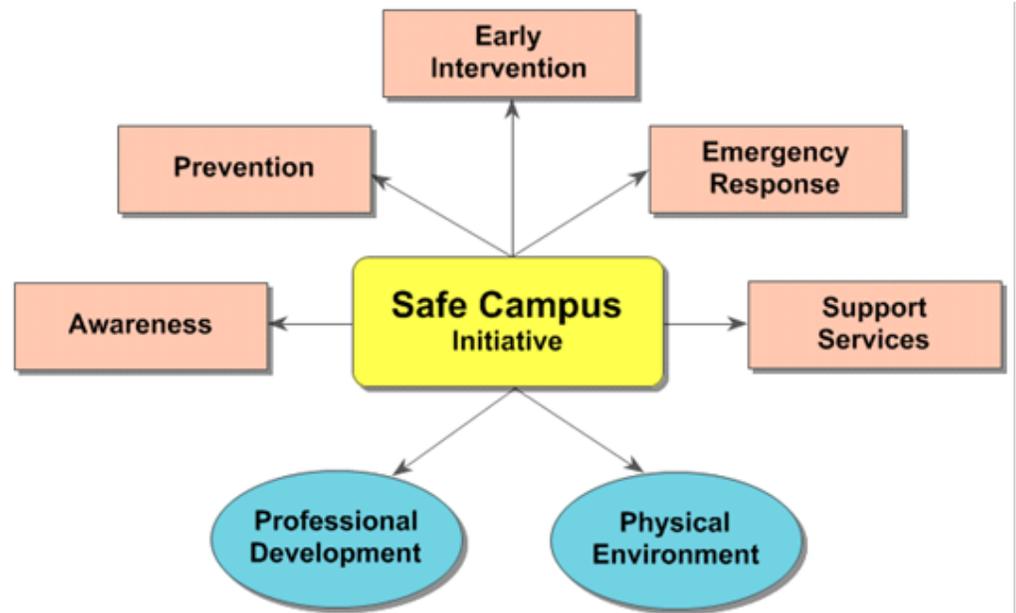
- **Awareness** involves the provision and dissemination of key safety information/resources via online, social media and print mediums, intended to influence positively the safety-related behaviors of student, faculty and staff. It involves promoting and branding the values inherent to a safe campus environment through presentations, workshops and trainings in order to facilitate high levels of engagement in associated practices.

- **Prevention** reflects a proactive approach to safety involving a wide range of programming and services, from escort/shuttle services, bystander advocacy programming and self-defense training, to active community policing and clearly defined and coordinated security-related protocols/procedures.

- **Early Intervention** recognizes that some potentially disconcerting behaviors can be addressed proactively, before they rise to the level of becoming disruptive and requiring an *Emergency Response* (e.g., formal threat assessment, student discipline, etc.). *Early Intervention*, therefore, reflects the capacity to provide a coordinated team-based response that connects the individual to needed support/services and preserves the overall learning environment. Often referred to as a Crisis Intervention Team, this group of faculty and staff, when supported by an effective tracking mechanism, are able to "connect the dots" relative to student behaviors so that multiple incidents and escalating behavioral trends of any one student can be identified, monitored and addressed as early as possible. The College also recognizes the nuanced history of tracking student behaviors in educational institutions over time and that any such mechanism intended to ameliorate challenges to and support successful student behaviors will be utilized in tandem with consistent and careful professional development opportunities for committee members to learn about and understand the diverse experiences and realities that impact our students' lives. Through such an approach, this team will be in a position to identify areas of needed staff and faculty professional development and training; to highlight gaps in needed campus support services; and to assist individual faculty, staff and their immediate deans/supervisors by solution-finding with them around specific concerns and/or ongoing incidents, and/or to clarify guidelines, processes and procedures.

- **Emergency Response** reflects the reality that, despite our best efforts, accidents happen, problems arise, and incidents occur. In the classroom for example, some student behaviors are immediately disruptive and require quick and effective dialogue, intervention, resources, and/or discipline. In such instances, the steps involved in responding must be clearly defined and communicated. Throughout the entire college, moreover, emergency communications, be it a phone call to the Los Rios Police Department or a text message to a college administrator, must be received and responded to without unnecessary delays. Subsequent follow-up needs to be timely and consistent.

- **Support Services** in the form of health and wellness programming, crisis counseling, etc. provides a means of direct assistance and a connection to community resources for those in crisis or who are just seeking information and support in areas associated with their physical and psychological health.

- The **Physical Environment** also has a direct impact on campus safety. From preventing slips, trips and falls to ensuring adequate lighting, building security, and closed circuit cameras, the thoughtful consideration of the campus environment and the establishment of reporting mechanisms for suggested improvements are essential to ensuring a safe campus.

- **Professional Development** is the common thread woven into almost every aspect of campus safety described herein. Whether it be associated with improving one's approach to classroom management or responding effectively to an incident or disruption in and/or around College service areas, ongoing faculty, staff (including student help and temporary staff) and student professional development is critical to ensuring the safest campus environment.

The *SCI* will require a collaborative effort involving the leadership of various standing committees, constituency groups and the LRCCD Police Department. A subcommittee of the Building, Grounds and Safety Committee will be created to help coordinate and assist with the SCI-related activities of these various groups, and in some cases, provide leadership to identifying and developing other activities as part of efforts to incorporate them into the day-to-day systems, processes and culture of the College. This committee will operate through the spring, 2015 term, at which time it will evaluate the impact and effectiveness of both its efforts and intended outcomes. During this time, the committee will provide regular progress reports to the Building, Grounds, and Safety Committee and when applicable, directly to the Planning Coordination Council.