



Rio Hondo Community College District  
**SPECIAL MEETING OF THE BOARD OF TRUSTEES**  
MINUTES – August 7, 2013, 6:30 p.m.

- Location:** Rio Hondo College Board Room  
3600 Workman Mill Road, Whittier CA 90601
- Members Present:** Ms. Madeline Shapiro, President  
Ms. Vicky Santana, Vice President  
Ms. Norma Garcia, Member
- Members Absent:** Mr. Gary Mendez, Clerk (Excused)  
Ms. Angela Acosta Salazar, Member (Excused)  
Ms. Caroline Carroll, Student Trustee (Excused)
- Staff Members** Ms. Teresa Dreyfuss, Superintendent/President  
Dr. Kenn Pearson, Vice President, Academic Affairs  
Mr. Henry Gee, Vice President, Student Services  
Mr. Phil Luebben, Interim Vice President, Finance & Business
- Ms. Sandy Sandello (Recorder)

**I. CALL TO ORDER**

**A. Call to Order**

Ms. Shapiro called the meeting to order at 6:38 p.m.

**B. Pledge of Allegiance**

Mr. Tracy Rickman led the salute to the flag.

**C. Roll Call**

Mr. Gary Mendez, Ms. Angela Acosta-Salazar, and Student Trustee Carroll reported absent (excused).

**D. Open Communication for Public Comment**

No comments made from the public.

**II. STUDY SESSION**

- **Emergency Preparedness / Crisis Management** – The Board was provided a presentation on Emergency Preparedness / Crisis Management presented by Don Mason, Associate Dean, Public Safety, Dr. Nash Flores, Dean, Public Safety, Chief

Tracy Rickman, Coordinator, Fire Academy, Jim Poper, Director, Facilities, Dr. Dyrell Foster, Dean, Student Affairs and Jim Alcalá, Consultant.

The Board emphasized the importance of having all staff, including adjunct faculty, be trained and made aware of emergency procedures. Trustee Garcia indicated the importance of having a series of trainings as responders on topics such as emergency preparedness, sexual harassment training, Code of Ethics which would be considered mandatory. President Dreyfuss indicated that she would bring a plan back to the Board for consideration in relation to adjunct faculty emergency preparedness training.

The Board suggested that the above presenters serve on the college Safety Committee or serve as expert references.

In response to a question by the Board on college response capabilities, Dr. Flores informed the Board that President Dreyfuss had directed him and Chief Rickman to perform a feasibility study as to the formation of a Rio Hondo College Volunteer Fire Department to be located on the campus. The Board supported the idea as it would enhance emergency response capabilities on campus as well as provide volunteer service-experience required for Fire Academy graduates to become certified Firefighters.

### **III. ADJOURNMENT**

Date of Next Special Meeting: Saturday, August 10, 2013, 9:00 a.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier)

Date of Next Regular Meeting: Wednesday, August 14, 6:00 p.m. (Rio Hondo College, Board Room, 3600 Workman Mill Road, Whittier)

# Rio Hondo Community College District



## Board of Trustees

Emergency Preparedness

Study Session

August 7, 2013

Prepared by:  
Dr. Ygnacio "Nash" Flores  
Dr. Dyrell Foster  
Don Mason, MS  
James Poper, BA

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## Introduction

The information in this Emergency Preparedness Study Guide is designed to provide you with a snapshot of the primary purpose of the District's Emergency Preparedness program and those key individuals with responsibility for ensuring the program is properly managed.

This study guide will help improve your understanding of the Emergency Preparedness (EP) measures within the District. Knowing what happens in case of each type of emergency is extremely important; however, there is one constant concept to keep in mind:

- If an emergency strikes while the District is in operation employees are to take whatever actions necessary to protect life.
- In emergency situations, calling 911 is paramount.

## Emergency Procedures

The following pages describe emergency procedures for certain potential emergency situations. These procedures are intended as a general guideline and are in no way intended to contradict the instructions of First Responders. Additionally, although the following list of emergencies represents the most common types that may be faced, possible emergencies are not limited to those listed. In all cases, call 911 if immediate emergency assistance is required.

Making yourself familiar with these procedures will make you familiar should an actual emergency arise within the District. As stated earlier, the first priority in an emergency should always be to maintain life and safety.



INCLEMENT WEATHER	EARTHQUAKE
ELECTRICAL POWER OUTAGE	BOMB THREATS
SUSPICIOUS MAIL/PACKAGES	HAZARDOUS MATERIALS INCIDENT
FIRE/SMOKE	WORKPLACE VIOLENCE
MEDICAL EMERGENCY	Active Shooter

## State of College Safety

We are perceived as being a safe campus. Rio Hondo's recent climate survey revealed that students feel safe on campus. Even though Rio Hondo is a public place where students, faculty, staff and visitors come and go from campus throughout the day and night, Rio Hondo has strong safety assets; a Board and administration that is committed to College safety, vigilant campus safety personnel with rigorous oversight and training, strong relationships with first responders and support groups, and a favorable site location.

## Commitment to Emergency Preparedness

The following concepts provide the core of the District's commitment to EP:

- To provide a safe and secure campus working and learning environment for students, employees, and the community-at-large.
- To establish and practice emergency procedures for the welfare of the students and personnel.
- To ensure that the Emergency Operations Plan is a dynamic document with annual assessment and not another manual on the shelf
- To develop a culture or attitude of looking out for each other

## Objectives of Responding to Emergencies

- Provide effective action to minimize injuries and loss of life in the event of a disaster
- Provide coordinated utilization of school personnel and facilities to care for crisis victims
- Protect and preserve College property
- Provide effective recovery of college systems and operations

## Four Phases of Emergency Preparedness



### Mitigation

Activities providing a critical foundation in the effort to reduce the loss of life and property from natural and/or manmade disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.

### Preparedness

A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Within the National Incident Management System, preparedness focuses on the following elements: planning; procedures and

protocols; training and exercises; personnel qualification and certification; and equipment certification.

## Response

Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

## Recovery

The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.

## WHO IS IN CHARGE IN THE CASE OF AN EMERGENCY OR INCIDENT?

The College President has ultimate responsibility and accountability for emergency management at the College. The president may delegate specific responsibilities to other District administrators as appropriate.

The College has established the following line of succession for dealing with emergency situations:

President  
Vice-President, Academic Affairs  
Vice-President, Finance & Business  
Vice-President, Student Services  
Director, Facilities Services

The President or designee has the authority to:

- Declare a College Emergency
- Issue a Closure of College Order
- Issue an Administrative Leave Order

### The Emergency Operations Center

Emergencies require key District administrators to make operational decisions to respond to and recover from an emergency situation. Decisions are made in an Emergency Operations Center (EOC). The EOC can be an informal mobile site with one or more administrators or a formal site with all the EOC positions activated. The District has two EOCs. The primary EOC is located in the Board Room of the Administration building. The secondary EOC is located in the Administration of Justice building in the office of the Director of the Police Academy (Appendix A).

The District has adopted the National Incident Management System and the State Emergency Management System (NIMS/SEMS) as a framework for responding to all hazards and emergencies. The NIMS/SEMS employs the use of the Incident Command Structure (ICS) for use in its emergency response. The ICS has the capability of responding to any emergency situation. The ICS is designed so that the District's ICS will fit into larger ICS systems under the NIMS/SEMS umbrella.

The Incident Command Structure, which provides for positive span of control, is broken down into five functional sections that include:



- Incident Command (Management) – manages the incident
- Operations – performs tactical fieldwork
- Planning – prepares the incident Action Plan
- Logistics – handles service and support needs
- Finance/Administration – monitors costs and reimbursement requests

## Types of Emergencies

The following procedures are guidelines for the actions employees of the District may take in various emergencies. These procedures are not an end-all approach to responding to emergencies. They are flexible and dynamic and responders should take actions in accordance with the emergency they face at the time of the incident.

## Inclement Weather

### IN THE EVENT OF INCLEMENT WEATHER CONDITIONS:

- Employees will be notified of the opening or closing of offices through public service announcements on local radio and television stations as well as the state alert system.
- Employees should prepare themselves with the necessary equipment to be able to receive and read those emergency messages; for example, vision-impaired employees may need a special program on their cellular telephones that “reads” text messages aloud to the user. Employees should have a battery-operated radio available.
- If inclement weather conditions arise during the course of normal business hours, and a General Emergency or Liberal Leave period may be designated by proper authority.
- **WATCH VS. WARNING**

It is important to understand the differences between weather watches and warnings. A watch usually indicates a hazardous weather event is **possible**. A warning usually indicates the event is **likely or imminent**.

## Electrical Power Outage

- **REMAIN CALM.** Most of the time, building power will be restored automatically within seconds. If it is safe to do so, turn off equipment.
- Employees with any need for medical devices should be sure to keep a backup battery on hand.
- Special telephones for special needs, including access to TTYs, should be backed up.
- Account for all people in your immediate area or span of responsibility, this includes students, staff and visitors to the District.

- **Report** the electrical outage to Campus Security at extension 3490 or dial 911 with the following information: (Phones in the immediate outage area may not function; keep cellular telephones charged and accessible wherever possible.)
  - **Where are you (building name, which floor, what room)?**
  - **Where is the outage?**
  - **What known hazards exist to first responders?**
- Await further instructions from supervisor. Once power is restored, check all equipment for proper function and reset if necessary and if it is within your training to do so. Request the assistance of an individual trained in the use of any equipment with which you are not familiar.

## Earthquake

Earthquakes are common in California, they can occur at any time. During an earthquake it is important to remain calm and to take cover from falling debris and moving objects. It is critical in preventing injury or death to resist the urge to move to other parts of the building or outside during an earthquake. Most earthquake-related deaths and injuries occur when people are attempting to move or leave a facility during the quake.

### Actions to take During an Earthquake

- DROP to the ground and take COVER by getting under a sturdy table or other piece of furniture and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building. Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load bearing doorway.
- Stay inside until the shaking stops and it is safe to go outside.

- If outside, stay there and move away from buildings, streetlights, and utility wires.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.
- DO NOT attempt to go outside until the shaking has stopped.
- DO NOT attempt to turn light switches on and off.
- DO NOT light a match or other open flames.

### Actions after an Earthquake

- Only evacuate the building if it becomes hazardous or when told to do so by BEC/BEL or other competent authority.
- Be aware of aftershocks, they are usually not as strong but can cause more damage to weakened structures and may continue for days, months or even years after the initial quake.
- If you smell gas or suspect a gas leak: evacuate the building immediately and go to a location where you no longer smell gas. Report the leak by calling 911 (If Fire/Rescue are not already on the scene).
- If there is electrical damage: evacuate the building immediately. Report the electrical hazard by calling 911.

**Note: 911 should ONLY be used for life-threatening emergencies  
NOT for information purposes.**

### Responding to Bomb Threats

#### A Telephone Threat

- Get a co-worker, if possible, to listen with you.
- Remain calm and courteous.
- Keep the caller on the line for as long as possible.



See Appendix B for Bomb Threat Worksheet.

- Attempt to record every word spoken by the caller, paying extra attention to background noises, the caller's tone of voice, and the caller's speech pattern.
- Note accent, age, length of call, number, time, date.
- Ask the caller to repeat their message.
- Immediately call 911 and your manager or supervisor.
- An Emergency Leader will determine if evacuation is necessary.

**Ask caller the following questions and write down their responses:**

- **WHO are you and who placed the bomb?**
- **WHAT kind of bomb is it and what does it look like? What will cause it to explode?**
- **WHEN will the bomb explode?**
- **WHERE is the bomb?**

## **A Written Threat**

- Remain calm.
- Immediately call 911 and your manager or supervisor.
- If there is a package, once discovered, do not touch, move, or open it.
- Preserve the scene for police and move all personnel to a safe location.
- Keep others from handling or going near package.
- First responders or an Emergency Leader will determine if evacuation or sheltering in place is necessary.
- **IMPORTANT NOTE: DO NOT PULL FIRE ALARM.** This may disable the elevators, which are needed for evacuation purposes.

Use Appendix C to help in identifying potentially dangerous packages.

## Suspicious Mail/Packages

### When Identifying Suspicious Mail and Packages, Look for

- Poorly typed or hand-written address, no return address
- Stains, discolorations, or strange odor
- Excessive tape, string, or postage
- Whether or not the owner of the unattended item can be identified
- Suspicious activity around the package

Use Appendix C to help in identifying potentially dangerous packages.

### If You Receive Suspicious Mail or See a Suspicious Package

- REMAIN CALM. Put letter or package down or leave it in its place.
- DO NOT DISTURB the package further.
- Block off the immediate work area and exit to a safe location.
- Call your supervisor and 911.
- If possible, wash your hands. Do not touch nose, eyes or mouth before washing.
- WAIT FOR HELP; but *DO NOT LEAVE* your workplace until Police or Fire personnel release you from the area.

### What to do with Unknown Powder Substances

- Immediately upon discovery of an unknown powder substance, contact 911, a supervisor, and building security.
- DO NOT PULL THE FIRE ALARM because pulling the fire alarm could shut down the elevators.
- Facilities staff or Security personnel should shut down the heating and air conditioning systems, if possible.
- The individual who has discovered the powder and those in the immediate area will be instructed to go into an isolated office, while the others on the

floor remain in place until the HAZMAT Team has released them. Then the first responders or the supervisor should determine whether to either not to evacuate or evacuate.

### No Evacuation

If a little powder is spilled on a desk or on the floor inside a building, it is appropriate to:

- Close off the area if possible (close doors but do not lock them). No one is to enter or leave the floor. There is no need to evacuate the building.
- Secure stairs and elevator and post with signs.
- If you have any substance visible on your clothing, immediately remove clothing (outer layer only) that might have come in direct contact with the product. If possible, place the clothing in a clear plastic bag. Seal the bag. Wash hands and face with soap and water. Await instructions from HAZMAT personnel.

### Evacuation

If there is a powder that has clearly been aerosolized (a puff or cloud of powder has occurred), it is appropriate to:

- Evacuate the remainder of the building. **DO NOT ACTIVATE THE FIRE ALARM SYSTEM**, unless people are showing signs of exposure (difficulty breathing, seizures, unconsciousness, etc.). Instead, notifying staff of evacuation can be accomplished by using a walk through or phone tree.
- Once outside, go to the area on the property designated for your floor as described in Evacuation Procedures for Fire. Supervisors or first responders should take roll call to determine if someone is still in the building. Remain at your designated evacuation meeting point until you have been advised by your BEC/BEL, supervisor or a first responder that it is safe to return to your building. The supervisors should be advised by the HAZMAT Team when it is safe to return to the building.
- Be sure to address mobility needs in planning for such an evacuation; employees/students may have existing needs or may incur such needs in the

course of an emergency. Every employee should be prepared to take the necessary steps to get him or herself to safety. Be prepared with written messages, or the materials to make signs, as well.

## **Hazardous Material (Hazmat) Incident**

### **If You Smell a Suspicious Odor Outside of the Building**

- Stay inside and shelter-in-place until an assessment of the situation is conducted. It is likely to be safer to remain inside than to evacuate because of the increased exposure to the potentially toxic environment outside.

### **If You Smell a Suspicious Odor Inside of the Building**

- If the odor is strong, offensive, irritating or causing acute illness, call 911 and security, and evacuate the area immediately as per your facility evacuation plan. IF YOU HAVE BEEN EXPOSED TO A DANGEROUS SUBSTANCE:
  - Call 911.
  - Notify staff supervisor to prevent anyone else coming into contact with the chemical.
- Remove contaminated clothing and call poison control/911 for immediate advice.

### **If You Witness a Hazmat Spill or Attack**

- Leave the immediate area as quickly as possible and protect yourself by finding something to place over your nose and mouth.
- If you have open cuts/wounds, covering exposed skin (e.g., additional clothing such as long sleeved shirt or jacket) may help prevent bacteria from entering cuts.
- Call 911 to report the spill / attack and notify your supervisor.
- If you are indoors and the suspected attack takes place outdoors, remain inside unless told otherwise by authorities.

- Know where emergency equipment, such as fire extinguishers and stair chairs are kept, in case visibility is compromised.

## Fire and/or Smoke

### If You Detect Fire or Smoke

- Immediately pull the nearest fire alarm.
- Evacuate to a safe place.
- Call 911 to report the location of the fire. Be specific with the location of the building. 911 may not automatically ascertain your address.

### If You Hear or See a Fire Alarm

- Immediately evacuate the area using marked emergency exits.
- Do not use elevators.
- Do not waste time by gathering your belongings, but whenever possible, try to take prescriptions and / or medical devices with you.
- Individuals requiring evacuation assistance should go to the designated area for rescue assistance on their floor and await further instructions. Be sure to determine this area before an emergency strikes.
- Remain calm. Walk, do not run.
- Close but not lock, doors as you leave, and exit through the nearest door.
- Go to the designated Primary Assembly Area assigned in the evacuation plan, and report to your BEC/BEL, supervisor or anyone calling roll for your area.
- If all exits from a floor are blocked, return to your work area and:
- Call 911 to tell them you cannot leave, and telling them specifically where you are.
- Close the door and place a towel or article of clothing along the bottom edge of the door.

- If possible, open the windows for fresh air and hang an article of clothing or place a sign on the window. This will let the fire department know that you are still in the building.
- If an employee in the office is not able to open a window, then place a brightly colored sign on the window (facing outward) with the word **HELP**.

## Medical Emergency

### IF THERE IS A MEDICAL EMERGENCY:

- Call 911 and provide the dispatcher with:
    - The specific location of the patient and their age (if known);
    - The nature of the injured person's illness or injury; and
    - Your name and phone number.
- Remain on the line to answer any questions.
- Immediately ask a nearby co-worker to direct rescue units to your location.
  - DO NOT attempt to move an injured person unless you have been trained.
  - If employees/students have preexisting medical conditions, they should keep a list of their prescriptions and doctors on their persons.

## Active Shooter

Guidelines for responses to active shooters are detailed in Appendix D: Active Shooter Response Guide.

## Workplace Violence

### WHEN CONFRONTED WITH WORKPLACE VIOLENCE:

- DO NOT confront the perpetrator.
- If you observe an individual with a firearm, and you are able to do so, you should leave the area immediately.
- Immediately call 911 and contact Campus Security (ext. 3490) and notify them of the incident location, description of assailant, any injuries, any type

of weapon, number of hostages (if appropriate) and any other pertinent information.

- Follow directions for evacuation of the area or building. DO NOT re-enter an area until given clearance. Injured individuals should be kept calm and given first aid assistance as soon as possible.

## Disruptive Behavior by Students

Students who are disruptive or express violent behavior will be handled with in accordance with the Behavioral Intervention Team standard operating procedures which are detailed later in this study guide in **Appendix E: Helping Students in Distress a Guide for Faculty & Staff**

## Shelter in Place

In certain emergency situations, it may be safer to shelter-in-place within the building instead of evacuating. Shelter-in-place means selecting a small, interior room, with few or no windows, and taking refuge there. If you are told to shelter-in-place and you have not received prior instructions, follow the instructions provided below:

### HOW TO SHELTER-IN-PLACE AT WORK:

- Close the office, bring everyone into the room(s), and shut and lock door(s) and windows.
  - If there are students or visitors in the building, provide for their safety by asking them to stay in the area – encourage them not leave. There should be a method (e.g., a whiteboard and marker) for writing this information, or otherwise communicating it to people with hearing impairments.
  - Unless there is an imminent threat, ask employees, students and visitors to call their emergency contact to let them know where they are and that they are safe.

- Select interior room(s) above the ground floor with the fewest windows or vents. If possible, consult a trained emergency responder about when to move to higher floors in a building and when to stay on the lower or ground floor. Some airborne substances stay low to the ground while others move higher above the ground.
  - The room(s) should have adequate space for everyone to sit. Avoid overcrowding by selecting several rooms, if necessary.
  - Avoid selecting a room with mechanical equipment like ventilation blowers or pipes, because this equipment may not be able to be sealed from the outdoors.
- It is ideal to have a hard-wired telephone in the room(s) you select, because cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- If the office has voice mail or an automated attendant, change the recording to indicate that the office is closed, and that staff and visitors are remaining in the building until authorities advise that it is safe to leave.
- Write down the names of everyone in the room and note their affiliation with your office (e.g. employee, student or visitor); call your BEC/BEL or supervisor with this information.
- Keep listening to the radio or television, if available, until you are told that all is safe or that you should evacuate.
- DO NOT use elevators. The movement of elevators pumps significant amounts of air in and out of a building



## **Evacuation of Employees with Functional Needs**

Employees/students may want to disclose voluntarily if they need any assistance to evacuate. You may share this information with BEC/BELS, supervisors, coworkers, security, and others who may be able to assist you in a safe evacuation.

Employees/students should take the necessary steps to prepare for an evacuation, such as practicing the evacuation route, directing Reasonable Accommodations requests to the Director of Human Resources for employees and to the Disabled Student Programs and Services (DS&PS) manager at ext. 3420.

### **Non-Ambulatory Personnel**

If no smoke or fire is on that floor, non-ambulatory employees should be assisted to an area just outside a stairwell landing. Call 911 to alert first responders to your location, tell dispatchers the reason you cannot evacuate, and remain in this location for evacuation or further instructions by first responders. If there is smoke or fire on that floor, the person should wait inside the stairwell or an evacuation chair can be used to assist persons out of building. This change of conditions if perceived to be life threatening is an indication to call 911 and let the dispatcher know of the imminent danger and change of conditions.

### **Semi-Ambulatory Personnel**

Semi-ambulatory personnel may choose to wait in a stairwell for fire department personnel to assist them or may ask co-workers for assistance in descending the stairs. In these instances, it is important to inform the fire department personnel of this decision by calling 911. If the decision is to wait, then remain in that location. If there is smoke or fire, semi-ambulatory employees should at least attempt to get down two floors – provided you are not moving closer to the fire. If no smoke or fire is on the lower floor, you should step out of the stairwell and wait for assistance.

## Visually Impaired People

As with other employees with functional needs, employees with visual impairments should make any Reasonable Accommodation requests and should be prepared with whatever personal equipment they need to get to safety. If you depend on a cellular telephone program that projects, or “reads” text messages aloud, and you are relying on the District Alert System for information, be sure to keep your phone charged and on your person. Alternatively, you may choose to ask a co-worker to read something aloud. It may be useful to ask this of a co-worker before an emergency strikes.

## Deaf or Hard of Hearing

Employees who are deaf or hard of hearing may be able to see a visual alarm, depending on its placement. If so, these employees can evacuate with others. If there is no visual alarm nearby, co-workers and supervisors should notify the employee personally by using a note, using hand gestures or communicating by lip reading. Get the employee's attention, maintain eye contact, keep hands and other objects away from your face and speak directly to the individual in a normal volume and at a moderate pace. Supervisors and BEC/BELS should check in restrooms, conference rooms, copy rooms and kitchens for deaf or hard of hearing employees or students. Always ask if the person with a disability needs assistance and the best way/technique to assist.

## Emergency Assembly Areas

When competent authority directs an evacuation, the campus community will assemble in pre-designated Assembly Areas. These areas also include nearby Emergency Storage Containers that store items that can be used in an emergency (Appendix F).

# Emergency Notification Systems & Equipment

## Blackboard Connect & Berbee

### Frequently Asked Questions

The Rio Hondo Emergency Notification system works through Blackboard Connect as the primary system. The alternate notification system is the Berbee System.

The Rio Hondo Emergency contact system is a way for the college to send voice, email, and text messages to its community during an emergency or to provide the community with other time sensitive and critical information.

### **How does the Blackboard Connect system gain access to student and staff contact information?**

Students are connected to the emergency notification system through the phone and email information provided during the application process or during registration and is used to populate the Blackboard Connect database. Employees use the information provided to the Human Resources Department for recall and notification.

Blackboard Connect provides an encrypted, online process to securely import Rio Hondo's existing data into the school's account in a secure and reliable manner. Rio Hondo also updates the information in its databases with the Blackboard Connect system on a regular basis.

### **How do I update my information if it is not correct?**

Students update their phone information – permanent, work, and cell – and your email address(es) by going to AccessRio.

Employees update their information by contacting the Human Resources Department and updating your contact information.

Blackboard Connect does not sell, lease, share, or rent personally identifiable information (names, addresses, phone numbers, etc.) to any companies or persons outside of Blackboard Connect or their service providers.

### **Why does Rio Hondo test Blackboard Connect each semester?**

During an actual emergency is never the best time to test emergency preparedness; hence, the college tests Blackboard Connect each term to make sure everything is functioning properly and give administrators, students, faculty, and staff experience with the system.

### **How does the Blackboard Connect for Higher Education notification service work?**

The Blackboard Connect service combines the power of the Internet with the pervasiveness of the telephone. This service helps college administrators reach out to students and staff via:

- Voice messages to home phones, work phones, cell phones, and even emails
- Text messages to cell phones, PDAs and other text-based devices
- Written messages to e-mail accounts
- Messages to TTY/TDD receiving devices for the hearing impaired

### **How many calls have been sent through the Blackboard Connect service?**

Blackboard Connect is currently sending 20-25 million time-sensitive calls per month solely on behalf of government entities and schools via its Blackboard Connect family of services.

Over 150 campuses are using the Blackboard Connect to send messages to 1 million students and staff. Additionally, over 14,000 non-college sites nationwide are using one of Blackboard Connect services to reach over 9 million recipients.

With the Blackboard Connect service, campus officials can reach their community members in their own voice (at landlines, cell phones, and via e-mail) and via text messages (at cell phones, PDAs/other text-receiving devices, e-mail accounts, and TTY/TDD receiving devices for the hearing impaired).

During a time-sensitive situation, multi-modal communication is critical as it is a more comprehensive way to reach people in the environment they may be in at the moment an issue arises. Communication is sent simultaneously to all available contact points for each person.

Relying on any single way to reach constituents (whether it is through just voice calls or just text messages) introduces a single point of failure. Additionally, text messages to cell phones, while a great back-up communication medium, are not stable enough to rely upon solely for time-sensitive communication. Cellular carriers did not design SMS (Short Messaging Service) as a reliable medium for transmitting high volume, time-sensitive communication within geo-centric communities (such as a college campus). As with any communication vehicle, it is important to combine voice, text-messaging, and e-mail to better ensure you can be reached in as many ways possible.

The Blackboard Connect system has been used to communicate vital information when a critical situation has taken place. It is also used to issue alerts to campus members as outlined in the Clery Act. Additionally, some campuses use the service

for more routine communication, including communicating during the admissions process and to alert students to important financial aid and/or payment deadlines.

**What if an emergency occurs and the school can't access the Internet to send a message?**

Each administrator who is authorized to use Blackboard Connect is given a personal, wallet-sized Emergency Messaging card. In case of an evacuation or power loss, school administrators can use the information on this card to send a time-sensitive notification to all their contacts or to a pre-determined emergency response team using just a telephone. Blackboard Connect maintains client care representatives to assist users 24/7/365 should alternative methods be necessary such as encountered throughout both Hurricane Katrina and Hurricane Wilma.

**How can the Blackboard Connect service reach thousands in minutes?**

The company's mass notification engine supports the Blackboard Connect system. Blackboard Connect maintains access to tens of thousands of phone lines originating from multiple locations throughout the United States to ensure that its communications are delivered quickly and efficiently. Moreover, Blackboard Connect employs sophisticated call throttling logic to identify the proper schematics needed to deliver calls based upon whatever congestion the local telecommunications providers are experiencing at the moment calls are being attempted.

## Blue Light Phone System

Emergency Blue Lights are located throughout the campus and provide a direct connection to the Campus Security Office.



## Automated External Defibrillator (AED)

AEDs are located in every building through campus and will be installed in every off-site campus location. Public Safety and Physical Education Divisions additionally have mobile AEDs.



## Stryker Evacuation Chairs

The college has Stryker Evacuation Chairs located in buildings that have two or more floors. The evacuation chairs are designed to assist in the evacuation of people requiring assistance moving down flights of stairs.



## Emergency-Use Radios

The college has issued key emergency response personnel (BECs & BELs) with portable radios to communicate with District emergency teams and the EOC during an emergency.

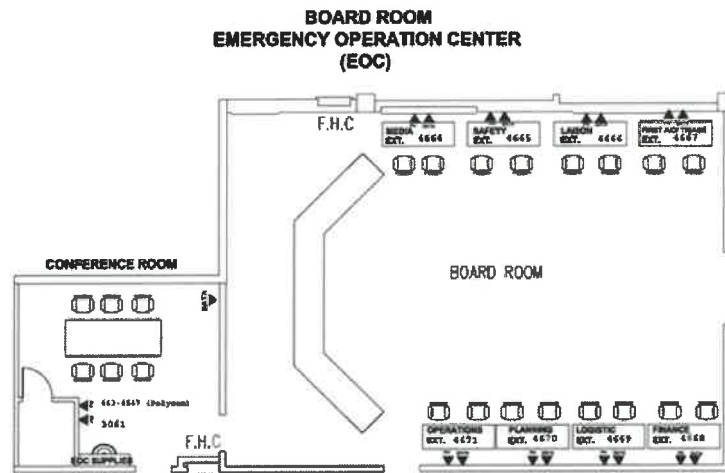




## Appendix A

### Emergency Operations Center (EOC)

The Primary EOC will be established in the Board Room, located in the Administration Building.



The Secondary EOC will be located in the new Administration of Justice Building, located in the office of the Director of the Police Academy.



## Appendix B

### Bomb Threat Phone Call Checklist

Exact time of call: \_\_\_\_\_

Exact words of caller: \_\_\_\_\_

Sex of caller: \_\_\_\_\_ Approximate age of caller: \_\_\_\_\_

#### Questions to Ask:

1. When is the bomb going to explode? \_\_\_\_\_

2. Where is the bomb? \_\_\_\_\_

3. What does it look like? \_\_\_\_\_

4. What kind of bomb is it? \_\_\_\_\_

5. What will cause it to explode? \_\_\_\_\_

6. Did you place the bomb? \_\_\_\_\_

7. Why? \_\_\_\_\_

8. Where are you calling from? \_\_\_\_\_

9. What is your address? \_\_\_\_\_

10. What is your name? \_\_\_\_\_

#### Caller's Voice (circle)

Calm Disguised Nasal Angry Broken

Stutter Slow Sincere Lisp Rapid

Giggling Deep Crying Squeaky Excited

Stressed Accent Loud Slurred Normal

If the voice is familiar, whom did it sound like? \_\_\_\_\_

Were there any background noises? \_\_\_\_\_

Remarks: \_\_\_\_\_

Person receiving the call: \_\_\_\_\_

Telephone number call received \_\_\_\_\_ Date \_\_\_\_\_

Notify Supervisor: \_\_\_\_\_

Activate \*69 to "Trace" last caller's phone number.

## Appendix C

### How to Identify Suspicious Packages

Please review the following classification descriptions in order to determine that status of a particular package.

**Unattended Items:** An unattended item is just that – an item with no associated threat(s). If the package has no obvious indicators of a bomb and it appears to be consistent with the environment (carry-on bags, etc.) and commercially produced (not homemade or improvised), it is probably an unattended item.

**Lost/Recovered Items:** Generally you will not know if the item is stolen or lost, however, the location (trash can/stolen-disposal or unconcealed electronics lost/recovery) or the fact that it is not altered or improvised can indicate that a package is simply a lost or stolen item.

**Suspicious Package:** An item may be deemed not Unattended or a Lost/Stolen/Recovered item due to multiple suspicious indicators, including: Location specific to large gathering, main portals etc., suspicious outward appearance, and the threat message received, intelligence was received, and observed suspicious activities/furtive conduct etc.

## Appendix D

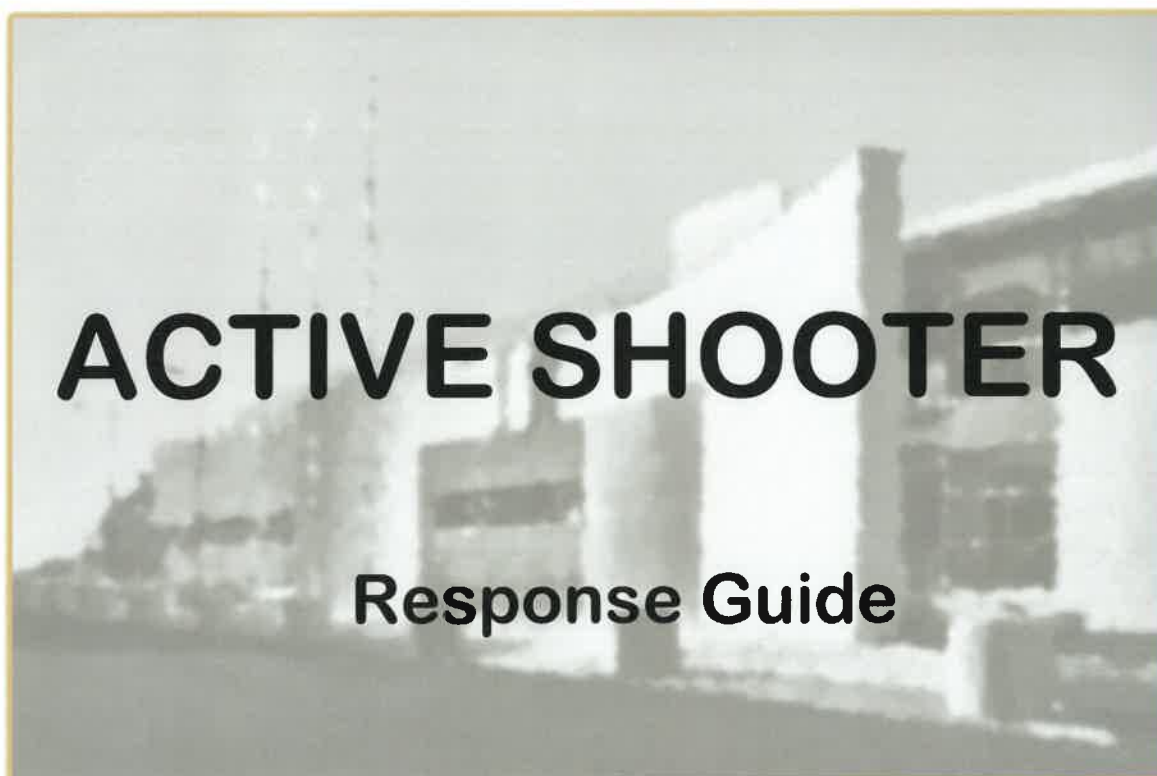
### Active Shooter Response Guide



# Rio Hondo College

## Emergency Response Program

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Jan 2013



The Active Shooter Response Guide  
is an addendum to the  
Rio Hondo College District's  
Primary Emergency Response Plan

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## Emergency Contact Numbers

Emergency Services .....911  
Campus Security ..... #3490  
From Campus Phones ..... Dial 15 or 9-911  
  
Student Health Center ..... 3 438  
  
Campus Operator ..... 0

### Campus Address

3600 Workman Mill Road  
Whittier, Ca. 90601

### Campus Facility

Building Name: \_\_\_\_\_  
Floor: \_\_\_\_\_  
Room Number: \_\_\_\_\_  
Office: \_\_\_\_\_  
Ext. \_\_\_\_\_

## Profile of an Active Shooter

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

## Good practices for coping with an active shooter situation

- Be aware of your **environment** and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- **CALL 911 WHEN IT IS SAFE TO DO SO!**

## How to Respond when an Active Shooter is in Your Vicinity

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

### **Listen to announcements from the Rio Hondo College Emergency Management notification systems.**

- This can include verbal directions from administrators, faculty and staff, Building Emergency Coordinators (BEC) and Building Emergency Leaders (BELS).
- Public announcements over the College's public announcement system(s)
- Automated phone messages
- Automated messages on campus computers
- Automated notification via text message or other media source

## Shelter in Place

If evacuation is not possible, find a place to hide and sheltering in place at a location where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view



- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Block entry to your hiding place and lock the doors (use heavy furniture to barricade the doors)
- Not trap you or restrict your options for movement

If the active shooter is nearby:

- Lock and/or blockade the door(s)
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

## Evacuate

If there is an accessible escape path, attempt to evacuate the premises when directed to do so. Be sure to:

- Have a preplanned escape route
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Leave your belongings behind
- Prevent people from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers, firefighters, security guards or other emergency leaders
- Do not attempt to move wounded people
- Call 911 when you are safe

## Take Action

Take action against the active shooter as a last resort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against the shooter(s)
- Attempt to incapacitate shooter
- Act aggressively and throw items at the shooter
- Yelling
- Communicating your actions

## How to Respond When Law Enforcement Arrives

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

## How to react when law enforcement arrives:

- Remain calm, and follow instructions of the officers and emergency leaders
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

## Information to provide to law enforcement or 911 Operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter(s)
- Number and type of weapons held by the shooter(s)
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## Training For an Active Shooter Situation

To best prepare for an active shooter situation, become familiar with the college's Emergency Management Program (EMP) which includes an Emergency Operations Manual (EOM), Emergency Response Plan (ERP) and other documents as required, such as this booklet. The EMP also includes individual qualifications, training and conduct training exercises. Together, the EMP will prepare you to effectively respond and help minimize loss of life during multiple threats from all hazards.

### Components of an Emergency Operations Manual (EOM)

The EOM was created with input from several stakeholders including administrators, faculty, classified, students, community partners, and local law enforcement and emergency responders. The EOM includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EOM
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including:-  
Individuals at remote locations within premises- Local law enforcement- Local area hospitals, etc.

### Components of Training Exercises

The most effective way to train for a response to an active shooter situation is to conduct active shooter training exercises. Exercises can be conducted in tabletop discussions, drills including the campus community and local agencies with First Responder responsibilities. Training should prepare you with the ability to:

- Recognize the sound of gunshots
- React quickly when gunshots are heard or when a shooting is witnessed:
  - Evacuating the area
  - Hiding out
  - Acting against the shooter as a last resort
- Calling 911
- React when law enforcement arrives
- Adopt a survival mind set during times of crisis

## Additional Ways to Prepare for and prevent an Active Shooter Situation

- Preparedness
  - Ensure that your facility has at least two evacuation routes
  - Post evacuation routes in conspicuous locations throughout your facility
  - Include local law enforcement and first responders during training exercises
  - Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location
  
- Prevention
  - Foster a respectful workplace
  - Be aware of indications of workplace violence and take remedial actions accordingly

## Preparing for and Managing an Active Shooter Situation

The Director of facilities Services is responsible for the college's Emergency Management Program. This includes engagement in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the responsibilities and mechanisms described below.

### Human Resources Office

- Conduct effective employee screening and background checks
- Create a system for reporting signs of potentially violent behavior
- Make counseling services available to employees

### Vice President of Student Services

- Create a system for students to receive information on the Emergency management program
- Make counseling services available to students

### Director of Facilities Services

- Develop and manage the Emergency management Program; including policies and procedures for dealing with an active shooter situation, as well as after action planning
- Institute access controls (i.e., keys, security system pass codes)
- Distribute critical items to appropriate managers / employees, including:
  - Floor plans- Keys
  - Facility personnel lists and telephone numbers for key personnel
  
- Coordinate with the facility's security department to ensure the physical security of the location
- Assemble emergency response crisis kits containing:
  - Radios
  - Floor plans

- Staff roster, and staff emergency contact numbers
- BEL buckets containing First aid kits, flashlights, bullhorns, etc.
  
- Place removable floor plans near entrances and exits for emergency responders
- Activate the emergency notification system when an emergency situation occurs

## Managers Responsibilities during an Active Shooter Situation

Employees and students are likely to follow the lead of managers during an emergency situation. During an emergency, managers should be familiar with their EOM, and be prepared to:

- Take immediate action
- Remain calm
- Lock and/or barricade doors
- Evacuate staff and students via preplanned evacuation routes to a safe area

### Assisting Individuals with Special Needs and/or Disabilities

- Be familiar with the EOM's, evacuation instructions and any other relevant information addressing individuals with special needs and/or disabilities
- Know where specialized emergency management equipment is located in your area, particularly handicap-accessible routes

## Recognizing Potential Workplace/Campus Violence

An active shooter in your workplace may be a current or former employee, an acquaintance of a current or former employee, a current student or former student, or an acquaintance of a current or former student. Intuitive managers, coworkers and students may notice characteristics of potentially violent behavior in an employee or student. Alert your Human Resources Department if you believe an employee or coworker exhibits potentially violent behavior; for potentially violent behavior in a student, alert campus security and/or the Dean of Student Affairs at ext. 3573.

### Indicators of Potential Violence

People typically do not just "snap," but display indicators of potentially violent behavior over time. If these behaviors are recognized, they can often be managed and treated. Potentially violent behaviors by a person may include one or more of the following (this list of behaviors is not comprehensive, nor is it intended as a mechanism for diagnosing violent tendencies):

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism; vague physical complaints
- Noticeable decrease in attention to appearance and hygiene
- Depression/withdrawal
- Resistance and overreaction to changes in policy and procedures
- Repeated violations of company policies
- Increased severe mood swings

- Noticeably unstable, emotional responses
- Explosive outbursts of anger or rage without provocation
- Suicidal; comments about “putting things in order”
- Behavior which is suspect of paranoia, (“everybody is against me”)
- Increasingly talks of problems at home
- Escalation of domestic problems into the workplace; talk of severe financial problems
- Talk of previous incidents of violence
- Empathy with individuals committing violence
- Increase in unsolicited comments about firearms, other dangerous weapons and violent crimes

## Managing the Consequences of an Active Shooter Situation

After the active shooter has been incapacitated and is no longer a threat, the college president will engage the Emergency Management Program leadership team in post-event assessments and activities, including:

- An accounting of all individuals at a designated assembly point to determine who, if anyone, is missing and potentially injured
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties
- Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly
- Identifying and filling any critical personnel or operational gaps left in the organization as a result of the active shooter

## Lessons Learned

To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after action report. The analysis and reporting contained in this report is useful for:

- Serving as documentation for response activities
- Identifying successes and failures that occurred during the event
- Providing an analysis of the effectiveness of the existing EOM
- Describing and defining a plan for making improvements to the EOM

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How to Plan for Workplace Emergencies and Evacuations, U.S. Department of Labor, Occupational Health and Safety Administration, OSHA 3088, 2001.

## Appendix E

### Helping Students in Distress



# Helping Students in Distress

## *A Guide for Faculty & Staff*



FOUNDATION *for* CALIFORNIA  
COMMUNITY COLLEGES



#### Acknowledgements

*This guide is made possible by the Rio Hondo College Behavioral Intervention Team, Psychological Services, Office of Student Affairs, & the California Community College Student Mental Health Program. Our sincere thanks to the California Organization of Counseling Center Directors in Higher Education CSU, Fullerton's Career Development and Counseling staff, and Santiago Canyon College, whose combined efforts we have liberally borrowed to include in this guide.*



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## Rio Hondo Community College District

### *Vision Statement*

Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state of the art campus to serve future generations.

### *Mission Statement*

Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.

## California Community College Student Mental Health Program

This document is made possible through the California Community College Student Mental Health Program (CCC SMHP). In 2011, the CCC SMHP selected 23 California community college campuses or consortia of campuses (representing a total of 30 campuses) to expand and enhance their capacity on campus and through community linkages to address the mental health prevention and early intervention needs of their students, faculty, and staff. Rio Hondo College is one of 23 campuses to receive a campus based grant. It is expected that this effort, along with the other CCC SMHP components, will result in examples of model programs, services, strategies and tools that can be shared and disseminated to the entire system as well as to campuses in the California State University (CSU) and University of California (UC) systems. Further support for the Student Mental Health Program at Rio Hondo College comes from the California Community Colleges Chancellor's Office (CCCCO), the California Mental Health Service Authority (CalMHSA), and the Foundation for California Community Colleges (FCCC).

## You Matter: Student Health & Wellness Program



The goals for the Student Mental Health Program at Rio Hondo College include:

- Focusing on prevention and early intervention strategies which address the mental health needs of students, faculty, and staff
- Reducing the stigma of mental health and encourage help seeking behavior among our students
- Developing formal partnerships and protocols with community partners and local mental health agencies
- Providing training to faculty and staff on how to identify, approach, and refer students in distress
- Providing support to students displaying varying levels of disruptive, disturbed, and/or distressed behaviors before they rise to the level of a crisis
- Providing peer to peer groups to support students and promote academic and social integration within a welcoming campus environment
- Increasing awareness of existing resources and services available to support students' overall health and well-being

## Your Role in Helping Students in Distress

As a faculty or staff member interacting daily with students, you are in an excellent position to recognize behavioral changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an attempt to draw attention to his/her plight ... "a cry for help." The ability in recognizing signs of emotional distress and acknowledging specific concerns directly to the student are often noted by students as the most significant factor in their successful problem resolution. It may seem that confronting certain behaviors or asking a student about their emotional well-being is intrusive or risky. However, it is always best to address problematic situations with students directly and risk offending the student through a thoughtful intervention than failing to respond.

For our students, the best approach is to be attentive and to be concerned. By taking the initiative to recognize a concern, to make the appropriate referral, and to connect students directly to someone else who can further assist them, you are doing your part. To feel prepared for such situations, get to know your surroundings, identify available resources (on- and off campus), and familiarize yourself with this guide.

## Guidelines for Intervention and Referral

Openly acknowledge to a student that he/she appears to be distressed, that you are sincerely concerned about his/her welfare, and that you are willing to help. Exploring alternatives can have a profound effect on the student's morale and hopefulness. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that he/she is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness. "Private" might be your office, a quiet corner after class or an empty classroom. However, be mindful not to isolate yourself with a student who may be hostile or volatile.
2. Briefly describe your observations and perceptions of the student's situation and express your concerns directly and honestly (e.g., "I'm concerned about the changes I've seen in your work." "Your attendance is inconsistent and you seem down and tired when you're in class." "During lab last week, your speech was slurred and rambled without making sense – you looked intoxicated.").
3. Listen carefully to what the student is troubled about and try to see the issues from his/her point of view without necessarily agreeing or disagreeing.
4. Attempt to identify the student's problem or concern as well as your own concerns or uneasiness. You can help by exploring alternatives to deal with the problem.

5. Strange and inappropriate behavior should not be ignored. Comment directly on what you have observed.
6. Some reasonable flexibility with strict procedures may allow an alienated student to respond more effectively to your concerns. However, if a student is being manipulative, sticking to the guidelines is preferable. It is also recommended that you maintain a reasonable timeframe when intervening.
7. Involve yourself only as far as you want to go. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits. If you have not been trained in providing psychotherapy or counseling services, it is of a great disservice to the student when such attempts are made by untrained professionals.
8. When in doubt, consult and refer. "I would like you to talk with some folks who know more about this than I do. Let's call the Student Health Center and see when a health care provider is available. It's completely private and nothing shows up on your academic record."
9. Whenever possible, have the student make the call to the Student Health Center at (562) 908-3438 and schedule an appointment for psychological counseling before ending your conversation. If appropriate, you can suggest to the student that, with their permission, you will talk to the health care provider about the nature of the problem. When you do discuss a referral to the Student Health Center for psychological services, it would be helpful for the student to hear in a clear, concise manner your concerns and why you think counseling would be helpful. Also, having the student call for an appointment increases his/her responsibility and commitment to come in for counseling. There may be some times, however, when it is more advantageous for you to call and make an appointment for him/her or accompany the student to the Student Health Center (e.g. the student is in crisis), located in the Student Services Building, 2<sup>nd</sup> Floor, Room SS-230.
10. You might tell the student these facts about Psychological Services: a) all services are free to currently enrolled students who have paid their student health fee; b) it is best to call in advance for an appointment; C) all discussions are held confidential except when the student presents a danger to self or others or when child/elder abuse is involved; d) The Student Health Center does not share information about a student with other campus departments without the student's consent – nothing shows up on the academic record.
11. Except in emergencies, if the student adamantly refuses, the option to pursue counseling is always up to them. Respecting the student and preserving your relationship with him/her is of greater benefit than pressuring the student and jeopardizing your rapport. Suggest that the student may want to have some time to think it over and then follow-up with them at a later date.

Early intervention is preferable to crisis intervention, so taking the time to call together will be beneficial to your student. Extending yourself to others always involves some risk-taking, but it can be a gratifying experience when kept within realistic limits.

## Psychological Services

*Denna Sanchez, Ph.D., Psychologist*  
Student Services Building, 2<sup>nd</sup> Floor, Room SS-230  
(562) 692-0921 ext. 7302  
dsanchez@riohondo.edu

### *Consultation*

Consultation with the psychologist is available to all faculty and staff. We encourage you to call or email when you are troubled by a student's behavior, but are unsure of how to proceed or whether to consider the behavior a discipline or a mental health problem. To obtain a consultation, feel free to call the Student Health Center and ask to speak with the psychologist or email the psychologist directly with your concerns regarding the student. If appropriate, a plan can be developed to intervene with the student. Deans or others can be involved, as needed.

### *When might Psychological Services be beneficial for students?*

Distress manifests itself in individuals with multiple signs and symptoms. Some common *signs of student distress* may include:

- Bizarre behavior
- Confusion
- Depression
- Disheveled appearance
- Inability to concentrate
- Increased irritability
- Indecisiveness
- Missed classes/assignments
- Mood swings
- Persistent worrying
- Restlessness
- Social isolation
- Unhealthy habits

To avoid over-interpretation of a single or isolated behavior, it is advisable to look for clusters of signs that appear around the same time. Making observations of such clusters of symptoms will assist you in intervening effectively and making the appropriate referral for your students. Below are examples of when to make a referral to Psychological Services:

1. Stated Need for Help

The desire for assistance with a problem may be stated directly or indirectly. For this reason, it is important not only to attend to the content of what a student may say, but also to understand the intentions and feelings underlying the message. Listening involves hearing what is being said, noticing the tone used, and observing the accompanying expressions and gestures. In fact, having someone listen attentively to an expression of a problematic feeling or thought is often a cathartic experience for the speaker which, in and of itself, can result in the individual feeling somewhat better.

## 2. Suicidal Ideation

It is necessary to distinguish between a theoretical or hypothetical discussion of suicide and a statement indicating true personal anguish. However, if an individual talks about or alludes to details of how, when, or where he or she may be contemplating suicide, then an immediate referral is necessary. Regardless of the circumstances or context, any reference to committing suicide should be considered serious. To conclude that a student's suicidal talk is simply a bid for attention is extremely risky. A judgment about the seriousness and possible lethality of the suicidal thought or gesture should not be made without consultation with a mental health professional.

## 3. Changes in Mood or Behavior

Actions which are inconsistent with a person's normal behavior may indicate that he or she is experiencing psychological distress. The behavior change may also be due to a medication problem. A student who withdraws from usual social interaction, demonstrates an unwillingness to communicate, commits antisocial acts, has spells of unexplained crying or outbursts of anger, or demonstrates unusual irritability may be suffering from symptoms associated with a psychological problem.

## 4. Anxiety and Depression

Anxiety and depression are two of the more common psychological disturbances that can present significant problems for students. Both of these rather common emotional states, when they become prolonged or severe, can impair an individual's normal functioning. When a student's ability to function in a normal manner becomes impaired because of anxiety or depression, some kind of professional assistance is recommended.

## 5. Psycho-Physiologic Symptoms

Students who experience tension-induced headaches, nausea, or other physical pains which have no apparent physical cause may be experiencing psycho-physiologic symptoms. Such symptoms are real for that individual, and so is the pain. Other physical symptoms may include a loss of appetite, excessive sleeping, or gastrointestinal distress.

## 6. Psychosis

Psychosis refers to an abnormal condition of the mind, and is a generic psychiatric term for a mental state often described as involving a "loss of contact with reality". People suffering from psychosis may experience hallucinations and/or delusions, which can typically include: hearing voices, having false beliefs, or seeing things that are not there.

## 7. Traumatic Changes in Interpersonal Relationships



Interpersonal problems often result when an individual experiences traumatic changes in personal relationships. The death of a family member or a close friend, the breakup of intimate relationships, parental divorce, changes in family responsibilities, or difficulties with finances can all result in increased stress and psychological problems.

#### 8. Drug and Alcohol Abuse

Indications of excessive drinking or being under the influence of other substances are indicative of psychological problems. Frequent absences, tardiness, missed assignments, sleepiness, slurred speech and poor concentration may point to substance abuse.

#### *When to Refer for Psychological Counseling*

In many situations, it is often necessary to refer the student for psychological counseling at the Student Health Center. Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty or staff member define the limits of his or her involvement with a particular student's problem. A referral is usually made in the following situations:

1. A student presents a problem or requests information that is outside your range of knowledge, expertise, or training.
2. You feel that personality differences that cannot be resolved between you and the student will interfere with your helping the student.
3. The problem is personal, and you know the student on other than a professional basis (friend, neighbor, relative, etc.).
4. A student is reluctant to discuss a problem with you for some reason.
5. You believe your advisement with the student has not been effective.

To make a referral to psychological counseling in the Student Health Center, please call Psychological Services at (562) 463-7302 (ext. 7302) or call the Student Health Center at (562) 908-3438 (ext. 3438). Psychological Services is located within the Student Health Center, Student Services Building, 2<sup>nd</sup> floor, Room SS-230.

Individual counseling services are designed for students who can benefit from short-term counseling. If the situation requires longer term counseling or possible medication management, the student will likely be referred to an off-campus resource.

### Counseling Services

#### *When might Counseling Services be beneficial for students?*

Some students may benefit from speaking with a Counselor in Counseling Services. Counseling Services at Rio Hondo College provides opportunities for students to develop and achieve their educational and personal goals. Counselors are available to assist students with: educational planning, academic goals, career exploration, transfer information, and personal issues affecting academic performance, such as:

### 1. Career Choice Problems

It is rather common for college students to go through periods of career indecision and uncertainty. Such experiences are often characterized by dissatisfaction with an academic major, unrealistic career aspirations, or confusion with regard to interests, abilities, or values. However, indecisiveness can be a debilitating experience and many students need assistance in developing goals when previous decisions prove to be in need of revision.

### 2. Retention Issues

Counseling services can be effective in combating student attrition. Students who are considering dropping out of school or worrying about possible academic failure may find counseling to be a useful resource during their decision-making.

### 3. Learning Problems

Many students find the demands of college level academic work to be greater than they anticipated. All students will go through some adjustment period, however those who demonstrate a consistent discrepancy between their performance and their potential may be in need of assistance. Poor study habits, test anxiety, or repeated absences from class are all indicators that the student might benefit from Counseling Services.

#### *When to Refer for Counseling Services*

In many situations, it is often necessary to refer the student for academic counseling at the Counseling Office. A referral is usually indicated in the following situations:

1. A student has unclear educational goals and/or uncertain or unrealistic career aspirations.
2. You are concerned about a student's poor academic performance; or a student has indicated that he or she may drop out of school.
3. A student has poor study habits, test anxiety or is dealing with a personal issue that is affecting their attendance and/or academic performance.

To make a referral to Counseling Services, please call (562) 908-3410 (ext. 3410). Counseling Services is located in the Student Services Building, 1<sup>st</sup> floor, Room SS-160.



## Crisis Intervention: Immediate Concern

A *psychological crisis* situation occurs when the student feels unable to cope with the circumstances of his/her life and that their usual coping mechanisms are no longer sufficient. The more helpless the individual feels, the greater the crisis. Typically, a person may be temporarily overwhelmed and unable to carry on, but is not in immediate physical danger. Crisis intervention helps a person cope with the immediate situation and make a plan to address any ongoing problems. A psychological crisis may be triggered by a traumatic event such as an accident, a loss of a family member or loved one, or some kind of assault, or it may be related to exhaustion and severe stress. In a psychological crisis, please refer the student to Psychological Services by calling x7302 or the Student Health Center at x3438. If the psychologist is not available, contact the Los Angeles County Department of Mental Health ACCESS Center by calling 1-800-854-7771.

A *psychological emergency* exists when the crisis is so severe that the person is potentially in danger and may need to be hospitalized. A psychological emergency occurs when a person is:

- Suicidal
- Homicidal, aggressive and/or violent towards self or others
- Gravely impaired: confused, agitated, disoriented, having hallucinations or delusions

In a psychological emergency, call 9-1-1. Following the call for immediate assistance, call college security x3490 to inform of the situation and to inform them that 9-1-1 was called.

## Behavioral Intervention: Non-immediate Concern

The Behavioral Intervention Team (BIT) responds to non-immediate concerns and takes a proactive approach to discuss potential issues, intervene early, and provide support and behavioral response to students displaying varying levels of disruptive, disturbed, and/or distressed behaviors before they rise to the level of a crisis.

### *Process*

- Receive information about students of concern and discuss concerning behaviors
- Maintain confidentiality and handle all matters discreetly
- Provide consultation, support, response to faculty and staff
- Intervene and connect students with resources; take other necessary measures to address concerns
- Coordinate follow-up. Ensure that services and resources are deployed effectively.

The Behavioral Intervention Team process does not replace faculty classroom management, disciplinary processes, and/or College Security responses to incidents.

*Who are members of the BIT*

Dr. Dyrell Foster, Dean, Student Affairs	x 3573
Dr. Denna Sanchez, Psychologist	x 7302
James Poper, Facilities Services	x 3441
Mark Matsui, DSP&S	x 7660
Sylvia Duran-Katnik, Veterans Services	x 3362
George Lopez, Operations & Maintenance	x 7594
Elizabeth Velasco, Security Supervisor	x 3490
Dr. Pietro D'Ingillo, Clinical Psychologist	L.A. County of Department of Mental Health

#### *What to Report to the BIT*

In general, any behavior that disrupts the mission or learning environment of the college or causes concern for a student's well-being:

- Concerns about a student's well-being
- Distressed or disturbed behavior
- Unusual occurrences
- Anything that makes you feel uncomfortable; something doesn't seem right

#### *How to Report to the BIT*

- Inform your Dean or immediate supervisor, or
- Contact any member of the BIT directly

#### *Potential Outcomes*

The BIT may:

- Assist faculty or staff in developing a plan of action
- Refer student to existing on-campus support resources
- Refer student to appropriate community resources
- Recommend no action, pending further observation/monitoring
- Make recommendations consistent with college policies and procedures

**RIO HONDO COLLEGE - GUIDELINES FOR STUDENT BEHAVIOR CONCERNS**

**Immediate Concerns**

**Violent or Dangerous Behavior:**  
*Immediate Threat to Cause Harm to Self and/or Others*

Examples:

- Use of a weapon
- Threat of violence or harm
- Suicidal
- Homicidal
- Hallucinations
- Delusional
- Psychological emergency



Call 911 Emergency:

- From a cell phone: **9-1-1**
- From a campus phone: **9-9-1-1**

Call College Security:  
*To inform Security that 9-1-1 was called*

- From cell phone: **(562) 908-3490**
- From a campus phone: **x3490**

Inform:

- Dean or immediate supervisor

**Disruptive Behavior:**  
*Disturbing Operations, Activities, Class, and/or Damage to Property*

Examples:

- Irrate
- Frustrated
- Yelling
- Use of profanity
- Intimidating



Call College Security:

- From a cell phone: **(562) 908-3490**
- From a campus phone: **x3490**

If Violent Behavior:

- **Call: 9-1-1**

You may also contact:

- Dean, Student Affairs: **x3498**

Inform:

- Dean or immediate supervisor

**Distressed Behavior:**  
*Unhealthy, Abnormal and/or Impaired Behavior*

Examples:

- Bizarre behavior
- Drug/alcohol abuse
- Under the influence
- Misuse of medications
- Disoriented
- Psychological crisis



Call College Security:

- From a cell phone: **(562) 908-3490**
- From a campus phone: **x3490**

If Medical Emergency or Violent Behavior:

- **Call: 9-1-1**

You may also contact:

- Psychological Services: **x7302**

Inform:

- Dean or immediate supervisor

**Non-Immediate Concerns**

**Disruptive Behavior:**  
*Disturbing Operations, Activities, Class, and/or Damage to Property*

Examples:

- Suspected violation of Standards of Conduct policy
- Suspected violation of other college policies
- Any unusual occurrences



Report to:

- Dean or immediate supervisor
- Report to Dean, Student Affairs: **x3498**

**Distressed Behavior:**  
*Unhealthy, Abnormal and/or Impaired Behavior*

Examples:

- Concern for student's well-being
- Depression
- Disheveled appearance
- Social isolation
- Mood swings



Report to:

- Dean or immediate supervisor
- Refer to Psychological Services: **x7302**

## The Aggressive Student

Students usually become verbally abusive when they perceive situations as being beyond their control. Their anger and frustration become displaced from those situations onto the nearest target. Explosive outbursts or ongoing belligerent, hostile behavior become this student's way of gaining power and control in an otherwise out-of-control experience. It is important to remember that the student is generally not angry with you personally, but is angry at his/her world and you are the object of pent-up frustrations.

This behavior is often associated with the use of alcohol and other drugs, as intoxication is used to relieve tension, but ends up lowering their inhibitions about expressing their anger.

### Do:

- Acknowledge their anger and frustration, e.g., "I hear how angry you are."
- Rephrase what they are saying and identify their emotion, e.g., "I can see how upset you are because you feel your rights are being violated and nobody will listen."
- Reduce stimulation; invite the person to a quiet place if this is comfortable.
- Allow them to ventilate, get the feelings out, and tell you what is upsetting them.
- Be direct and firm about the behaviors you will accept, e.g., "Please stand back, you're too close." "I cannot listen to you when you yell and scream at me that way." "Let's step outside to discuss this further."
- Help the person problem solve and deal with the real issues when they become calmer.
- Avoid direct confrontation.
- Reduce access to possible victims (e.g., stop the classroom instruction and step outside with the student).

### Don't:

- Don't get into an argument or shouting match.
- Don't become hostile or punitive yourself, e.g., "You can't talk to me that way!"
- Don't press for explanations about their behavior.
- Don't ignore the situation.
- Don't touch the student.
- Don't be alone with the student.

## The Anxious Student

Anxiety is a normal response to a perceived danger or threat to one's wellbeing. For some students the cause of their anxiety will be clear, but for others it is difficult to pinpoint the source of stress. Regardless of the cause, the resulting symptoms are experienced as similar and include: rapid heart palpitations; chest pain or discomfort; shallow breathing; dizziness; sweating; trembling or shaking; and cold, clammy hands. The student may also complain of difficulty concentrating; always being "on edge", having difficulty making decisions or being too fearful to take action. In rare cases, a student may experience a panic attack in which the physical symptoms occur spontaneously and intensely in such a way that the student may fear he/she is dying. The following guidelines remain appropriate in most cases.

### Do:

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance. However, reassurance alone, without further action, is not helpful.
- Remain calm.
- Be clear and directive.
- Provide a safe and quiet environment until the symptoms subside. Remind them that their anxiety will subside, sooner or later.

### Don't

- Don't minimize the perceived threat to which the student is reacting.
- Don't take responsibility for their emotional state.
- Don't overwhelm them with information or ideas to "fix" their condition. Anxious people are unable to take in very much. Make sure they write down appointments and phone numbers.

## The Delusional Student

A person having delusions or other types of psychotic features is literally out of touch with reality for biological reasons. This can be seen in college students who are having a “first break” episode of a thought disorder, or occasionally, in normal students who have abused stimulant drugs for an extended period. College-aged students are in the middle of the period (late teens to mid-thirties) when most people with thought disorders first demonstrate the symptoms of their illness. These students have difficulty distinguishing fantasy from reality.

Some of the features of being out of touch with reality are disorganized speech, disorganized behavior, odd or eccentric behavior, inappropriate or no expression of emotion, expression of erroneous beliefs that usually involve a misinterpretation of reality, expression of bizarre thoughts that could involve visual or auditory hallucinations, withdrawal from social interactions, an inability to connect with people and an inability to track and process thoughts that are based in reality. Less severe symptoms may come across as a kind of “oddness”, with the student responding with non-sequiturs and showing extended delays before responding to questions or in conversations. While this student may elicit alarm or fear from others, they are generally not dangerous and are likely to be more frightened and overwhelmed by you than you are by them. Occasionally, a person experiencing a paranoid delusion may act violently, but this occurs in the minority of cases. If you cannot make sense of their conversation, they may be in trouble.

When you encounter a student who demonstrates delusions or confusion:

Do:

- Call Psychological Services to consult first, if the situation is not an immediate crisis. Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment, (turn off the radio, and step outside of a noisy classroom).
- Acknowledge your concerns and state that you can see they need help.
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., “I understand you think someone is following you, but I don't see anyone and I believe you're safe.”
- Acknowledge your difficulty in understanding them and ask for clarification or restatement.
- Focus on the here and now.
- Ask for specific information about the student's awareness of time, place and destination.
- Be aware that the student may not show signs of emotions.
- Be aware that the student may be extremely fearful to the extent of paranoia.
- Be aware that, on occasion, a student in this state may pose a danger to self or others.

Don't:

- Don't argue or try to convince them of the irrationality of their thinking as this commonly produces a stronger defense of the false perceptions.
- Don't play along, e.g., "Oh yeah, I hear the voices" or "I see the devil."
- Don't encourage further discussion of the delusional processes.
- Don't demand, command, or order.
- Don't expect customary emotional responses.
- Don't expect that the student will understand you.
- Don't assume that the family knows the student's condition.
- Don't assume that the student will be able to take care of him/herself when out of touch with reality.

## The Demanding Student

Typically even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many sources of support on-campus and in the community in general.

Demanding students can be difficult to interact with because they can be intrusive and persistent. Demanding traits can be associated with anxiety, agitated depression and/or personality disorders. Some characteristics of demanding students are a sense of entitlement, an inability to empathize, a need to control, difficulty dealing with ambiguity, a strong drive for perfection, difficulty respecting structure, limits, and rules, persistence after hearing “no”, dependency on others to take care of them, and a fear of dealing with the realities of life.

When dealing with a demanding student:

Do:

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- Set and enforce limits to prevent the disruptions of a class.
- Remember that your ability to be able to teach or serve other students and the other students’ needs for an environment conducive to learning also must be met.

Don’t:

- Don’t get trapped into giving advice, special conditions, changing your schedule, etc.
- Don’t feel obligated to take care of him/her or feel guilty about not doing more.
- Don’t avoid the student as an alternative to setting and enforcing limits.
- Don’t allow the student to intimidate you.



## The Depressed Student

College students are at significant risk for depression. Student life is demanding and many students work. Younger students are at a developmental stage marked by uncertainty, change and strong emotions, and older students are likely to be juggling an exhausting load of school, work and family obligations. The lifetime prevalence (how many people will meet diagnostic criteria during a specified period in their life) for major depressive disorder in 15-24 year olds is 20.6% for females and 10.5% for males. Major depression differs from feeling sad or struggling with life events. It significantly impairs a person's functioning while reducing their hope for change and motivation to seek help. In major depression, a person's appraisal of him or herself, the future, and the world at large, becomes markedly and irrationally negative and distorted.

Depression, and the variety of its manifestations, is part of a natural emotional and physical response to life's ups and downs. With the busy and demanding life of a college student, it is safe to assume that most students will experience periods of reactive depression in their college careers. It is when the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student's ability to function in school, work, or other social environments, that the student will come to your attention and be in need of assistance.

Due to the opportunities, that faculty and staff have to observe and interact with students, they are often the first to recognize that a student is in distress. Look for a pattern of these indicators:

- Tearfulness/general emotionality
- Markedly diminished performance (drop in grades, missing assignments)
- Dependency (a student who makes excessive requests for your time)
- Infrequent class attendance
- Lack of energy/motivation
- Increased anxiety/test anxiety/performance anxiety
- Irritability and/or hostility
- Deterioration in personal hygiene
- Significant weight loss or gain
- Alcohol or drug use
- Social withdrawal
- Difficulty concentrating
- Forgetfulness
- Loss of interest in activities
- Physical manifestations (e.g., frequent head or stomach aches)

Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student's rapid return to optimal performance.

Do:

- Let the student know you're aware he/she is feeling down and you would like to help
- Reach out more than halfway and encourage the student to discuss how he/she is feeling.
- Offer options to further investigate and manage the symptoms of the depression
- Remind the student that feeling hopeless and helpless are symptoms of depression, not the objective reality, and that people do get better with treatment.
- Gently and directly ask the student if he/she has had or is currently having thoughts or impulses to harm or kill him/herself (e.g., cutting, suicide attempts, and previous hospitalizations).

Don't:

- Don't minimize the student's feelings, e.g., "Don't worry" or "Everything will be better tomorrow."
- Don't bombard the student with "fix it" solutions or advice.
- Don't chastise the student for poor or incomplete work.
- Don't be afraid to ask whether the student is suicidal if you think that he/she may be.
- Don't address the student in front of others students.

## The Suicidal Student

Suicide is the second leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. Suicidal people are irrational about how bad things are, now and in the future. High-risk indicators include: feelings of hopelessness, helplessness and futility; a severe loss or threat of loss; a detailed suicide plan; a history of a previous attempt; history of alcohol or drug abuse; feelings of alienation and isolation.

*The following are warning signs:*

- Expression of desire to kill him/herself or wishing to be dead
- Presence of a plan to harm self
- Methods and means are available to carry out plan to harm self
- Suicide plan is specific as to time, place; notes already written
- Severe loss, threat of loss, or high stress (e.g., death, break up of a relationship, flunking out, loss of job, illness)
- Symptoms of depression are present
- Intoxication or substance abuse
- Previous suicide attempt by the individual, a friend or family member
- Isolation, loneliness, or lack of support
- Withdrawal or agitation
- Preparation to leave, giving away belongings, saying unusual “good-byes”
- Secretive behavior
- Major mood changes (e.g., elation of person who has been depressed)
- Indirect comments implying death is an option they are considering (e.g., person implies he/she may not be around in the future)
- Sudden, unexpected switch from being sad to being calm or appearing to be happy
- Saying things like , “I don’t want to be here” or “I want out”

Do:

- Take the person seriously; 80 percent of suicides give warning of their intent.
- Acknowledge that a threat of suicide (or attempt) is a plea for help!
- Ask the individual directly whether he/she is considering suicide (e.g., “*You seem upset and discouraged that I’m wondering if you are thinking of harming yourself?*”).
- Be available to listen, to talk, and to be concerned.
- Refer the student to Psychological Services x7302 or call Campus Security x3490.
- Be direct – ask if the student is suicidal, if he/she has a plan and if he/she has the means to carry out that plan. Exploring this with the student can decrease the impulse to use it. Access to a gun is highly lethal, call 911 if he/she has a weapon.
- Attend to yourself (self-care). Helping someone who is feeling suicidal is hard and demanding work. Don’t do it alone.

Don't:

- Don't minimize the situation or depth of feeling (e.g., *"Oh, it will be much better tomorrow."*).
- Don't be afraid to ask the person if they are so depressed or sad that they want to hurt themselves or are considering taking their life.
- Don't over commit yourself and therefore, be unable to deliver on what you promise.
- Don't ignore your limitations (e.g., not consult with available resources).
- Don't put yourself in a compromising position of "promising" not to consult with others.
- Don't assure the student that you are his/her best friend; agree you are a stranger, but even strangers can be concerned.
- Don't be overly warm and nurturing.
- Don't flatter or participate in their games; you don't know their rules.
- Don't be ambiguous or humorous.
- Don't challenge or agree with any mistaken or illogical beliefs.
- Don't assume that the student's family knows about the suicidal thoughts or feelings

If you suspect a student may be suicidal, it is very important that a professional counselor is contacted even if there is no intent for actual self-harm. Please contact Psychological Services x7302. If the psychologist is not available and the student is in crisis, contact the Los Angeles County Department of Mental Health:

ACCESS Center

1-800-854-7771

ACCESS operates 24 hours/day, 7 days/week as the entry point for mental health services in Los Angeles County. Services include suicide and crisis intervention, deployment of crisis evaluation teams, information and referrals, gatekeeping of acute inpatient psychiatric beds, interpreter services and patient transport.

Psychiatric Mobile Response Teams (PMRT)

562-467-0209

Psychiatric Mobile Response Teams (PMRT) consists of DMH licensed clinical staff assigned to a specific Service Area in Los Angeles County. Teams have legal authority per Welfare and Institutions Code 5150 and 5585 to initiate applications for evaluation of involuntary detention of individuals determined to be at risk of harming themselves or others or who are unable to provide food, clothing, or shelter as a result of a mental disorder. The PRMT is open Monday through Friday, 8am-5pm. For assistance after regular business hours, contact the ACCESS Center.

In addition to professional support, encourage the student to utilize the following resources:

- 1) National Suicide Prevention Hotline (800) 273-TALK (Press 1 for Veterans)
- 2) Jed Foundation [www.jedfoundation.org](http://www.jedfoundation.org)

3) Ulifeline [www.ulifeline.org](http://www.ulifeline.org)

## The Suspicious Student

Typically, these students complain about something other than their psychological difficulties. They are tense, anxious, mistrustful, loners, and have few friends. They tend to interpret minor oversights as significant personal rejection and often overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior and everything that happens has special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underlie most of their behavior. They present and appear quite capable and bright.

### Do:

- Express compassion without intimate friendship.
- Remember that suspicious students have trouble with closeness and warmth.
- Be firm, steady, punctual, and consistent.
- Be specific and clear regarding the standards of behavior you expect.

### Don't:

- Don't assure the student that you are his/her friend; agree you are a stranger, but even strangers can be concerned.
- Don't be overly warm and nurturing.
- Don't flatter or participate in their games; you don't know their rules.
- Don't be humorous.
- Don't challenge or agree with any mistaken or illogical beliefs.
- Don't be ambiguous.

## The Student Under the Influence

Alcohol is the most widely used psychoactive drug. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit (such as marijuana). Patterns of use are affected by fads and peer pressure. Currently, alcohol and marijuana are the preferred drugs on college campuses.

The effects of alcohol on the user are well known to most of us. Student alcohol abuse is most often identified by faculty when irresponsible, unpredictable behavior affects the learning situation (i.e., drunk and disorderly in class), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern about the student not in terms of suspicions about alcohol and other drugs but in terms of specific changes in behavior or performance.

### Do:

- Contact college security x3490
- Confront the student with their behavior that is of concern.
- Address the substance abuse issue if the student is open and willing.
- Offer support and concern for the student's overall wellbeing.
- Maintain contact with the student after a referral is made.

### Don't:

- Don't convey judgment or criticism about the student's substance abuse.
- Don't make allowances for the student's irresponsible behavior.
- Don't ignore signs of intoxication in the classroom.
- Don't allow students who are under the influence to remain on campus; ensure they are able to leave campus safely.

## The Violent Student

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. Potentially violent people almost always exhibit warning signs prior to acting out, no one "just snaps". While no one clue indicates absolute dangerousness, any can be cause for concern and warrant a response. There are four broad categories of behaviors that might indicate a developing problem:

1. Verbal Clues: direct and indirect threats; talking about violent plans, fantasies or past behavior; expressing a wish to kill or die, harassing or abusive language.
2. Physical Clues: weapons possession, drawings or writing with violent themes; frequent listening to music with violent themes, agitated or threatening behavior, bullying, destruction of property, deteriorating appearance, isolating, inappropriate displays of anger/aggression, rebelling against college rules.
3. Obsessive Thinking: preoccupation with resentments or grudges against someone, romantic obsessions, perceived injustice, weapons, past violent events.
4. Bizarre Thoughts: persecutory delusions, paranoia, grandiose delusions involving power, control or destruction, deteriorating thought processes.

Alcohol and other drugs can reduce inhibitions against violence. If it appears the student is intoxicated and agitated, your primary goal then is to keep yourself and any others safe. Call for help.

Do:

- First determine if you feel safe with the student. If not, remove yourself and call 911 or college security.
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset and are ready to lash out."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry but breaking things is not OK."
- Get necessary help (send a student for other staff, college security, etc.).
- Stay safe: have easy access to a door; keep furniture between you and the student.
- Debrief the situation with a colleague.



Don't:

- Don't assume the student can take in a normal amount of information – keep it simple.
- Don't ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats. Threaten or corner the student.
- Don't touch the student.
- Don't make promises you cannot keep.
- Don't be alone with the student.
- Don't overlook bizarre or irrational statements.



## RIO HONDO COLLEGE RESOURCES

### COLLEGE SECURITY

Room A-117

College Security: (562) 908-3490

Emergency Number: (562) 463-3205

Information Booth: (562) 463-3205

The Rio Hondo College campus is open to the public and is patrolled 24 hours/day, every day.

Rio Hondo College applies due diligence with regard to campus safety and security.

George Lopez

Manager, Operations and Maintenance

(562) 463-7594

[glopez@riohondo.edu](mailto:glopez@riohondo.edu)

For Emergencies Call 911, from an on-campus telephone dial 9-911

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### PSYCHOLOGICAL SERVICES

Room SS-230

(562) 692-0921 ext. 7302

A full time clinical psychologist and psychology graduate student are available for students who would like help with personal problems.

Denna Sanchez, Ph.D.

Psychologist

[dsanchez@riohondo.edu](mailto:dsanchez@riohondo.edu)

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### DEAN OF STUDENT AFFAIRS

Room SS-204

(562) 908-3498

Faculty or staff members who have concerns about student behavior may call the Dean of Student Affairs

Dr. Dyrell Foster

Dean of Student Affairs

[dfoster@riohondo.edu](mailto:dfoster@riohondo.edu)

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### DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)

Room SS-330

(562) 908-3420 Voice

(562) 364-8433 Local VP

(888) 271-1021



Rio Hondo College offers support services for students with disabilities. Resource rooms and specialized staff are available to students who need disability-related services.

Mark Matsui

Director

mmatsui@riohondo.edu

VETERANS SERVICE CENTER

Room SS-150

(562) 463-3370

The Veterans Service Center at Rio Hondo College is designed as a liaison between you as a veteran or dependent and the Department of Veterans Affairs.

Sylvia Duran-Katnik

Coordinator/Educational Counselor

sduran-katnik@riohondo.edu

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#### COUNSELING SERVICES

Room SS-160

(562) 908-3410

Counseling Services provides opportunities for students to learn the life and career planning skills necessary to develop and achieve their educational and personal goals. Counselors are available to assist students with: educational planning; career exploration; and counseling courses.

Dr. Walter Jones

Dean, Counseling and Student Development

wjones@riohondo.edu

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### Community Mental Health Resources

#### LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH SERVICES

The Los Angeles County Department of Mental Health is committed to serving, improving

And making a difference in the lives of

Los Angeles County residents diagnosed with mental illness.

<http://dmh.lacounty.gov/wps/portal/dmh>

ACCESS Center

1-800-854-7771

ACCESS operates 24 hours/day, 7 days/week as the entry point for mental health services in Los Angeles County. Services include suicide and crisis intervention, deployment of crisis evaluation



teams, information and referrals, gatekeeping of acute inpatient psychiatric beds, interpreter services and patient transport.

**Psychiatric Mobile Response Teams (PMRT)**

562-467-0209

Psychiatric Mobile Response Teams (PMRT) consists of DMH licensed clinical staff assigned to a specific Service Area in Los Angeles County. Teams have legal authority per Welfare and Institutions Code 5150 and 5585 to initiate applications for evaluation of involuntary detention of individuals determined to be at risk of harming themselves or others or who are unable to provide food, clothing, or shelter as a result of a mental disorder. The PRMT is open Monday through Friday, 8am-5pm. For assistance after regular business hours, contact the ACCESS

Center

**ALMA FAMILY SERVICES**

Alma Family Services provides, along with other purposes, a comprehensive range of multilingual community based services for those with special needs including emotional, physical and/or developmental delay and their families.

Dr. Diego Rodriguez, Program Director for Prevention Services

323-264-2596

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**DIDI HIRSCH COMMUNITY MENTAL HEALTH SERVICES**

Didi Hirsch Mental Health Services transforms lives by providing quality mental health care and substance abuse services in communities where stigma or poverty limit access

<http://www.didihirsch.org/services/emergency/spc>

24 hours/7 days

Toll-Free in Los Angeles County

1-877-7CRISIS

1- 877-727-4747

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**INTERCOMMUNITY COUNSELING CENTER**

Intercommunity Counseling Center has been meeting personal and community needs for over 30 years. ICC offers growth experiences in many forms: Anger Management; Children of Divorcing Parents; Marriage Enrichment; Couple Communications; Grief Recovery; Step Parenting; Teenage Issues; Women's Issues; Men's Issues; Single Parent Support; and Parenting Without Conflict.

Ms. Marilyn Neece, Executive Director

562-698-1272

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**L.A. CADA**

L.A. Cada's mission is to save lives, unite families, and protect the community by providing addiction counseling and healthy living services.

Ms. Brenda Wiewel, Executive Director

562-906-2686

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**L.A GAY & LESBIAN CENTER**

To provide a broad array of services for lesbian, gay, bisexual and transgender community. Welcoming nearly a quarter million ethnically diverse youth and adults in the L.A. area each year.

323-993-7400

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**SPIRITT FAMILY SERVICES**

SPIRITT is committed to teaching communication skills to families and providing vital social services with an emphasis on prevention and early intervention.

Ms. Elvia Torres, Executive Director

562-693-9436

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## Appendix F

### Emergency Assembly Areas



# Rio Hondo College Board of Trustees



Emergency Preparedness  
Study Session  
August 7, 2013



# Agenda

- Objectives
- State of the college
- Commitment to Preparedness
- Types of Emergencies
- Guidelines/Procedures in Place



# Who What When Where How Why

- **Who is responsible**
- **What's the plan**
- **When do we use the plan**
- **How do we prevent future events from occurring?**
- **Why is it important?**

# Putting the Pieces Together



# District Responsibilities (Who)

- Executive Administrators
- Facilities
- Designated EOC Personnel
- Rio Hondo Staff



# What's the Plan?

- **Train New Personnel**
- **Continuous for Current Employees**
- **Ongoing Communication with the Campus Community**
- **Internal & External Stakeholders**
- **Drill**
- **Respond and Lessons Learned**

# When Do We Use the Plan?

- ◆ **Power Outage**
- ◆ **Bomb Threat**
- ◆ **Fire**
- ◆ **Earthquake**
- ◆ **Disturbance of Campus**
- ◆ **Active Shooter**
- ◆ **Any other unplanned event requiring immediate action**



# How Do We Prepare for Future Occurrences?

- Educate
- Train
- Practice
- Respond



# Why Is It Important?

- **Save Lives**
- **Business Continuity**
- **Preserve Property**
- **Financial Reimbursement**
- **Liability**

# Conclusion



Use  
Common  
Sense  
at  
All Times

**THINK SAFE**  
**ACT SAFE**  
**BE SAFE**