

**DESERT COMMUNITY COLLEGE DISTRICT  
REGULAR BOARD MEETING  
PUBLIC SAFETY ACADEMY ROOM 18  
THURSDAY, MARCH 17, 2011  
MINUTES**

**I. CALL TO ORDER – PLEDGE OF ALLEGIANCE**

Chair Hayden called the meeting to order at 9:35 a.m. and asked Trustee Marman to lead the Pledge of Allegiance.

**II. ROLL CALL**

President Patton called the roll and all members were present.

President Patton introduced the 3 members of the 2011 All-California Academic Team: Katarzyna Milewska, Debbie Suer and De Boyd-Critchlow. He will accompany them to Sacramento on Monday to attend a luncheon in honor of all recipients.

**III. CONFIRMATION OF AGENDA:**

The minutes from the February Board of Trustees meeting were not complete and are being pulled from the agenda.

A motion was made by Trustee O'Neill, seconded by Student Trustee Jaramillo, to approve the agenda of the March 17, 2011 Board meeting with the change noted. Motion carried unanimously.

**IV. PUBLIC COMMENTS :**

The following faculty members each addressed the Board regarding proposed course reductions and the affect they would have on students:

Jack Tapleshay  
Karen Tabor  
Kathleen Enciso  
Christen Smith

They were accompanied by many of their students. Student Trustee Jaramillo expressed her pleasure in seeing all of the students at the meeting and encouraged them to meet with, become involved and join ASCOD. Students must unify in order to be heard.

**V. REPORTS**

**A. GOVERNING BOARD**

**Trustee Broughton** has been busy preparing for the March 26 Mecca/Thermal Anniversary event. She thanked the college community for their support of this event,

the East Valley Alumni Association, who sponsored the event and the COD Foundation for their donation to obtain door prizes.

**Trustee Marman** reported on his activities:

- Attended his usual 10 meetings.
- Represented education at the Riverside County Fair and Date Festival
- Working with the Foundation on some new fundraising programs
- Participated in a Bridges Foundation Auxiliary event, which brought middle school students to the McCallum for a show and then tours of the campus.

**Trustee Stefan** reported on her activities:

- Attended the Alumni Association Street Fair and talked with students at the college booth
- Attended the Marks Art Center opening of Pictures Come From Pictures by Carl Chiarenza

**Student Trustee Jaramillo** reported on her activities:

- Attended the March in March in Sacramento, along with 2 bus-loads of COD students, to demonstrate against the budget cuts affecting higher education. She thanked Carlos Maldonado, Director, Student Life and ASCOD Advisor and the faculty members that accompanied the students.
- Chaired the committee for the Clothesline project, held in the BEEPS quad.
- Met with the Accreditation visiting team

**Trustee O'Neill** reported on his activities:

- Attended the Grand Opening of the Coachella Valley Volunteers in Medicine Clinic in Indio.
- Attended One Enchanted Evening and congratulated the Foundation for an outstanding event, with a special thank you to co-chairs of the event, Peggy Cravens and Jean Carrus, and to Wells Fargo for being presenting sponsor.
- As the Board liaison to Academic Affairs, he met with Vice President Herzek.

Trustee O'Neill referenced the resolution the board passed in January giving the President instructions to do what needs to be done to remain fiscally solvent. Their instructions were for him to look at all aspects of the college, both instruction and non-instruction, to determine how the college will survive in this budget period. He feels if we are not being funded for the classes we're teaching, we can't offer them, but it hasn't been determined what will be eliminated.

In his meeting with Mr. Herzek, it was discussed what has already happened. Mr Herzek has already met with 2 Divisions, volunteered to meet with Lead Faculty and others to go over the process. We are looking at what we can do and what we are mandated to do and are still in the gathering information phase. No action has been taken as yet, and each day looks bleaker and will affect everyone in some way. Trustee O'Neill stressed we do not want to do any of this - it is not of our making.

Trustee Marman said the Board trusts President Patton to do the correct thing. The Board gave him a resolution to keep us fiscally solvent and we want to stay that way. He said the board expects consultation and discussions in order to decide what to do. Not everyone will be happy but everyone should have an opportunity to participate in the dialogue. He referenced minutes that one of the speakers referred to and suggested these minutes were inaccurate in regards to the Board's resolution. The Board is concerned about the inaccuracies being spread, as they stir things up, and things are difficult enough.

**Trustee Hayden** had no report but commented he has been a Board member a long time and this is the first time he was the Chair during an Accreditation visit. He has visited all over campus these past few months preparing for the visit. He appreciates everyone's hard work on the self-study.

#### **B. COLLEGE OF THE DESERT ALUMNI ASSOCIATION**

Gene Marchu was present and gave a brief report.

#### **C. ASCOD**

Tony Aguilar was present and gave a brief report.

#### **D. ACADEMIC SENATE**

Rey Ortiz was present and gave a brief report.

#### **E. FACULTY ASSOCIATION**

Chuck Decker was not present but submitted a written report prior to the meeting.

#### **F. C.O.D.A.A.**

David Bashore was present and gave a brief report.

#### **G. CSEA**

Mary Lisi was present and gave a brief report.

#### **H. COLLEGE OF THE DESERT FOUNDATION**

Jim Hummer was not present.

### **VI. ADMINISTRATIVE REPORTS**

**President Patton** introduced Maria Jasso, Counselor, and acknowledged her contributions to College of the Desert.

He reported the Legislature met until late last night and did not reach any decisions relative to the education portion of the budget bill. They have already approved \$7.4B in cuts, but did not get to SB77 – Redevelopment funds. We do not know what the cuts will be but worst case could be as much as \$1B just for community colleges.

He reminded everyone that the sheet Trustee O’Neill brought to the meeting was presented to the Board at the last Board meeting. This document indicated the hierarchy of the courses and sections we would be approaching. These recommendations were made to the Board and they were asked if they had concerns before Administration moved forward. Administration wanted to be sure they understood if this was the direction the Board wanted them to take. The Board did not mandate anything – they passed the resolution in January, reviewed the recommendations in February and after discussion gave the President the ok to move forward with his plan. He reiterated there have been no final decisions made. There are still recommendations coming forward from the faculty leads and Deans and dialogue will continue.

President Patton addressed the rumor going around and said we are not cutting all remedial classes. We are looking at alternative methods to provide those services to students.

The worst-case scenario coming out of the Chancellor’s office is COD could be looking at a \$30M cut over the next 5 years. All community colleges in the state are having these same discussions. Trustee Broughton commented the down side to not remaining solvent is we have no classes to offer and we help no students.

**Farley Herzek**, Vice President Academic Affairs, reported the Deans are working on a schedule and a 1<sup>st</sup> draft is due back tomorrow. They will calculate FTES, the dollar savings, and look at that balance. There have been over \$300,000 in cuts to CTE and transfer programs in this first draft, along with some cuts to remedial classes. The second draft will go to Executive Cabinet on April 5.

Mr. Herzek also reported registration will be pushed back to July in order to be able to spend more time developing the schedule of classes and getting as many people as possible involved in the process. Summer registration will continue as normal in May. The priority process is being reviewed, with the main concern being can they process it in Datatel effectively so as to avoid confusion. They are looking at models at other schools, which use a point system. Student Trustee Jaramillo asked that the changes to the priority system be made available to students as soon as possible.

**Dr. Edwin Deas**, Vice President Business Affairs, distributed a handout on “Redistricting” and reviewed it with the members. Districts have been charged with looking at their population distribution based on the newest Census data and redraw their boundaries. Changes must be made by March 2012 and the cost could be \$50,000 - \$60,000.

**VII. CONSENT AGENDA: All items on the Consent Agenda will be considered for approval by a single vote without discussion. Any Board member may request that an item be pulled from the Consent Agenda to be discussed and considered separately in the Action Agenda.**

**A. BUSINESS AFFAIRS – Human Resources**

1. Classified – Appointment
2. Classified – Retirement/Resignation
3. Classified – Extension of Assignments
4. Classified – Change in Assignment
5. Leadership – Appointment
6. Hourly Personnel – Student Workers, Tutors, Temporary & On-Call Employees
7. Employment Agreements
8. Hourly Personnel – Adjunct Faculty
9. Volunteer
10. Leadership – New Job Description

**B. BUSINESS AFFAIRS – Business Services, Fiscal Services**

1. ~~Approval of Contracts~~ *Moved to Action Agenda*
2. ~~Gifts/Donations to the District~~ *Moved to Action Agenda*
3. ~~Approve/Ratify Out of State/Country Travel~~ *Moved to Action Agenda*
4. Payroll #8
5. Approval of Warrant Lists

A motion was made by Trustee Stefan, seconded by Trustee Broughton, to approve the consent agenda as presented. Trustee O'Neill asked that Consent B1: Approval of Contracts, be pulled and discussed under the Action Agenda. Trustee Marman asked that items B 2 and 3 be pulled as well. Motion carried unanimously with the changes noted.

**VIII. ACTION AGENDA**

**A. ITEMS PULLED FROM THE CONSENT AGENDA FOR SEPARATE DISCUSSION AND CONSIDERATION**

1. Business Affairs: Approval of Contracts

Trustee O'Neill has concerns about the number of Bond contracts on this and their dollar amounts. He is uncomfortable making decisions on these types of high dollar contracts without more information. He has concerns that some of the dates are past and the Green Council report for \$10,000.

President Patton understands the concerns, given the Los Angeles CCD debacle. The college cannot stop business to bring contracts through each month and the Board understands this. He asked what kind of information could be provided to the Board to insure the Board is comfortable approving contracts. Dr. Deas is preparing a report that compares our practices with those alleged of the Los Angeles CCD. This information will be presented to the Citizens' Oversight Committee and then give a detailed report on the status of the entire Bond Program to the Board of Trustees.

Dr. Deas also told the Board that some of the larger items had gone out to competitive bid and the Board approved the award. Once the contract is awarded it is finalized at a later date.

President Patton asked for a couple of the Board members to meet with administration and talk about what information they would like to see in order to feel more comfortable voting on these items. It was agreed that Trustees Broughton and O'Neill will discuss how they want to see it and will work with Dr. Deas and report back to the Board with options.

Wade Ellis, Director of Fiscal Services, clarified that all contracts go through Fiscal Services. There are some contracts that are not signed right away as we are still working out required information. So while the contract is approved, work has not started because Wade would not sign the contract until the additional information was received. All contracts approved by the Board are posted on the COD website for full transparency.

Dr. Deas commented on the Green Council report. COD has worked diligently to get to a point where we will produce our first annual report in the spring. The report will be available to each municipality in the valley, will be useful for fundraising and assists us in getting LEED recognition. The report will consist of all achievements to date and setting specific goals for next year against which we can be measured.

A motion was made by Trustee O'Neill, seconded by Trustee Broughton to approve the contracts as presented. No further discussion. Motion carried unanimously.

## 2. Gifts/Donations to the District

A motion was made by Trustee Broughton, seconded by Trustee Stefan, to approve the gifts/donations to the District. Trustee Marman doesn't think we should put a value on a donation. Dr. Deas said we are not valuing the item, we are quoting what the value the donor gives us. Mr. Ellis will investigate the legal requirement for disclosure. No further discussion. Motion carried unanimously.

## 3. Approve/Ratify Out-of-State/Country Travel

A motion was made by Trustee Broughton, seconded by Trustee O'Neill, to approve/ratify out-of-state/country travel. Trustee Marman doesn't think the background for #3 "will be applying for the Director of Nursing position in which this information will be useful" is appropriate. The travel request is fine, but this type of information should not be listed as it could invalidate our hiring practice. No further discussion. Motion carried unanimously.

## **B. BOARD OF TRUSTEES**

### 1. New Board Policy 3050: Code of Ethics Standards of Practice – Employees – First Reading

A motion was made by Trustee Stefan, seconded by Trustee O'Neill to receive new board policy 3050: Code of Ethics Standards of Practice – Employees for a first reading. No discussion. Motion carried unanimously.

### 2. New Board Policy 3101: Emeritus Status – First Reading

A motion was made by Student Trustee Jaramillo, seconded by Trustee O'Neill to receive new board policy 3101: Emeritus Status for a first reading. No discussion. Motion carried unanimously.

**C. BUSINESS AFFAIRS – Business Services, Fiscal Services, Facilities Services**

1. Budget Transfers

A motion was made by Trustee Broughton, seconded by Trustee O'Neill, to approve the budget transfers as presented. No discussion. Motion carried unanimously.

2. To Approve Request for Subordination from the County of Riverside  
Redevelopment Agency

A motion was made by Trustee O'Neill, seconded by Trustee Marman, to approve the request for subordination from the County of Riverside Redevelopment Agency as presented. Dr. Deas explained the county wishes to issue bonds for certain capital projects and they want those bonds to appear attractive. Therefore, they are exercising their rights under the Health and Safety code, section 3367.5, to say the debt servicing on the bonds will be their first priority. The problem is their first priority are the pass-through funds to the District. They are asking the District to agree to have our pass-through funds subordinated, or made second priority. They believe they will have sufficient revenues to not only meet their debt servicing, but also their #2 priority, our pass-through funds. Motion carried unanimously.

Trustee Marman asked for redevelopment funds to be included in the next Bond report provided by Dr. Deas.

**D. ACADEMIC AFFAIRS –Instruction**

1. Approval of Curriculum Modifications for 2011-12

A motion was made by Trustee Stefan, seconded by Trustee Marman, to approve the curriculum modifications as presented. No discussion. Motion carried unanimously.

Mr. Herzek commended the faculty for the 3 new transfer model curriculum degrees. These present students with both the AA degree and the ability to transfer, which guarantees them access into a Cal State into a like major, with a maximum of 60 units at Cal State.

**IX. ITEMS OF INFORMATION**

1. Revised Board Policy 2710: Conflict of Interest - Trustees
2. Revised Board Policy 2715: Code of Ethics Standards of Practice – Trustees
3. Revised Administrative Procedure 2710: Conflict of Interest – Trustees
4. Revised Administrative Procedure 2712: Conflict of Interest Code – Trustees & Employees

5. Revised Administrative Procedure 2715: Code of Ethics Standards of Practice – Trustees
6. Revised Administrative Procedure 2510: Participation in Local Decision Making
7. Revised Administrative Procedure 2410: Preparation and Revision of Board Policies and Administrative Procedures
8. CCLC 2011 Board Official Ballot

**X. SUGGESTIONS FOR FUTURE AGENDAS**

1. Trustee O'Neill asked for a report on how much money we get from each redevelopment agency.
2. Trustee Marman requested the following:
  - A report from the Director of Security on the conference he attended regarding locking doors.
  - A report on out of state/International education costs; this year's, last year's and next year's and a comparison to the rest of the community colleges in the state. Dr. Deas reported the Board approved out-of-state and international fees several months ago and there was a detailed analysis across the state. Dr. Deas will update this and present it.
  - Board and President evaluations – feels these need to be discussed in more detail. Possibly bring in someone to facilitate – possibly Cindra Smith.
  - Report on how many faculty are using the textbooks they are supposed to use.
  - Do adjunct faculty attend division meetings? Feel they should have to attend some of these meetings.
  - Information on whether all instructors are in compliance with equivalencies.
  - Develop a travel policy regarding distance from COD vs just out of state.
3. Trustee O'Neill asked about FSA's – they were a negotiated item and these have lingered for a long time. FSA's need to be in place to protect staff and the Board.
4. Trustee Stefan asked to see the new guidelines for International students and how they are impacted.

**XI. RECESS**

The Board took a recess at 12:25 for lunch and to attend the Accreditation Team's report to the campus.

**XII. RECONVENE**

The Board reconvened at 1:50.

**XIII. ADJOURN TO CLOSED SESSION**

**XIV. CLOSED SESSION:**



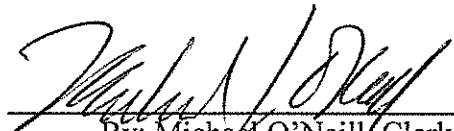
1. **CONFERENCE WITH LABOR NEGOTIATOR**, Pursuant to Section 54957.6; unrepresented groups & labor unions on campus include CTA, CODAA, and CSEA; Agency Designated Representative: Dr. Edwin Deas
2. **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION:**  
Name of Case or specify whether disclosure would jeopardize service of process or existing settlement negotiations.
3. **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION:**  
Specify number of potential cases.

**XV. RECONVENE TO OPEN SESSION**

No reportable action taken in closed session.

**XVI. ADJOURN**

Meeting adjourned at 2:40.

  
By: Michael O'Neill, Clerk

**Desert Community College District**  
**College of the Desert**  
Office of Academic Affairs

**Rationale for Course Reductions and Changes to Instructional  
Delivery Methods**

**DRAFT 2/22/11**

**Why**

Governor Brown has proposed a budget that will reduce funding for California's Community College system by \$400 million for the 2011-2012 fiscal year (FY). This \$400 million reduction is dependent upon the continuance of tax initiatives currently in place and the status of Proposition 98. The tax initiative extension may be decided by a popular vote that may take place June 7. This figure can balloon to as high as \$800 million if these tax initiatives are not renewed and Proposition 98 is tampered with. The impact to College of the Desert will be a **REDUCTION in funding of approximately \$1.9 - \$5.2 million**. Given the enormity of this reduction along with previous years' funding reductions, the College of the Desert Board of Trustees has directed President Patton (Board Resolution 215) to take immediate action to maintain the fiscal solvency of the College.

**What**

The Board of Trustees has affirmed President Patton's request to match the size of our academic programming to our apportionment revenue. Like all CA Community Colleges, COD is paid to serve a specific amount of **full time equivalent students (FTES)**. For the FY 2010-2011, COD will be paid to serve 8001 FTES. That is called our "**Cap**". We are projecting COD will serve 8648 FTES for the FY 2010-2011. That is 647 FTES over our Cap. Using a rough average of generating approximately 3.1 FTES per class section, (647 FTES/3.1) we are currently offering approximately 208 sections of classes more than we will get reimbursed for by the state of CA. At an approximate average cost of \$3,000 per class section (if taught by adjunct) we are spending \$624,000 (\$3,000 X 208 sections) more per year in delivering instruction than the state of CA will reimburse us for. This figure does not include additional costs associated with instruction such as assessment, enrollment, financial aid services, counseling, materials and supplies, lab support, library services, etc.

For FY 2011-2012 the state of CA has presented two funding scenarios to the CA Community Colleges:

**The best case scenario** will maintain our cap at 8001. This will require us to reduce our 2011-2012 course offerings (inclusive of summer '11, fall '11 and spring '12) by approximately 200-225 class sections resulting in a savings in excess of \$600,000-\$625,000.

**The worst case scenario** (which seems more likely as of 2/22) has the state reducing our cap of 8001 by 5%. This will result in a new cap of 7601. This will require us to reduce our 2011-2012 course offerings (inclusive of summer '11, fall '11 and spring '12) by over 330-350 class sections resulting in a savings in excess of \$900,000-\$925,000.

## How

**School Deans working directly with Interim Leads will consult with faculty** to develop recommendations to reduce course offerings for the 2011-2012 school year (inclusive of summer 2011) to meet “worst case scenario” fiscal and FTES consequences. Deans will encourage Interim Leads and faculty to reach beyond their disciplines, departments and schools to leverage resources, develop cross-disciplinary instructional strategies and share ideas to meet this challenge. The listing of course reductions will be prioritized by each School Dean and submitted to the Vice President of Academic Affairs. The cumulative total of course reductions for the four schools MUST address the “worst case scenario” totals. In the event the tax initiative extensions and Proposition 98 outcomes are favorable, the number of course reductions will be reduced to match the cap set by the Chancellor’s office.

**School Deans working with Interim Leads will use as a tool to identify course reductions the following priority criteria:**

- 1 - Recreational/Avocation - These are courses that are not considered a priority of the CA Community College Mission. The number of courses can be reduced and some may be eliminated and/or moved to a fee based delivery system.
  - 2- Stand Alone Courses - These are classes which are not part of a degree or a certificate program. Since they are not attached to the Mission as being associated with a degree or certificate they are subject to elimination or reduction.
  - 3- Low Enrolled Classes - These classes can be reduced by making changes to their frequency of offering. In some cases they can be eliminated if it is determined they have chronic problems meeting minimum class size requirements.
  - 4- Electives - These are course offering that are not specifically required for a degree or certificate. They are listed as either options for students seeking a degree or certificate, or they are part of a larger number of classes required for a degree or certificate in which the student is given a variety of classes from which to choose.
  - 5- IGETC Offerings - These are a pattern of classes in specific areas of general education required to transfer to the University of California system. In some instances we offer students multiple sections of the same course to meet the requirement. These multiple course offerings are subject to reduction.
- Priorities 3-5 will slow students’ progress towards degree, certificate and/or transfer.

### **No priority Order:**

Pre-collegial Math 70 & 60,

English 50, READ 50 ESL

The units earned by students in these courses cannot be used for transfer, degree and certificate. Moving the instruction to an alternative delivery method such as (but not limited to) used in the Adult Basic Education and/or Fee Based models allows for greater flexibility in the delivery of the instruction. Fee Based and Adult Basic Education delivery methods of instruction can also reduce the cost of instruction to the district and reduce or eliminate FTES generation. All other delivery methods resulting in decreased FTES and costs will be explored.

ESLN - A reduction of 50% to ESLN will reduce instructional costs and FTES generation. There may be an opportunity to shift some ESLN instruction to a fee based delivery system. Private funding such as Foundation, Alumni Association and local employers may be able to offer financial assistance to students enrolled in a fee delivery system.

GED, ABE & High School Diploma Program - A reduction in services will reduce instructional costs. Options will be explored to provide students with other opportunities that may be available locally or on line.

## When

In order to meet scheduling deadlines, all of the above MUST be accomplished by April 1, 2011. In order to save money, allow for flexibility in changing class schedules as state budget news changes and be a “Greener” campus, there will be no printed schedule for summer ’11 and fall ’11.

The Board of Trustees has directed President Patton to take immediate action to maintain fiscal solvency of College of the Desert

## Match Size of Academic Programming to Apportionment Revenue 2011-2012

**Why** ↓

(Best Case/Cap = 8001) Reduce 640-675 FTES for the 2011-2012 school year = 200-225 class sections = \$600,000-\$625,000

(Worst Case/Cap = 7601) Reduce 1040-1085 FTES for the 2011-2012 School Year = 330-350 class sections = \$900,000-\$925,000

**What** ↓

Year	Cap	Total FTES( Summer/Fall/Spring)	FTES Over Base	% Over Base
2010-2011	8001	8648 (Projection)	647	8.1%
2011-2012	8001	8001	Best Case, Cap remains the same as 2010-2011 School Year	
2011-2012	7601	7601	Worst Case, Cap gets reduced by 5% from 2010-2011 School Year (400 FTES)	

**How** ↓

Priority	Academic Area	Rationale
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1	Recreational/Avocation	Eliminate/Reduce - Not a priority of Mission
2	Stand Alone Classes	Eliminate/Reduce - Not a priority of Mission
3	Under Enrolled Classes Electives IGETC Offering	Reduce Offerings by Adjusting Scheduling
4		Reduce Offerings
5		Reduce Multiple Sections of Same Class

**Will  
Slow  
Student**

**CA Community College Mission**  
Transfer/Degree  
Career/Technical Education  
Basic Skills

**Alternative Delivery**  
Fee Based  
Positive Attendance/Non Credit  
Outsource/Other

1=lowest priority/5=highest priority

←	Remedial Math 70 & 60	Reduce FTES: Credit not needed by student Reduce FTES: Credit not needed by student Reduce by 50%: May move to fee based Reduce Offerings: Focus on Math/English Eliminate/Outsource/Reduce Increase Student Success
←	English50 READ50 ESL	
←	ESLN	
←	ABE	
←	GED & High School Diploma	
←		

## Report to the Board of Trustees, Monthly Board Meetings

Board members, Administrators, Guests

March 17

On today's agenda under items of information, you have Administrative Procedure 2510 which delineates 10+1 areas of faculty purview.

Among these areas are curriculum, educational program development and educational program discontinuance, standards or policies regarding student preparation and success, as well as district and college governance structures as related to faculty roles. All critical to working on the budget issues facing the institution.

The faculty is genuinely concerned with the cuts being discussed.

Also, many faculty are asking how fair the burden is being shared across faculty, classified and administration.

Speaking for faculty, I can say we have a wide range of opinions on how to approach our fiscal situation at this institution. The president has indicated his desire for full faculty participation. This calls for clear and open discussions with all the necessary information to make appropriate contributions.

In fact, there is one group that will be presenting a document to the board regarding cuts to basic skills and they voice some concerns as to how these are being considered.

Our Forum scheduled for the end of this month will focus on discussing the issues facing the institution and the faculty response. At the forum a task force of faculty will begin work on Steps (or Guidelines) for Course and Program Discontinuance [faculty have rejected the previous guidelines on validity of programs].

However, to a person, the faculty want to reiterate its role the areas identified in 10+1.

Somewhere over the past eight years, the faculty voice has been weakened or lost.

When we switched to deans from chairs without providing for faculty advocates we eroded the shared governance process.

The reorganization which included the incorporation of lead faculty was to elicit the voice of faculty in its proper location.

I believe we are still struggling to clearly define that role.

It's awkward in that we must have our voice heard while at the same time reestablishing its legitimacy.

I ask the Board to recognize this and as it works with the administration, that it support the faculty's voice as is appropriate.

Thank you.

Karen Tabor  
Math Professor

During my 18 years at COD, I have been a leader in both the Academic Senate and CCA and worked proudly with Administration and with members of the Board. I have always been an advocate for our college community, believing that COD promotes strong values. Recently I find myself embarrassed regarding decisions made by the administration and Board. The immediate actions taken at the last Board meeting to eliminate the bulk of basic skills classes was irresponsible and works in direct conflict with the Values in our Mission. There are eight Values and although all are in direct conflict with your decision, I will mention only four due to time constraints.

**Student Success:** Student learning and growth are central to all we do.

Over 90% of our students need at least one basic skills class. In light of this statistic, we can no longer say "student learning and growth are central to all we do".

**Diversity & Inclusion:** We embrace the diversity of our community and uphold the dignity and worth of the individual.

Since the majority of our students needing basic skills classes are 1.5 generation, we can no longer say "We embrace the diversity of our community and uphold the dignity and worth of the individual".

**Respect:** We value the thoughts, words, and actions of our students, colleagues, and community.

In cutting Basic skills classes, we are not valuing the thoughts, words, and actions of our students WHO NEED THE CLASSES, colleagues WHO WERE NOT CONSULTED, and community THAT NEEDS EDUCATED WORKERS.

**Dedication:** Our faculty, staff, and administrators are responsible leaders who effectively implement programs in support of student learning and efficient college operations.

Needless to say, we faculty and administrators fall far short of being "responsible leaders who effectively implement programs in support of student learning".

Of course math, English and reading faculty have been told that these courses aren't being eliminated, they will be offered for a fee, modeled after the Intensive English Academy(IEA). This fee based instruction assumes that our predominantly first generation college students will be able to pay additional fees for classes which won't earn college credit and these students won't be eligible for Financial Aid. At the IEA's prices of \$530 to \$1,080 per class, it is doubtful that our students that already struggle to pay for college will be able to afford these fee-based classes.

Ultimately, we need to change our Mission statement's VALUES if we are to continue to make these kinds of irresponsible decisions.

Thank you for your time.

Title V Regulations Mandate Basic Skills Courses be Offered

1. Why can't COD's basic Skills classes be reduced to one level below transfer?

Title 5. Education; Division 6. California Community Colleges; Chapter 6. Curriculum and Instruction; Subchapter 1. Programs, Courses and Classes; Article 1. Program, Course and Class Classification and Standards states,

- **“When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.”**

In plain words- all of the Math, Reading, English and ESL classes one level below transfer have prerequisites because without minimum proficiency skills, students would be unlikely to pass the courses.

- **“If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.”**

Essentially, without math, reading, and writing skills students won't likely pass Discipline classes; therefore, many of our discipline classes have prerequisites lower than one level below transfer level.

Title 5 Section 55003(i) provides language that directs colleges to have sufficient basic skills courses available if reading, writing and math skills requirements established as course prerequisites. This section must remain to ensure that students have adequate access to the courses they are being required to take.

**“If a prerequisite requires pre-collegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that non-degree-applicable basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites. ~~and who diligently.~~”**

Plainly stated, if out of 100 Nursing students (or any other discipline) 90 of those students need Basic Skills classes, we are obligated to offer enough sections for everyone on a regular basis. If we can't afford to offer enough sections than cuts have to be made across the board in all areas and not just Basic Skills.

## Title V Regulations Mandate Basic Skills Courses be Offered

In January, the Board of Governors of CA Community Colleges met to discuss the updates of Title V being recommended by the State Academic Senate. A key topic was how the updates would impact schools and students. The Board noted,

**“ It is vital to the economic well being of the California Community College system that more students be able to pass college courses the first time they enroll, so that limited capacity can be made available to students enrolling and succeeding on their first attempt rather than to students who need to take classes two or three times before they can earn a passing grade (Title 5 Section 55003: Policies For Prerequisites, Co-requisites and Advisories on Recommended Preparation-  
[http://www.cccco.edu/Portals/4/Executive/Board/2011\\_agendas/jan\\_2011/7\\_1\\_title\\_5\\_prerequisites.pdf](http://www.cccco.edu/Portals/4/Executive/Board/2011_agendas/jan_2011/7_1_title_5_prerequisites.pdf))**

To say it another way, it will cost more money if underprepared students have to take classes multiple times to pass.

The mandate that came out of the last Board meeting does not appear to have taken Title V regulations into account. I hope this Board and Administration will closely study Title V before taking actions in the future.



## Redistricting

[For the purposes of this report, CC District shall mean any community college district; DCCD shall mean Desert Community College District; district shall mean the entire physical area that comes within DCCD's jurisdiction; and ward shall mean a subdivision of the district that is represented by a trustee.]

### Legal References

Education Code Section 5019.5 requires that after each decennial federal census, all CC Districts must redraw the boundaries of wards, if necessary, to ensure equitable distribution of general population by way of a prescribed process.

Ed Code 5019.7 appears to exempt from 5019.5 CC Districts with campuses in more than one county, such as DCCD. However, the Fourteenth Amendment to the US Constitution overrides 5019.7 in the main and may only exempt DCCD from certain timelines and penalties given it will have to deal with two counties.

Ed Code 72022 states that the establishment of and discretionary change to the definition and boundaries of wards must be processed through County Offices. (There is suggestion that the law may be changed within the next year to name the system-wide Board of Governors as the appropriate authority.) There may be 5 or 7 wards and trustees. DCCD opted for 5 in the very early stages of its establishment. Lastly, election of trustees, who must be resident of their respective wards, must be by one of two methodologies—by voters within a ward or by voters within the district (at large). The latter methodology is used by DCCD.

However, California Voting Rights Act of 2002 overrides the discretionary nature of Ed Code 72022 and requires CC Districts where trustees are elected at large, as is the case at DCCD, to ensure that protected classes (minority groups) retain the ability to elect representatives, if necessary by changing election methodology to election by ward.

Federal Voting Rights Act requires that wards be as equal as possible. In addition, it is not prescriptive on election methodology but CC Districts must ensure that the methodology used does not impair the rights of a protected class.

#### **A. Process for Changing Election Methodology (Ed Code 5019)**

- Refers to changing from election at large to election by ward.
- Change can be initiated by voter petition; County, or CC District.
- Process in any case requires an election after detailed steps including public hearings.
- Change does not come into effect until the next regularly scheduled trustee election.
- There is an alternative approach to avoid the cost and uncertainty of an election. The CC District may file request to waive election to the State Board of Education through the County Office of Education after demonstrating union involvement and public hearing in the preparation of the request. Presumably, the State Board of Education has the authority to approve the change.

#### **B. Process for Redrawing Wards (Ed Code 5019)**

- Exactly the same as A.

#### **C. Cautionary Note**

The Laws are overlapping, somewhat contradictory, and ever evolving.

“What if the voters of a district rejected change to the methodology of election or redrawing of the wards which would leave the CC District in violation of Federal and/or State Law?”

#### **D. Summary**

1. DCCD must examine general population distribution among its wards and redraw boundaries if it is found to be inequitable—that is undoubtedly the case.
2. DCCD must examine its at large election methodology and if it is determined to be unfair to protected classes, change its methodology to election by ward. The answer to this question is not known at this time.

#### **E. Action Plan**

DCCD will engage separately or jointly a firm of demographers and a legal firm to carry out the following:

- Carry out study using the full census data.
- Determine the results and make recommendations to the Board.
- Assist in the process of change(s) by the deadline of March 1, 2012.



**COLLEGE<sup>OF THE</sup> DESERT**  
OPENING THE DOOR...

**MARCH 17, 2011**  
**BOARD MEETING**

**BOOKSTORE UPDATES**

**From:** Dean Goetz  
**Sent:** Friday, January 14, 2011 5:03 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

We've had another busy week. Here are the updates:

### **Sales Update**

Sales through yesterday for the week are up 11.2% to last year, at \$38,053.00 compared to \$34,217.00. For the month-to-date, it is even more encouraging with sales this year at \$74,290.00, compared to \$45,902.00 last year - a 61.8% increase. Year-to-date, we continue to whittle away at our decrease to last year, which has finally dropped below a double digit decrease. Through yesterday it stands at 9.9%.

Text units are also very encouraging in terms of regaining or at least maintaining market share. This week we sold or rented 539 textbooks as compared to 511 last year. For the month-to-date, we sold or rented 1,007 textbooks as compared to 683 last year, a 47% increase. And, as with sales, this helps to narrow the gap between this year and last year. Year-to-date we are at 21,061 textbooks, compared to 22,684 last year, slightly under a 7% decrease.

I am very hopeful that both of these trends will continue as we get closer to the start of the semester.

### **Textbook Update**

We currently have 98.5% of expected titles into our CourseTracks system, with two weeks out to classes. Most of those missing are novels that are often added at the last minute when classes begin. We currently have just over 80% of the titles. Just over 96% of anticipated need is either on order or already here, so we are looking good from that point of view. The 4% are either brand new adoption requests being researched, or a few titles that are ordered on a special order basis only.

### **Operational Update**

The training of the temporary employees begins next week, with groups coming in on Wednesday, Thursday, and Friday. We have many of our temps from previous semesters returning, including Student Trustee Aries Jaramillo. We are still short of what we need, but with the traffic that we are expecting next week, as well as the ads that we have online for temp help, I am confident that we will find the sufficient number of qualified workers that we need.

As we had discussed, I also have a very qualified manager trainee from Claremont the week of January 24<sup>th</sup>. She will be primarily handling our internet orders, and that is our busiest week. She will also be here the first two days of the semester. This will be very helpful in getting us through our busiest time in that department.

My shipper receiver is gone as of today, and I have hired two temps that we started training this week. My hope is that one of them will show promise and can transition into the permanent position. It is very difficult to lose key staff so close to rush, but I feel we have planned ahead enough to handle the situation with little or no impact on service. That is our goal.

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

**From:** Dean Goetz  
**Sent:** Friday, January 21, 2011 6:30 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

Here is the update for this week:

### **Operational Update**

The J-Box for the register connection was installed in the lobby for the extra register, but it is not working at the moment. We will try again first thing Monday morning, and if it is still not functioning, we will start with our IT support at the home office to see if they can assist. And if not, we will get someone out as soon as possible. The register itself is on its way and should be here next week.

### **Sales Update**

Sales continue to be strong. Month-to-date through yesterday we are up against last year by \$94,523.00, an increase of 26.2%. We are still working away at the year-to-date decrease, which now stands at \$164,183.00, or 9.8%. Every little bit helps! Text units are encouraging as well. Month-to-date for January we have sold or rented 1,682 textbooks, compared to 1,467 for the same period last year, so I am very encouraged by this.

### **Hiring Update**

We had three training sessions this week, both for returning temp employees and new hires. I will be spending a fair amount of time this weekend slotting the temps into positions on the schedule for the first week of classes, to ensure that we have adequate coverage. If more hires are needed, we have already interviewed some candidates. We will have one additional group training next week, most likely on Tuesday. The group training sessions cover basics such as attendance and dress code policies, customer service EXCEL training, and a discussion about the bookstore's role on campus as a resource for the students to help them achieve their academic goals at COD. The Rent-A-Text, CafeScribe, and our buyback program are also discussed at length. Other basics include how to read a shelf tag, proper restocking, how to deal with out-of-stocks and prepaid special orders, and internet order processing and pickup. This coming week the temp staff members will get a lot of practice with one-on-one training at the registers and in the text aisles, so that when the first day of classes are here they will hopefully be experts!

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

**From:** Dean Goetz  
**Sent:** Saturday, January 29, 2011 5:39 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

### **Sales Update**

The week was not as busy as I had hoped, especially with the fact that this was our "training week," and I needed the business to give the temporary employees lots of practice before next week. Sales for the week through yesterday are at \$170,584.00, compared to \$183,426.00 last year, a 7% decrease. However, we did about \$6,000.00 in the store today, and an unknown number of internet sales that will not be processed until the overnight polling.

We are still up for the month, with \$303,697.00 in sales through yesterday compared to \$259,599.00 last year, a 17% increase. And, we continue to whittle down our year-to-date decrease, which now stands at 7.9%.

Text units also look encouraging. For the week we rented or sold 2,389 textbooks, compared to 2,588 last year. For the month we are at 4,286 textbooks, compared to 3,801 last year, a 13% increase.

### **Operations Update**

It looks like we are set and ready to go. All registers tested again today, with full functionality. The cable box in the lobby was fixed yesterday, and the extra register also arrived yesterday. Mariah has set it up and is testing it as I write this. Hiring is set, and we have a batch of Purchase Orders for books we are selling. I am cautiously optimistic for a very busy but good week.

Dean

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

**From:** Dean Goetz  
**Sent:** Friday, February 04, 2011 7:16 PM  
**To:** Edwin Deas  
**Subject:** Bookstore update

Here are some updates:

### **Sales Update**

Our sales continue to increase. For the week through yesterday, sales for the week are at \$385,861.00 compared to \$356,617.00 for the same period last year, an 8.4% increase. Most encouraging, the year-to-date sales decrease that we have been "working on" is now down to 4.1%. We even sold over \$1,200.00 in clothing this week, an increase of 92.9% over last year. Other departments are also showing increases, but the clothing was really phenomenal.

We were also extremely busy today. I don't have "official" numbers yet, but we did nearly \$49,000.00 in sales today, not including internet sales (which were considerable). Last year for the same Friday we did \$39,567.00 in sales total, so it is looking like it will be at least a 24% increase for the day.

Text units are also encouraging. We rented or sold 5,693 textbooks this week compared to 5,370 last year.

### **Miscellaneous Update**

Overall, things are going well. The lines moved quickly, and other than about a 10-minute period when our registers all went offline on Tuesday, we did not have the register issues we endured in the fall. We have run out of some textbooks, but have managed to stay on top of re-orders and have books in students' hands usually within a day. The out-of-stocks were not nearly as extensive as in the fall, now that we know the impact of rental.

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(760) 773-2564

**From:** Dean Goetz  
**Sent:** Friday, February 11, 2011 5:22 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

Here are some updates:

### **Sales Update**

Sales continue to improve. As of yesterday, for the week we are up over 19% compared to the same week last year. For the month we are down, but that is due to a "swing" in class start date, which last year was on February 1st and this year was on January 31st. When I combine January and February to date numbers, things look very good. Sales for this year are \$890,783.00 compared to \$812,430.00 for last year, a 10% increase. Even with the swing, for the month of February we are significantly up in all non-text categories, with the exception of general books. All of this has brought our year-to-date decrease to last year under 5%!

Text units also look good. For the months of January and February combined, we sold or rented 13,221 units this year, compared to 12,131 units last year, a 7% increase.

### **Textbook Update**

We have been able to be on top of text shortages, as I mentioned last week. There is a custom book for an accounting class that there was some trouble getting reprinted, but we received permission to copy the first two chapters of the book so that students could be current with their assignments, and that will take them through to the date the books are expected in stock.

### **Operations Update**

We have closed off our aisles after closing today, and will revert to clerk service on Monday. I think the students have improved in figuring out how books are arranged, so I am hopeful that each semester will get better in that regard. There is some confusion with all of the electronic access codes out there, especially for Math, but we have been able to work with instructors to insure that the students get the correct code.

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**From:** Dean Goetz  
**Sent:** Friday, February 25, 2011 4:01 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

Here's the update from another busy week:

Sales have continued to do well this week, bringing our year-to-date decline to 4%. I thought the below listed items might be of interest, so here are some numbers:

- Units sold or rented over all for the year - 159,396 units compared to 149,142 last year, a 7% increase.
- Text units this year - 34,774 compared to 35,537 last year, a 2% decrease.
- Trade books, supplies, clothing, and gift units this year - 80,576 this year compared to 76,464 last year, a 5% increase.
- Miscellaneous units this year - 44,046 compared to 37,141 last year, an 18% increase.

I spoke to Dr. Hall last week regarding some issues about the kiosk operation, mainly some inventory problems and restocking. She sent out a very nice email to the students and to me regarding limiting the people who could sign out for merchandise from the store, etc; and we are meeting on Tuesday to review the product assortment and narrow it down. I think it has been a very good partnership and learning curve all around, and the inventory issues were resolved this week prior to our physical inventory on Saturday.

I attended the graduation taskforce meeting on Thursday, and there are a lot of new faces with new assignments, so it will be a little more challenging this year due to those changes. However, Revae and Lee Ann are seasoned pros at this by now, and I am sure that commencement will be successful again under their leadership.

That's it for now. As mentioned earlier, our inventory is tomorrow, and we are doing our textbook inventory as I write this, so there is much still to do today.

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

**From:** Dean Goetz  
**Sent:** Friday, March 04, 2011 5:23 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

Here is this week's update:

### **Sales Update**

Another busy week, especially with the start of some late starting classes and at EVC-Mecca/Thermal. Through yesterday, we are up 15% over last year for the same week. For the month (I know, it's only three days), we are up 6.9% to last year. Our sales decline to last year now stands at 3.8%, as we continue to lessen the divide.

### **Operational Update**

This has been a week of clean-up at the bookstore, both from rush and from our inventory, which requires a lot of moving around of merchandise and arranging it in less than idyllic ways for the ease of counting, etc. We have redone all of our displays in the store, redone all of the clothing fixtures and endcaps, etc. It keeps the store looking fresh and also helps to move the merchandise.

### **Textbook Update**

It seems hard to believe, but we are already starting the adoption process for summer and fall. On Monday, Mariah and I will begin to distribute the adoptions to the departments and key faculty members. They often are kiddingly not too happy to see us this early, so we try to sweeten the moment with small gifts from the bookstore (or bribes, if you prefer). It's a small way to let them know that we do acknowledge and appreciate the hard work and effort that goes into this process on their end as well. The due dates we are asking the adoptions to be returned to us are by March 25th for the summer and April 15th for the fall.

### **Campus Relations Update**

I spoke briefly with Juan Lujan this week regarding our off campus stores at EVC-Indio and Mecca/Thermal, and we are going to meet in a few weeks as things settle down. I let him know that there have been some issues in operating these sites, and perhaps we can think of some creative ways to serve these students. For example, this week we had the bookstore at Mecca/Thermal, but many students came into the bookstore here as well. Though we had divided the inventory, we sold out of several books here, while we sold few or none at the remote site. It is really hard to guess how many we should have at each location, and not have students without books in their hands. Rental has also played a key role in this process, as students can only rent in the store as the register must be "on line" to process the transaction. Sales have declined at each site this year, and in the fall EVC and Mecca/Thermal will be starting at the same time, so it puts us in a little bit of an operational bind to operate these. I think if we can brainstorm and be creative, we can find a way to make this work better, and Juan Lujan was very supportive of a discussion.

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

**From:** Dean Goetz  
**Sent:** Friday, March 11, 2011 3:43 PM  
**To:** Edwin Deas  
**Subject:** Bookstore Update

This week's update:

### **Sales Update**

Sales continue to improve. For the week we are up 58.5% over the same week a year ago. Textbook sales in particular continue to be strong, with an increase month-to-date over last year now standing at 15%, \$29,522.00 compared to \$25,686.00 last year. Our year-to-date decrease from last year is now at 3.8%.

### **Adoption Update**

Mariah and I met with each department this week, or with the key faculty who handle adoptions within a department, and reviewed the fall adoptions. Without fail, we heard that it will be extremely difficult to get adoptions back by April 15 due to the lack of any cohesive schedule. Most indicated that there were struggles ahead over what and where to cut, and that fall registration may even be pushed back due to the late schedule. Added to this is the fact that there will be no printed schedules from now on, so the fact that a schedule needed to be put together in time for a printing date is allowing the final decisions to be made even later. It doesn't sound encouraging. What was encouraging is that everyone we spoke to discussed the fact that we need the adoptions as early as possible to help keep costs down to students, so it appears that that message has been received loud and clear. Everyone promised to do what they could. I will keep you posted.

### **Breakage Update**

I did contact other stores where the schools may be assisting in some way in the collection of breakage (non-returned rentals from fall). Most have not yet gotten back to me as they are still working out details with the schools, and Stacy is assisting in trying to get some information for you. I did confirm how Saddleback College assists with bad check collection. Basically, if a student is trying to register, get a transcript, etc; and there is a bookstore issue, the school has a "hold" on their account and tells the student to go the bookstore to resolve the debt. Once that is done, the bookstore sends a "lift hold" slip to the school so that the student can register. Most likely the same type or similar system will be in place for the rental books that are not returned.

Dean Goetz  
Manager, College of the Desert Bookstore  
(760) 773-2564

# Desert Community College District

## College of the Desert

### Guiding Principles for Reinventing College of the Desert While Maintaining Fiscal Stability

- Student learning and success is key to every recommendation/decision.
- We cannot continue to offer the same number of programs, class sections and the same level of student support services. Reductions will be achieved by assessing all programs and services for their viability, relevance, cost effectiveness and community need.
- Remaining programs and student support services will be of high quality and appropriately supported.
- Innovative instructional approaches and opportunities for new programs directly tied to emerging occupational opportunities will be encouraged and supported.
- Decisions about programs and student support services must include the understanding we are the valley's only community college – students wanting to remain in the valley will have fewer opportunities.
- Instructional programs and student support services that are currently credit and/or noncredit may be shifted to a fee based structure.
- All efforts will be made to create revenue generating opportunities.
- The recommendations/decisions we make will be very hard and will challenge our core beliefs as educators.
- Solutions will be found by the reinventing College of the Desert – not through budget cuts.
- We will create a dynamic, flexible organization that can easily adapt as future changes to our State's economy unfold.

# COLLEGE OF THE DESERT

## SECURITY DEPARTMENT

### Active Shooter Protocol

Active shooter events are unpredictable, dynamic, rapidly evolving, multi-variable situations requiring rapid response by law enforcement. If College of the Desert experiences an active shooter situation, you should take the following actions:

1. **If the shooter is outside your building:**
  - Remain calm
  - Turn off all lights, close and lock windows and doors, close blinds
  - Cover doors and window with furniture to add ballistic protection
  - Barricade doors if not lockable
  - Warn others, if possible and safe to do so
  - Get yourself and others on the floor and attempt to hide behind/under something
  - If safe to do so, move to area of the building and lock/barricade yourself in a room
  - Silence radios, cell phones and other devices; remain silent
  - Call 911 and Security as soon as safely possible
  - Remain in place until given the all clear by an identifiable police or security officer
2. **If the shooter is inside your building:**
  - Remain calm
  - If safely possible, flee the area
  - If not safe to flee, lock/barricade yourself in a room
  - Turn off lights and hide under/behind furniture - stay low to the floor
  - Remain silent, silence radios and cell phones
  - Call 911 and Security as soon as safely possible
  - Remain in place until given the all clear by an identifiable police or security officer
3. **If the shooter enters your office/classroom:**
  - There is no right answer for this scenario - response must be based on variables related to the situation, shooter and your own intuitions and common sense
  - Remain calm
  - Call 911 and Security as soon as safely possible
  - If possible, flee the area
  - Negotiating may work
  - "Playing dead" may work
  - Attempting to overcome the suspect with force is always the last resort which should only be considered in extreme circumstances. Only you can decide if this is something you should do.

**4. If you are outside:**

- Remain calm
- Move away from the active shooter and/or sounds of gunshots
- Warn others to take immediate cover
- Look for appropriate cover/protection (brick walls, retaining walls, large trees, parked cars, etc)
- Remain silent; silence cell phones
- Call 911 and Security as soon as safely possible

**5. Points to remember:**

- There may be more than one (1) shooter
- Do not touch anything in the area, as it is a crime scene
- Prepare a plan of action in advance - predetermine possible escape routes for yourself, students, staff and always know where exits are located
- When fleeing, get as far away from the shooting scene as quickly and safely possible - do not take/carry anything with you

**6. Police response and you:**

- Police will quickly respond to the area in which shots were last heard and attempt to immediately engage/contain the active shooter
- First arriving officers will not stop to assist the injured, or evacuate personnel
- Remain calm
- Do exactly as police tell you
- Keep your hands empty and visible at all times
- If you know where the shooter is, quickly tell the officers
- DO NOT get in the way of officers