



# **EMERGENCY OPERATIONS PLAN**

## **Employee Responsibilities**

**March 2025**

**Arvada Campus  
Lakewood Campus**

## Letter From the President

Dear Red Rocks Community Members,

The safety and well-being of everyone at Red Rocks Community College is our top priority. That's why we've put in place the RRCC Emergency Operations Plan (EOP) to ensure the protection of our students, faculty, staff, and visitors. Our EOP is a comprehensive guide that covers all types of emergencies, from natural disasters to technological incidents and national security crises.

When an incident disrupts normal operations, the EOP is activated to minimize the impact on people, property, and the environment, and to restore College operations as quickly as possible. By following these guiding principles, we are better equipped to handle emergencies effectively. This EOP complies with state and federal mandates and is designed to work seamlessly with plans developed at the state, county, and city levels.

We all share the responsibility of keeping our community safe during emergencies. I encourage you to review the plan, take personal preparedness measures, and understand your individual responsibility. Together, we can ensure the safety and resilience of our campus community.

Landon K. Pirius, PhD  
President, Red Rocks Community College

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## Employee Responsibilities

### Employee Responsibilities

All RRCC employees have a personal responsibility to know what to do before, during, and after an emergency to ensure their own personal safety and the safety of others.

Emergency responders may be delayed by circumstances surrounding an emergency or disaster (such as impassible roadways), so it is important that each RRCC employee be prepared for such incidents.

RRCC employees should be familiar with general safety and emergency information. They should also know the locations of emergency exits, fire extinguishers, Automated External Defibrillators (AEDs) and Stop the Bleed kits, and designated shelter areas, as well as emergency phone numbers to communicate with the RRCC Police Department. The measures outlined in this EOP, together with common sense, are intended to prevent injury and to minimize property damage. It is important to remember that while first responders will do their best to assist people, during an emergency situation, individuals (including those with access and functional needs) are ultimately responsible for their own safety.

RRCC uses the contact information on file for employees to disseminate emergency notifications (see Section 4.1.1 of this EOP). All RRCC employees should regularly review the contact information on file with RRCC and ensure it is correct and current.

In accordance with State guidelines, all RRCC employees are expected to cooperate with emergency personnel and the procedures contained in this EOP during actual emergencies as well as during exercises designed to test these procedures. Employees who do not follow these procedures may be found to be in violation of Colorado Revised Statutes (C.R.S) 18-8-104, *Obstructing a Peace Officer, Firefighter, Emergency Medical Service Provider, Rescue Specialist, or Volunteer*, as well as individual agency policies, and may be subject to disciplinary actions.

### Faculty And Instructors

All RRCC faculty and instructors are encouraged to:

- Maintain attendance rosters to assist with accountability following an evacuation.
- Share information about emergency exit locations and evacuation meeting points with students.
- Discuss basic emergency procedures with students.
- Encourage students to become more prepared for emergencies and disasters.
- During an evacuation, keep students together in a group if possible.
  - Account for all students upon reaching the evacuation point.

- Immediately report any missing students to the RRCC Police Department.
- Remain with the students until further instructions are given.

## **Supervisors**

All RRCC supervisors are encouraged to:

- Maintain rosters to assist with accountability following an evacuation.
- Share information about emergency exit locations and evacuation meeting points with employees, student employees, and temporary workers.
- Discuss basic emergency procedures with employees, student employees, and temporary workers.
- Encourage employees to become more prepared for emergencies and disasters.
- During an evacuation, keep employees together in a group if possible.
  - Account for all employees upon reaching the evacuation point.
  - Immediately report any missing employees to the RRCC Police Department.
  - Remain with employees until further instructions are given.

## **Personal Emergency Preparedness**

People who prepare for emergencies before they happen are better able to take care of themselves and others and tend to have better outcomes afterward. Personal emergency preparedness information can be found in Appendix E of this EOP.

## Reporting Emergencies, Crimes, and Suspicious Activity

### Contact the RRCC Police Department

RRCC students, employees, and visitors should call **911** to report an emergency such as a fire, medical emergency, act of violence, etc. When calling 911 from any RRCC campus phone, there is no need to dial '9' first to access an outside line – simply dial 911. The 911 dispatcher will notify the RRCC Police Department of any campus emergency reported through the 911 system.

For **non-emergency** issues, contact the RRCC Police Department at (303) 914-6394 or dial 6394 from a campus phone.

### Duress Buttons (aka Panic Alarms)

Duress (panic) buttons have been added to the campus phone system. When activated during normal hours of operation, this feature sends a message directly to RRCC Police Department personnel. **The duress button should not be used outside of RRCC's normal hours of operation or when campuses are closed as the call will not be answered.**



To initiate a Panic Alert, press the associated button for the programmed Panic Button. (The picture shows a Cisco 7841 model desk phone and the Panic Button.)

## Reporting an Emergency

Report all emergencies immediately by calling **911**.

Providing as much information as possible will help the dispatchers to send appropriate resources. Be prepared to provide the following information:

- Type of emergency (e.g. medical, fire, traffic accident, active shooter, hazardous materials spill, tornado).
- Location of the emergency, including the physical address, campus, building, and room number.
  - **NOTE:** Callers **MUST** be specific about which campus is involved!
  - Room numbers are posted for each room on campus. They can be found outside the door (to the side of the door frame) and inside the room, usually above the door.
- Brief description of the situation such as what happened, number of victims (if known), etc.
- In the event of a shooting or other act of violence, the last known location and description of the perpetrator(s).
- Your name, phone number, and location.

# General Emergency Procedures

## Preparing for Emergencies

Emergencies can happen at any time. All employees and students should take personal responsibility for themselves and prepare for emergency situations before they happen.

- Ensure personal contact information for the Emergency Notification System is up to date. (See section 4.1.1 for instructions)
- Review emergency procedures in this EOP and the Emergency Response Guide (ERG) found in each classroom, office, or work area.
- Identify primary and secondary exits and evacuation routes from buildings and campuses.
- Know the locations of designated shelter areas on campus.
- Know the location of fire extinguishers, Automated External Defibrillators (AEDs), and Stop the Bleed kits.
- Learn basic first aid and cardiopulmonary resuscitation (CPR).

Procedures for specific emergency situations are contained in Appendix D of this plan. While each situation is different, there are some commonalities that apply across all emergencies at RRCC.

- Call 911 in case of any emergency. If the situation is on a RRCC campus, the dispatcher will immediately notify the RRCC Police Department as well as other relevant emergency responders (e.g. law enforcement, fire department, emergency medical services).
- Remain calm – or regain calm – to better think through possible life-saving actions and to inspire calmness in others.
- Follow instructions from emergency responders.
- Be prepared to modify protective actions. Emergencies are dynamic, and individuals may need to change what they are doing to stay safe as the situation changes.
- Be prepared to provide first aid or other assistance to anyone who needs it.

## General Emergency Actions

Emergencies or disasters will typically require one of the actions contained within the Standard Response Protocol (SRP). The SRP utilizes an all-hazards approach and clear common language, while providing flexibility in dynamic emergency situations. The SRP is based on the following actions: Secure, Lockdown, Evacuate, and Shelter.

SRP actions will transition to another phase or end at the direction of the RRCC Police Department once the threat has passed.



### Secure

The building's exterior doors are secured, and occupants are expected to remain inside. Normal operations will continue to the greatest extent possible. People are free to move about inside the building but are cautioned to maintain situational awareness.

This action may be taken to minimize exposure to a safety threat outside such as law enforcement activity, civil unrest, or a hostile human threat in the vicinity of campus.

### Lockdown

Occupants will close and lock interior doors, turn off lights, hide from view, and maintain silence. Turn mobile devices to Silent mode. Exterior perimeter doors may remain unlocked to allow emergency responders to quickly enter the building. Occupants must be prepared to react or enact a different action (e.g. evacuate, fight off an intruder).

This action may be taken in the event of an imminent threat inside or outside of the building.

### Evacuate

Leave belongings behind but bring mobile phones if possible. Exit the building in an orderly manner, move at least 300 feet from the building, and await further instruction from emergency personnel. Faculty and instructors should account for their students. Managers and supervisors should account for all employees in their sections.

All building occupants are required to evacuate a building when a fire alarm sounds and/or when directed to do so by RRCC officials.

### Shelter

Occupants are to remain on the premises and take actions appropriate to the situation (e.g. severe weather, hazardous material spill outside the building, etc.). Be prepared to move to a different location or a designated shelter.

# IN AN EMERGENCY TAKE ACTION



## SECURE! Get inside. Lock outside doors.

### STUDENTS

Return to inside of building  
Do business as usual

### INSTRUCTORS AND STAFF

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students, visitors and others  
Do business as usual



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend

### INSTRUCTORS AND STAFF

Recover people from hallway if possible  
Close and lock the door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### INSTRUCTORS AND STAFF

Lead evacuation to specified location  
Account for students, visitors and others  
Notify if missing, extra or injured people



## SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy  
for the hazard

#### Hazard

Tornado  
Hazmat  
Earthquake  
Flood

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### INSTRUCTORS AND STAFF

Lead safety strategy  
Account for students, visitors and others  
Notify if missing, extra or injured people

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## **General Building Evacuation Guidelines**

When the building fire alarm sounds, or when directed by the RRCC Police Department to evacuate, **all** occupants will leave the building through the nearest exit. Emergency exits are physically marked by illuminated EXIT signs over each doorway. Designated RRCC Police Department or Facilities personnel may remain behind for the purpose of assisting other occupants or emergency responders.

- Treat fire alarms as actual emergencies and not drills.
- Quickly gather personal belongings such as coats and car keys.
- Leave the building immediately in a calm, orderly manner through the nearest available exit.
- If there is no one behind you, close but do not lock doors as you leave.
- Listen for and follow instructions from RRCC Police Department personnel or other emergency responders.
- Do NOT use elevators.
- Provide assistance to individuals with functional impairments who may need help evacuating.
- Stay together in a group with your class or work section if possible. Instructors must account for all students. Supervisors must account for all employees in their work sections. Report missing persons to the RRCC Police Department immediately.
- Move (and remain) at least 150 feet away from the building (300 feet away for a bomb threat), and if possible, to the upwind side.
- Wait to be contacted. Do not return to the building or move to another side of the building unless told to do so by emergency personnel.
- After the evacuation is over, report damaged or malfunctioning safety systems or backup systems to the RRCC Police Department and RRCC Facilities and Operations.

## **Building Evacuation for People with Disabilities**

People with disabilities or mobility impairments should plan for emergencies by developing an evacuation strategy and sharing it with appropriate staff, faculty and instructors, or students who can assist them with evacuation. People with service animals should practice evacuating so that their service animal becomes familiar with both primary and alternate evacuation routes.

During an emergency situation, those persons requiring assistance should be consulted regarding their needs prior to assisting them. Complete emergency guidance for people with disabilities is contained in Appendix C of this plan.

## **Reverse Evacuation**

A reverse evacuation moves people into a building from the outside. A reverse evacuation may be ordered in the event of a threat such as severe weather or a hazardous materials spill.

## **Campus Evacuation**

A campus evacuation is used to move students, employees, and visitors off of RRCC campuses due to a serious emergency on, or in the immediate vicinity of, a RRCC campus, or in the region.

When leaving campus, drive with caution, be courteous, and follow directions from emergency personnel. Do not block access/egress for emergency vehicles.

In the event of an emergency that requires mass evacuation using transportation means other than personal vehicles (e.g. buses), students, employees, and visitors will be directed by RRCC Police Department officials and/or other emergency responders to a specific location as determined by the situation. Transportation will be arranged by Incident Command personnel or other emergency authority.

## **Accountability**

Supervisors, faculty, and instructors should maintain rosters for employees or students in their respective areas of responsibility and be prepared to account for them. When evacuating, supervisors, faculty, and instructors should take rosters with them and conduct a roll call once everyone is in a safe location.

## RRCC EMERGENCY OPERATIONS PLAN APPENDICES

## Appendix A: Authorities and References

### Federal

- Robert T. Stafford Disaster Relief and Emergency Act (Stafford Act) and Amendments (42 U.S.C. 5121 et seq.) (Federal Government disaster preparedness and assistance)
- Homeland Security Presidential Directive, HSPD-5, Management of Domestic Incidents
- Presidential Policy Directive, PPD-8: National Preparedness
- National Incident Management System (NIMS), 2016, updated 2020
- National Prevention Framework (2nd ed.), 2016
- National Protection Framework (2nd ed.), 2016
- National Mitigation Framework (2nd ed.), 2016
- National Response Framework (NRF) (4th ed.), 2016
- National Disaster Recovery Framework, 2011 (NDRF), (2nd ed.), 2016
- Comprehensive Preparedness Guide (CPG) 101, 2.0, FEMA, 2010 - Developing and Maintaining Emergency Operations Plans
- Plain Writing Act, 2010
- Americans with Disabilities Act, 1990
- Title 44 Code of Federal Regulations, Federal Emergency Management Agency, Department of Homeland Security (rules and regulations on Federal disaster response and recovery)
- Emergency Planning and Community Right-to-Know Act, 42 USC, Chapter 116
- Emergency Management and Assistance, 44 CFR
- Homeland Security Act 2002
- Homeland Security Presidential Directive, HSPD-3, Homeland Security Advisory System
- Clery Act – Federal Timely Warning Reporting Obligations

### State of Colorado

- Colorado Disaster Emergency Act of 1992 (Title 24, Article 32, Part 21, Colorado Revised Statutes)
- Colorado State Emergency Operations Plan (2019)
- Executive Order D 011 04, National Incident Management System, June 2009
- State of Colorado Emergency Response Guide (October 7, 2014)
- Colorado Revised Statutes (C.R.S) 18-8-104, *Obstructing a Peace Officer, Firefighter, Emergency Medical Service Provider, Rescue Specialist, or Volunteer*

## College

- Colorado Community College System (CCCS) Board Policy (BP) [19-40](#),  
*Emergency and Safety Planning*
- Colorado Community College System (CCCS) System Procedure (SP) [19-40b](#),  
*Emergency Operations and Management Planning*

## Appendix B: Acronyms and Glossary

AAR	After-Action Review or After-Action Report
AED	Automated External Defibrillator
COOP	Continuity of Operations Plan
DHS	Department of Homeland Security
DHSEM	Colorado Department of Homeland Security and Emergency Management
ECC	RRCC Emergency Coordination Center
EOP	Emergency Operations Plan
ERG	Emergency Response Guide
IC	Incident Command or Incident Commander
ICS	Incident Command System
NIMS	National Incident Management System
PIO	Public Information Officer
SRP	Standard Response Protocol

### **After-Action Review**

A review of actions, procedures, and policies that is conducted after an incident or exercise to identify strengths and areas of improvement.

### **After-Action Report**

A compilation of findings from the After-Action Review.

### **Automated External Defibrillator (AED)**

A device that delivers an electric shock to the heart of a person in cardiac arrest.

### **Campus State of Emergency**

A declaration which usually suspends a few normal functions of the college, alerts staff, faculty, and students to change their normal behaviors, or implements parts of the emergency operations plan.

### **Colorado Division of Homeland Security and Emergency Management (DHSEM)**

Public safety agency that leads and supports Colorado's effort to prevent, protect, mitigate, respond to and recover from all hazards events.

### **Continuity of Operations Plan (COOP)**

A plan to restore complete operations and/or relocate operations following a major disruption such as a natural disaster or fire that affects the College's physical assets and facilities.

### **Crisis Leadership Team**

Formed around the President's Executive Committee, the Crisis Leadership Team serves as an



advisory board for the President and provides strategic guidance during incidents.

### **Department of Homeland Security (DHS)**

Federal department tasked with homeland security missions including preventing terrorism and enhancing security; securing and managing borders; enforcing and administering immigration laws; safeguarding and securing cyberspace; and ensuring resilience to disasters.

### **Designated Shelter Area**

An area in a building that has been designated as a preferred place to take cover shelter in the event of a tornado or other emergency event.

### **Emergency**

Any incident, whether natural or human-caused, that requires responsive action to protect life or property.

### **Emergency Coordination Center (ECC)**

The designated location that serves as the focal point for coordination, direction, and control of emergency preparedness, response, and recovery activities for the campus during an emergency or disaster. The RRCC ECC may be physically located on campus or at an off-site location, or it may operate virtually.

### **Emergency Operations Plan (EOP)**

A guide for emergency management and coordination of emergency response for emergencies and disasters affecting RRCC and the college community.

### **Emergency Responder**

Any member of campus or local emergency services, to include law enforcement, fire, and emergency medical services.

### **Emergency Response Guide (ERG)**

Quick reference guide for emergencies posted in each classroom and office area at all RRCC campuses.

### **Evacuation**

An emergency protocol in which occupants of a building or campus are required to leave for safety reasons.

### **Finance Section**

In the Incident Command System, this section manages all financial aspects of the incident to include purchasing and contract support.

### **Hazardous Material (HazMat)**

Any substance or material that, when involved in an accident and released in sufficient

quantities, poses a risk to people's health, safety, and/or property.

These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

### **Incident Commander (IC)**

Person who is responsible for the overall management of the incident.

### **Incident Command System (ICS)**

A standardized, on-scene, all-hazard incident management concept used by emergency response agencies to manage incidents of all types, sizes, and complexities.

### **Incident Management Team**

A multi-agency/multi-jurisdictional team that is formed and managed at the local, state, or federal level, and is used for extended incidents,

### **Liaison Officer**

In the Incident Command System, the person assigned to coordinate incident activities with all participating emergency response agencies.

### **Lockdown**

An emergency protocol in which building occupants secure themselves in rooms in response to an imminent external threat or a threat inside the building. Occupants will close, lock, and barricade interior doors, turn off lights, and hide from view.

### **Lockout**

An emergency protocol in which perimeter doors and windows are secured (locked) in response to an external threat. Educational and business operations continue as normal. Occupants are free to move about the building.

### **Logistics Section**

In the Incident Command System, this section provides facilities, materials, and services for the incident.

### **National Incident Management System (NIMS)**

A flexible framework of doctrine, concepts, principles, terminology, and organizational processes that guides response to all hazards and jurisdictions.

### **Operations Section**

In the Incident Command System, this section manages tactical operations at the incident.

### **Planning Section**

In the Incident Command System, this section manages all information relevant to the incident

and provides the operational support required for long-term incidents.

**Public Information Officer (PIO)**

Individual develops and releases information about the incident to the media, incident personnel, and other appropriate agencies and organizations.

**Reverse Evacuation**

An emergency protocol in which persons outside of the building are directed to return to the shelter of the building. Such a protocol might be used in the event of sudden and threatening weather or other threat outside the building.

**Safety Officer**

In the Incident Command System (ICS), the Safety Officer oversees safety for the incident.

**Service Animal**

Any guide dog, signal dog, or other animal trained to assist an individual with a disability.

**Shelter-in-Place**

An emergency protocol in which all building occupants are directed to remain in their offices, classrooms, or work areas due to a hazard such as severe weather or a hazardous material spill.

**Unified Command**

A type of incident command structure in which agencies with geographical or functional responsibility for an incident work together to accomplish agreed-upon goals without losing or giving up agency authority, responsibility, or accountability.

## Appendix C: Emergency Guidelines for People with Disabilities and Service Animals

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## **Section C.1. Evacuation Guidelines**

In accordance with regulatory requirements and Red Rocks Community College (RRCC) policies and procedures, everyone must evacuate a building in which a fire alarm is sounding. Fire alarms include, but are not limited to, accidental alarms, false alarms, or conditions caused by fire and/or smoke.

Students with special needs and/or disabilities who require accommodations or assistance with emergency planning should directly contact the Accessibility Services Office. Staff and faculty requiring assistance should contact the Human Resource Office.

### **C.1.1 General Evacuation and Emergency**

#### **Guidelines Persons with limited mobility**

Individuals who walk with canes, crutches, walkers, etc. and those who utilize wheelchairs or motorized mobility devices should decide whether they can descend stairs or evacuate a building in an emergency with little assistance from others. If not, they should:

- Stay in place within their room or office and ask someone to notify the Fire Department/Rescue of their location, or
- Call 911 and inform them of your location. They will dispatch your location to the appropriate response team.

#### **Preparedness kits should include:**

- Heavy gloves for making your way over glass or debris.
- Extra battery for electric wheelchairs.
- Patch kit for punctured wheels.
- Flashlight.

In addition, individuals may want to:

- Arrange and secure furniture and other items to provide barrier-free paths of travel.
- During a tornado, once in a safe and protected place, lock the wheels, bend over your knees, and cover your head.

#### **Persons who are blind or have low vision**

Persons who are blind or have low vision can, with the assistance of others, evacuate a building using the stairs if they are familiar with their immediate surroundings and frequently traveled routes, and if stairs are safe to use.

If the person with blindness or low vision is unfamiliar with the emergency evacuation route, they should:

- Stay in place, within their room or office and ask someone to notify the Fire Department/Rescue of their location, or
- Call 911 and inform them of your location. They will dispatch your location to the appropriate response team.

**Preparedness kits should include:**

- Extra folding white cane.
- Heavy gloves for feeling your way over glass or debris.
- Colored cape or poncho to wear for visibility.

**Persons who are deaf/have hearing disabilities**

Some, but not all, RRCC buildings are equipped with fire alarm strobe lights. People who are deaf or who have hearing impairments should familiarize themselves with the types of fire alarm systems used in buildings they frequent. Fellow students or co-workers can provide emergency instructions to a person who is deaf or hearing impaired by writing notes or using hand gestures.

**Preparedness kits should include:**

- Pen and paper and a flashlight to communicate in the dark.
- Extra hearing aid batteries.
- Batteries for TTY and light phone signaler.

**People with a Service Animal**

- Include instructions in your plan for service animals.
- Some dogs fear metal grated steps. If your evacuation route has these kinds of steps, get your dog accustomed to the route.
- If the only stair rail is on your left side where a service dog should typically be, accustom the dog to heeling down the right side if you do not intend to work the dog on the steps.
- Be cautioned that if a dog typically stops at each new flight, others behind you may panic. Heeling the dog may be safer in some instances.

**People with Learning Disabilities**

When making your plan for evacuation:

- Ask for information in alternate formats, if needed.
- Review general building evacuation guidelines and ask questions if you do not understand something.
- See if your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Ask someone to write down information if you have a hard time understanding oral directions.

- Practice your evacuation route(s) regularly.

#### **People with Limited Communication**

- Determine how you will best communicate with others during an emergency.
- Consider having evacuation and emergency instructions written down on a card, always carried and placed in an easy to see location.
- Have batteries for communication equipment in preparedness kit.

#### **People with Psychological Disabilities**

- Your preparedness kit should include at least three days' worth of needed medication.
- When developing a plan, consider strategies to reduce the stress of emergencies such as:
  - Check directional signage for exits.
  - Know more than one way out of a building.

#### **People with Developmental Disabilities**

- Review general building evacuation guidelines and ask questions if you do not understand something.
- Request evacuation and emergency information in alternate formats if needed.
- Make sure that your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Practice evacuation route(s) regularly.

#### **People with Medical Conditions Affecting Ability to Evacuate**

Medical conditions may include, but are not limited to, pregnancy, arthritis, respiratory issues, or cardiac problems.

- Ask for assistance walking downstairs.
- Remember to bring medication or inhalers when evacuating.
- Consider taking rest periods during evacuation, if possible.

### **C.1.2 Evacuation Options Horizontal**

#### **Evacuation:**

Use ground level building exits. The nearest ground floor exits may require moving through unaffected wings of campus buildings to access them.

#### **Elevators:**

Elevators should **not** be used during an evacuation.

Elevators are pre-set to return automatically to the bottom floor in the event of a fire. If elevator controls malfunction due to fire or heat conditions, the elevator car could carry occupants to the fire floor, exposing them to deadly fire and toxic smoke

conditions.

### **C.1.3 Shelter in Place Shelter in Place:**

The **Shelter in Place** approach may be more appropriate for sprinkler protected buildings or buildings where an area of refuge is not nearby or available. It may also be more appropriate for an occupant who is alone when the alarm sounds.

If a person with disabilities is unable to evacuate, and danger is not imminent, the safest option in an emergency may be to take shelter in a room with an exterior window, a telephone, and a solid or fire-resistant door. Individuals requiring special evacuation assistance who choose to shelter in place should dial 911 immediately and report their location to emergency services dispatchers, who will relay that information to on-site emergency personnel.

If sheltering in place:

- Notify others (if possible) that you are doing so or call 911
- Close the door to prevent smoke and fire entry.
- If necessary, pack towels, blankets, or other materials against cracks in the door.
- If phone lines fail, move to a window, and wave a brightly colored cloth so that emergency personnel can see where you are. **DO NOT** break the window unless necessary, since doing so could injure you or others and allow smoke to enter the room.

### **C.1.4 Post-Evacuation Assembly**

Upon evacuation of a building, people with disabilities should assemble with their class or work groups at least 150 feet away from the building. No one should re-enter the building unless directed to do so by emergency personnel.



## **Section C.2. Tips For Assisting Persons with Disabilities During an Emergency**

### **C.2.1 General Guidelines**

- Ensure that egress routes are clear and properly marked.
- Participate in emergency drills and help identify gaps in evacuation plans.
- Provide adequate notice to people with disabilities that a potential danger exists and an evacuation should begin.
- Ask the person how you can best assist them in evacuating the area. Let the person explain what help is needed.
- You may need to clear debris from the path of travel so the person with a disability can move or be moved.
- Do not carry a person except in the most extreme of circumstances.
- Be aware that a service animal's sense of direction may become confused during an emergency.
- Do not abandon a person with special needs after exiting a building. Lead him or her to a safe place with others.

### **C.2.2 Assisting People Who Use Wheelchairs**

- Always ask a person using a wheelchair what their needs and preferences are regarding ways of being moved with or without the device.
- Be familiar with designated areas of refuge and location of evacuation equipment for wheelchair users.
- If the person is unable to speak clearly, look for a sign on the chair with printed instructions.
- Moving a wheelchair downstairs is not safe. Consider using an evacuation chair (aka "stair chair") where available, and only if the person can be moved from the wheelchair.
- Do not lift an individual in a wheelchair. There is too much risk involved for both the lay rescuer and the non-ambulatory person (back injury, loss of control of the wheelchair and person in it, tripping, falling). Wheelchairs also have parts not designed to handle the stress of lifting.
- If you and/or others cannot safely help a person with disabilities navigate stairs:
  - Position the person in the safest place possible, according to the emergency.
  - Alert emergency personnel of the person's location.

### **C.2.3 Assisting People Who Are Deaf or Have Hearing Impairments**

- Get the person's attention. One method is to turn the lights on and off.
- Look at the person when speaking and use short sentences.
- Use gestures or written notes to communicate. Sample written script: "Fire! Go out rear door now!"
- Check to be sure you are understood.
- In the event of a power outage or darkness, provide the person with a flashlight from their preparedness kit so they can signal their location and to help with lip reading.
- Be patient. The person may have difficulty understanding the urgency of your message.
- Be aware that the person may not be able to hear oral commands issued by authorities.
- When out of danger, offer to make phone calls if a TTY is not available.

### **C.2.4 Assisting People Who are Blind or Have Low Vision**

- During an emergency, announce your presence when entering the person's area.
- Tell the person the nature of the emergency.
- Offer your elbow. Do not grab the person's arm or hand.
- Communicate throughout the evacuation by describing obstacles or actions to be taken such as, "Take two steps down."
- When you reach safety, orient the person to their surroundings and ask if they need further assistance.

### **C.2.5 Assisting Owners of Service Animals**

- Plan for the service animal to be evacuated with the owner.
- If you are asked to handle the service animal while assisting the individual, hold the leash and not the harness if present.
- Do not pet or offer food or water without the permission of the owner.

### **C.2.6 Assisting People with Learning Disabilities**

- Be patient.
- Give instructions slowly and clearly.
- Offer to accompany the person as their sense of direction may be limited.
- Encourage the person to practice evacuation route(s) regularly.

### **C.2.7 Assisting People with Limited Communication**

- Look for an instruction card on the person.
- During an evacuation, give clear instructions.
- Maintain eye contact with the individual to ensure all directions are heard and understood.

### **C.2.8 Assisting People with Psychological Disabilities**

- Understand that the person may have difficulty concentrating, handling stress, and initiating personal contact.
- Help reduce stress during an emergency by offering to escort the person through the evacuation.
- Give clear and simple instructions.

### **C.2.9 Assisting People with Developmental Disabilities**

- Be aware that they may be unable to understand the emergency and could become disoriented or confused about the proper way to react.
- During an evacuation, give instructions slowly and clearly.
- Encourage the person to practice their evacuation route(s) regularly.

### **C.2.10 Assisting People with Medical Conditions**

- Offer assistance walking downstairs.
- Find ways to reduce the person's stress, exertion, and exposure to dust or smoke.
- Remind the person to bring medication or inhalers.
- Allow rest periods during evacuation if possible.

### **C.2.11 Assisting People with Mobility Limitations (Non-Wheelchair Users)**

- Do not interfere with person's movement.
- Clear displaced and fallen obstacles from egress routes.
- If the stairs are crowded, you may act as a buffer.

## Section C.3. Developing A Plan and Tips for Evacuation

When developing a plan, safety needs should be determined on a case-by-case basis because they vary with each individual and building. **Persons with disabilities utilizing RRCC campuses are asked to take responsibility in developing their personal emergency evacuation plans.** The Accessibility Services Office will work with students and the Human Resources staff will work with all employees to develop their plans and consult appropriate campus resources.

### C.3.1 Confidentiality

Any individual with a physical or mental impairment, which substantially limits one or more major life activities, is considered disabled. Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), RRCC is prohibited from discriminating against individuals with disabilities. All documents relating to student disabilities are maintained with strict confidentiality by Accessibility Services. All documents relating to employee disabilities are maintained with strict confidentiality by Human Resources. Personal documents will not be released without written permission unless permitted under certain circumstances as per the Family Educational Rights and Privacy Act (FERPA). If you wish to develop an evacuation plan or discuss developing a plan with someone with a disability and are concerned about confidentiality, contact Accessibility Services.

### C.3.2 General Tips for Developing a Plan

- Make two plans: one that includes assistance from others, and one to use if you are alone.
- Ask others for input, such as community directors, staff, faculty, supervisors, and co-workers.
- Contact Accessibility Services or Human Resources for assistance.
- Request information such as building evacuation instructions and maps in alternate formats if necessary.
- Choose two evacuation routes for each building you frequent. Make sure that evacuation signage is adequately marked for your needs.
- Know the locations of the nearest fire alarm pull stations and emergency medical equipment.
- Set up a buddy system.
- Do not consider using elevators in your plan.

- Think about your needs for preparedness kits. For example: disability related equipment, communication devices, service animal food, and three days' worth of medication. Have a list of all your medications (name, dose, frequency, and name of doctor)
- Mark personal emergency kits and supplies with large print or Braille as necessary.
- Attach written instructions to all disability related equipment.
- Consider using door/window markers so emergency personnel will know your location.
- Have easy access to emergency contact information at all times.
- Share individual plans with the RRCC Police Department and key persons who regularly work or live in the building.
- Practice your evacuation route periodically with and without assistance.
- Participate in emergency drills to assess the effectiveness of your plan, and adjust it as needed.

### **C.3.3 Buddy System**

- Buddies need to be willing and capable of assisting in an evacuation.
- Persons with disabilities and buddies must be able to contact each other quickly.
- Designate at least two buddies.
- Persons with disabilities should train buddies when their plans are completed.

## **Section C.4. Overview Of Disabilities**

Disabilities manifest themselves in varying degrees that may limit a person's ability to navigate through the college buildings to access classes or participate in college activities. The functional implications of these variations are important during emergency situations. During an evacuation or other emergency situations, students, staff, and visitors with disabilities may require special supports or assistance from instructors, students, and/or college staff.

### **C.4.1 Considerations for people with Mobility Disabilities**

#### **Disabilities Wheelchair User**

People using mobility devices such as canes, crutches, power-driven or manually operated wheelchairs, three-wheeled carts, scooters, or Segway to move through the environment may encounter difficulties maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, and negotiating steps or changes in level at the entrance/exit point of a building.

#### **Ambulatory Mobility Disabilities**

This subcategory includes people who can walk but with difficulty or who have a disability that affects gait. It also includes people who do not have full use of their arms or hands, who lack coordination, or who use crutches, canes, walkers, braces, artificial limbs, or orthopedic shoes. Activities that may be difficult for people with mobility disabilities include walking, climbing steps or slopes, standing for extended periods of time, reaching, and fine finger manipulation. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms.

#### **Respiratory Impairments**

People with a respiratory impairment can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating.

## **C.4.2 Considerations for people with Visual Disabilities**

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, or tolerate high glare. Many people who are blind depend on their sense of touch, hearing, and smell to perceive their environment. For assistance while in transit, walking, or riding, many people with visual disabilities use a white cane or have a service animal. There is a risk that a person with a visual disability would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

## **C.4.3 Considerations for people with Hearing Disabilities**

People with partial hearing often use a combination of speech reading and hearing aids, which amplify and clarify available sounds. Echo, reverberation, and extraneous background noise can distort hearing aid transmission. People who are deaf or hard of hearing and who rely on lip reading for information must be able to clearly see the face of the person who is speaking.

Those who use sign language to communicate may be adversely affected by poor lighting. People who are hard of hearing or deaf may have difficulty understanding oral communication and receiving notification by equipment that is exclusively auditory, such as telephones, fire alarms, and public address systems. There is a risk that a person with a hearing loss or deafness would miss an auditory cue to the location of a dangerous situation, affecting their ability to find safe egress.

## **C.4.4 Considerations for people with Speech Disabilities**

Speech disabilities prevent a person from using or accessing information or building features that require the ability to speak. Speech disabilities can be caused by a wide range of conditions, but all result in some level of loss of the ability to speak or to verbally communicate clearly.

## **C.4.5 Considerations for people with Cognitive Disabilities**

Cognitive disabilities prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features. Cognitive disabilities can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism,

Alzheimer's disease, Parkinson disease, traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information to safely evacuate a building.

#### **C.4.6 Considerations for people with Service Animals**

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual disabilities, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The Americans with Disabilities Act (ADA) defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Service animals are not required to bear identification such as a special collar or harness. They are also not required to be leashed, but they must be always under the owner's control. Service animals must be housebroken, and their presence must be related to a person's disability.

A person with a service animal should relay to emergency management personnel their specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel. People with service animals should consider maintaining an extra supply of food and water for the animal in the event of an extended emergency situation. First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan.

#### **C.4.7 Planning Ahead for Emergencies**

Individuals with disabilities that impact the evacuation process are urged to prepare ahead of time by discussing their needs with RRCC's Accessibility Services personnel, Human Resources personnel, instructors, classmates, supervisors, and/or co-workers.



People with special needs or disabilities should consider the following when creating a personal emergency plan:

- Be familiar with the emergency alert and notification systems on RRCC campuses.
- Know at least two ways out of every building.
- Know the locations of all accessible emergency exits that are continuous, unobstructed, and lead to accessible exits.
- Register personal cell phones with RRCC's Emergency Notification System to receive text alerts regarding campus emergencies.
- People using mobility devices such as wheelchairs or scooters should avoid evacuation paths or exits that incorporate stairways unless the stairway is equipped with an evacuation chair.
- Avoid elevators since they will not operate during a fire or power outage.
- Identify whether other people's assistance will be necessary to navigate primary and alternate evacuation routes.
- Discuss evacuation assistance needs with instructors and classmates.

#### **C.4.8 RRCC Emergency Notification Systems**

All RRCC campuses are equipped with fire alarms that provide immediate audible and visual warning of a fire or other emergency event that requires evacuation of the building. Additional information about an incident may be delivered via emergency notification text messages, electronic signs and campus TV monitors, and/or RRCC Police Department or Facilities personnel.

### **Section C.5. RRCC Resource and Contact Information**

#### **C.5.1 RRCC Resource Contact Information**

Red Rocks Community College  
Accessibility Services  
13300 W 6<sup>th</sup> Ave  
Lakewood, CO 80228  
Phone: (303) 914-6733  
Email: [access@rrcc.edu](mailto:access@rrcc.edu)

#### **C.5.2 Additional Resources**

Additional emergency planning information for individuals with disabilities may be found at: [Individuals with Disabilities: Disasters and Emergencies](#), or at the full url: <https://www.ready.gov/disability>

## Appendix D: Guidelines for Specific Emergency Situations

### ***CALL 911 TO REPORT AN EMERGENCY***

The following pages provide guidance for RRCC students and employees to respond to a variety of emergency situations. This information is not intended to be all-inclusive. Rather, it provides an overview of actions to take for a variety of emergency scenarios that could affect RRCC campuses and operations.

- Active Shooter
- Bomb Threat
- Civil Disorder
- Crimes
- Suspicious Vehicle/Person/Item
- Earthquake
- Elevator Emergencies and Entrapments
- Fire Alarm Sounding
- Fire in a Building
- Fire Extinguisher Operation
- Flood
- Hazardous Materials Incidents
- Medical Emergencies
- Power Outage
- Severe Weather
- Suspicious Package or Letters
- Mental Health Crisis, Threats, and Threatening Behavior
- Tornado
- Pandemic

## **Active Shooter**

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. Active shooter incidents are unpredictable and evolve quickly. A shooter will not stop firing until their objectives have been met or they are engaged by law enforcement. Each situation is different and will change rapidly. Employees and students must be responsible for their own safety until additional law enforcement and first responders are available to provide assistance. Law enforcement officers responding to the incident will first focus on containing/eliminating the threat.

### **ACTIONS TO TAKE:**

- Call 911 as soon as it is safe to do so.
- Provide the dispatcher with as much information as possible.
- Decide on a course of action: Run, Hide, or Fight.
- Be prepared to change your course of action if the situation changes.
- Be prepared to provide first aid to others if necessary.

#### **Run (Get Out)**

- Leave the area if it is safe to do so, moving away from the shooter's location.
- Have an escape route and plan in mind. Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Keep your hands empty and visible to law enforcement officers.
- Follow instructions of law enforcement officers.
- Prevent people from entering an area where an active shooter may be.

#### **Hide (Lockdown if in a safe location)**

- Barricade and lock the doors to the hiding area.
- Turn off lights, computer monitors, and electronic devices. Close blinds.
- Hide out of the shooter's view, and behind large items that provide concealment and protection from gunfire.
- Silence cell phones but leave them powered on.

- Stay calm, quiet, and out of sight.
- Keep options open to move to another location if it becomes necessary.
- Remain calm and 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.
- Unless you are in imminent danger from fire, ignore any fire alarms sounding but stay aware of your surroundings. Active shooters may pull fire alarms in an attempt to shoot people as they exit the building.
- If you are in a safe location and not in harm's way, do not leave your hiding place until directed to do so by law enforcement officials.
- Keep your hands empty and visible to law enforcement officers.

### **Fight (Take Out)**

- As an absolute last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter.
- Throw items and improvise weapons from available objects.
- Hit, kick, or tackle the shooter if close enough.
- Act with physical aggression.
- Commit to your actions.

### **WHAT TO EXPECT FROM EMERGENCY RESPONDERS:**

- Law enforcement's first priority is to locate and stop the shooter. The first officers on scene **will not stop** to aid the injured.
- Responding law enforcement officers may be in patrol uniforms, SWAT uniforms, or plain clothes and armed with long rifles, shotguns, and handguns.
- When law enforcement officers arrive:
  - Remain calm and follow officers' instructions.
  - 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.
  - 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.

- If asked, tell the officers where the shooter(s) was last seen, the number of shooters and description of each. Describe the weapon(s) used by the shooter(s). Provide the location and number of potential victims.
- Medical and rescue teams will begin treatment of the injured only after the area is declared safe by law enforcement personnel.
- Individuals may be called upon by emergency responders to assist in removing the wounded from the area.
- Law enforcement officers may relocate building occupants to a safe area or may instruct occupants to remain where they are.
- Individuals may not be allowed to leave until the situation is under control.

**Until help arrives:**

- Try to maintain as much awareness as possible about the situation.
- If it is safe to do so, provide first aid to injured individuals to the greatest extent possible.
- Be prepared to change a course of action as the situation warrants, or if directed by first responders or law enforcement personnel.

**After the incident:**

- After evacuation, you may be taken to a holding area for medical treatment, interviewing, and/or counseling.
- Law enforcement personnel may detain you as a witness to the incident.
- You may be asked to provide statements to law enforcement right away, or at a later time.
- The entire area will be treated as a crime scene.
- Once you have been evacuated, you will not be allowed to re-enter the building.
- Information will be released to the RRCC community as soon as possible.

## Bomb Threat

Each bomb threat that is directed at any RRCC facility will be evaluated and responded to as a legitimate and real threat to the College. The safety and well-being of students, employees, and visitors is paramount. The College's goal will be to resolve the situation and return to normal operations as soon as possible with minimal disruption.

Response procedures may differ for each bomb threat due to variations in the nature of the threat, the specificity of the threat, and the threatened location.

### ACTIONS TO TAKE:

#### Bomb Threat Received via Telephone

- Enter all aspects of the call on the **Bomb Threat Reporting Checklist** (see page 75).
- Immediately call 911. Dispatchers will notify the RRCC Police Department, who will, in turn, notify appropriate college administrators and continue with appropriate response protocols.
- The RRCC Police Department may order students, employees, and visitors to evacuate the building in the event of a credible threat.

#### Bomb Threat Received via Text Message or Social Media

- Immediately report the threat by calling 911.
- Read the bomb threat message to the dispatcher exactly as written.
- Report the identity of the sender, the date and time the e-mail was received, who the message is intended for, who received carbon copies, and the subject line from the e-mail message.
- **Do not** respond to the sender.
- **Do not** delete the bomb threat message.
- Print a copy of the bomb threat message, if possible.
- Meet with responding officers to provide any additional information or answer any questions they may have regarding the message.
- Follow the directions of emergency response personnel regarding necessary announcements or evacuations.

## Bomb Threat Evacuation

***Any evacuation ordered due to a bomb threat is mandatory.*** All occupants of the area being evacuated shall immediately move towards a safe exit and remain outside the area until the RRCC Police Department or other law enforcement authorities determine it is safe to re-enter.

- Students will take all personal property with them.
- Employees will watch out for, **but not disturb**, unusual objects as they depart classrooms and work areas and notify the RRCC Police Department of suspicious items.
- **Do not** touch, move, or tamper with any suspicious item.
- Students, employees, and visitors will assemble at least 500 feet from the building, or at a location designated by the RRCC Police Department or other emergency responders.
- **Do not** use cell phones or portable 2-way radios within 300 feet of a building suspected of containing an explosive device.
- **Do not** re-enter the building until notified to do so by emergency personnel.
- If it is determined that a sweep for evidence/devices is necessary, employees may be asked to accompany authorized police personnel in areas where they are most qualified to identify items that do not belong.

## Bomb Threat Reporting Checklist

**Stay Calm. Be Courteous. Listen. Do Not Interrupt the Caller.**

**YOUR NAME:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CALLER'S IDENTITY:**

Male \_\_\_\_\_ Female \_\_\_\_\_ Adult \_\_\_\_\_ Juvenile \_\_\_\_\_ Approx. Age: \_\_\_\_ Years

**ORIGIN OF CALLER:**

Local \_\_\_\_\_ Long Distance \_\_\_\_\_ Telephone Booth \_\_\_\_\_ Within Building \_\_\_\_\_

**EXACT WORDS OF CALLER** (Use extra sheets if necessary): \_\_\_\_\_

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**BOMB FACTS**

**Pretend Difficulty Hearing – Keep Caller Talking**

***If Caller Seems Agreeable to Further Conversation, Ask Questions Like:***

When will it go off? Certain Hour \_\_\_\_\_ Time Remaining \_\_\_\_\_

Where is it located? Building \_\_\_\_\_ Area \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

What does it look like? \_\_\_\_ Did you place the bomb? \_\_\_\_\_

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

What is your name? \_\_\_\_\_ Where are you calling from? \_\_\_\_\_

**CALLER CHARACTERISTICS**

VOICE	SPEECH	MANNER	LANGUAGE	ACCENT	BACKGROUND NOISE
__ Loud	__ Distinct	__ Calm	__ Fair	__ Local	__ Office
__ Soft	__ Stutter	__ Angry	__ Foul	__ Not local	__ Animal
__ High Pitch	__ Slurred	__ Coherent	__ Good	__ Foreign	__ Traffic
__ Deep	__ Distorted	__ Incoherent	__ Poor	__ Race	__ Music
__ Raspy	__ Slow	__ Rational	__ Excellent	__ Regional	__ Airplanes
__ Pleasant	__ Fast	__ Irrational			__ Factory
__ Nasal	__ Lisp	__ Deliberate			__ Party
	__ Intoxicated	__ Emotional			__ Voices
Other:	Other:	Other:	Other:	Other:	Other:



## Civil Disorder

Civil disorder: “...(A)ny public disturbance involving acts of violence by assemblages of three or more persons, which causes an immediate danger of or results in damage or injury to the property or person of any other individual.” (18 U.S. § Code 232)

In the event of civil disorder or a disturbance, a violent protest, rioting, etc., RRCC Police Department personnel will isolate the area where the incident is occurring and coordinate with other law enforcement agencies assisting with the incident.

### ACTIONS TO TAKE:

Depending on the nature and extent of the disturbance, students and employees may be directed to:

- Evacuate the building;
- Relocate to another location within the building, or to another building;
- Remain inside the building until the situation is stabilized; or
- Evacuate the campus.

Employees, students, and visitors should:

- Remain calm.
- Follow directions from law enforcement personnel.
- Avoid confrontation with demonstrators and individuals involved in the disturbance.
- If confronted by a participant, stay calm and avoid escalating the situation.
- Stay away from the disturbance area.
- Stay away from windows and close blinds.
- Secure work areas and classrooms.
- If instructed to leave campus:
  - Be patient and expect traffic delays.
  - Drive with caution and watch for pedestrians, cyclists, and emergency vehicles.

## Crimes

Crimes may include, but are not limited to:

- Abduction or attempted abduction (child or adult)
- Assault or attempted assault
- Burglary, Robbery, or Theft
- Use or possession of illegal drugs or alcohol on campus
- Illegal possession or use of a weapon on campus
- Vandalism

## ACTIONS TO TAKE:

Call 911 and provide as much information as possible, including:

- Nature of the crime.
- Victim identity and description (if requested):
- Suspect description:
  - Race
  - Sex
  - Height
  - Weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)
- Suspect vehicle:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle
- Time and location of the criminal activity.

**Do not** attempt to detain the suspect. Ask any witnesses to remain until police arrive.

## Suspicious Vehicle/Person/Item

*“If you see something, say something.”*

Reporting anything that seems suspicious or out of the ordinary can help prevent crimes, terrorist attacks, and other activities that could harm RRCC students, employees, or visitors.

### ACTIONS TO TAKE:

#### Suspicious Person:

- If the suspicious person is still in the area, get a physical description and provide it to police:
  - Race
  - Sex
  - Height and weight
  - Hair color
  - Identifying marks such as tattoos or scars
  - Top clothing (jacket and/or shirt)
  - Bottom clothing (pants, shorts, shoes, etc.)
- If possible, also provide any vehicle description associated with the suspicious person.
- **Do not** attempt to detain the person.
- Ask any witnesses to remain until a police officer arrives.

#### Suspicious Vehicle:

- Provide the date, time, and location of the vehicle and the reason why it seemed suspicious.
- Provide a vehicle description:
  - Make
  - Model
  - Color
  - License plate state and number
  - Identifiable decals or markings on the vehicle

#### Suspicious Item:

- **Do not** touch any package or item that appears out of place, abandoned, or otherwise suspicious.
- Move away from the item and call 911 from a safe location.

## Earthquake

Earthquakes are not a common event in the Front Range region, but they can happen. Earthquakes occur without warning and may be violent. Studies of injuries and deaths caused by earthquakes in the U.S. over the last several decades indicate that people are much more likely to be injured by falling or flying objects than to die in a collapsed building.

### ACTIONS TO TAKE:

- If outside, stay in the open away from buildings, power lines, or anything that might fall.
- If indoors:
  - **Drop** to the floor.
  - Take **cover** under a sturdy desk or table.
    - If there is no desk or table nearby, go to an inside corner of the building and cover your head and neck with your hands and arms.
    - Avoid windows, mirrors, hanging objects, and cabinets filled with objects that could fall.
  - **Hold on** until the shaking stops.
- **Do not:**
  - Get in a doorway.
  - Run outside during the quake.

### After the earthquake:

- After the shaking has stopped, account for all students, employees, and visitors.
- Call 911 to report injuries, entrapments, or severe damage to the building.
- Stay out of damaged buildings as aftershocks may cause them to collapse.
- Provide first aid to injured people.
- Stay with your class or workgroup. Wait at a safe area (at least 150 feet away from any building) for further instructions from emergency responders.

## Elevator Emergencies and Entrapments

In the event that an elevator becomes stuck, or elevator service is interrupted by a malfunction or power outage:

- Stay calm.
- Activate the emergency alarm located on the control panel.
- Locate the emergency phone panel and follow instructions for its use. The emergency phone panel may be identified with words, a symbol similar to the one shown below, or both.
- If the emergency phone is out of order and you have a cell phone, dial 911.
- Stand away from the doors while waiting for response.
- **Do not** climb through partly opened elevator doors, especially if stopped between floors, as the elevator could move or shift unexpectedly.
- Do not attempt to force open the door.



Emergency Phone Symbol

## Fire Alarm Sounding

Fire alarms will be treated as actual emergencies until the RRCC Police Department or other emergency responders determine otherwise.

### ACTIONS TO TAKE:

- Stay calm.
- Evacuate the building at once by moving quickly, but in an orderly manner, to the nearest exit.
- Move at least 150 feet away from the building.
- **Do not** use elevators.
- **Do not** remain in inner courtyards. Move away from the building(s) as quickly as possible.
- Assist people with disabilities who may need help evacuating.
- If you encounter smoke:
  - Find another exit if possible.
  - Stay low under the smoke, and keep your mouth covered.
- **Do not** open doors that are hot to the touch.
- Stay with the group from your area during evacuation.
- Once outside, stay clear of emergency vehicles and personnel.
- **Do not go back into the building for any reason until authorized to do so by the fire department or the RRCC Police Department.**

## Fire in a Building

### If You Discover a Fire or Smell Smoke:

- Sound the alarm by activating a fire alarm pull station and evacuate the building.
  - If there is no alarm in the building, notify other occupants by knocking on doors and
    - shouting “**FIRE**” as you leave the building.
- Call 911 as soon as possible, and when it is safe to do so.
- If the fire is small and you are comfortable doing so, use a fire extinguisher to put it out.
- (See “Fire Extinguisher Operation” on the next page)
- If you encounter smoke:
  - Find another exit if possible.
  - Stay low under the smoke, and keep your nose and mouth covered.
- **Do not** open doors that are hot to the touch.
- Close doors behind you as you evacuate, but do not lock them.
- When evacuating, stay with the group from your area and move at least 150 feet away from the building.
- Account for students, employees, and visitors. Report missing persons to the RRCC Police Department or call 911.
- Once outside, stay clear of emergency vehicles and personnel.
- **Do not** go back into the building for any reason until the fire department or the RRCC Police Department declare it safe to do so.

### If You Cannot Evacuate or Are Trapped:

- Close doors between you and the fire and/or smoke.
- Seal door cracks and cover vents to keep out smoke.
- Call 911. Tell the dispatcher where you are trapped.
- Signal firefighters from a window if possible.

### If Your Clothes Catch Fire:

- **Stop** where you are.
- **Drop** to the ground and cover your face with your hands.
- **Roll** over and over to smother the flames.

## Fire Extinguisher Operation

Use a fire extinguisher to put out a fire **ONLY** if:

- The fire is no larger than a small trash can;
- There is an extinguisher nearby; AND
- You feel confident about using a fire extinguisher to put out the fire.

### How to Use an Extinguisher (Small Fires Only):

- Check the fire extinguisher to make sure it is appropriate for the type of fire. Class A-B-C extinguishers, located throughout RRCC campuses, are suitable for most fires.
- Check the pressure gauge. The needle should be in the GREEN section of the gauge.
- Remove extinguisher from its cabinet or bracket.
- Follow the acronym PASS to operate:

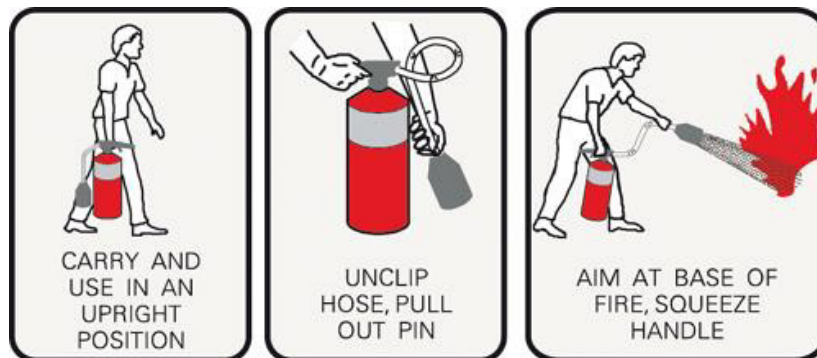
**P Pull** the safety pin, breaking the plastic tab, and discard it.

**A Aim** the nozzle at the base of the fire.

**S Squeeze** the handle to discharge the dry chemical powder.

**S Sweep** the nozzle back and forth across the base of the fire.

- Use the entire contents of the fire extinguisher. If the fire does not go out after emptying the extinguisher, evacuate immediately.
- When the fire appears to be out, back away, as it may flare up again. **Do not** turn your back to a fire.





## Flood

### Terminology:

**Flash Flood or Flood Watch:** Flash flooding or flooding is possible within the designated watch area. Be alert.

**Flash Flood or Flood Warning:** Flash flooding or flooding has been reported or is imminent. Take necessary safety precautions at once.

**Urban or Small Stream Advisory:** Flooding of small streams, streets, and low-lying areas, such as railroad underpasses and urban storm drains, is occurring.

### ACTIONS TO TAKE:

#### Leaving Campus During Flood Conditions:

- Avoid areas subject to flooding – dips in the road, low spots, washes, etc.
- Do not attempt to cross-flowing streams or flooded roadways. The roadbed may not be intact under floodwaters. Turn around and go another way. **NEVER** drive through flooded roadways.
- If the vehicle stalls, leave it immediately and seek higher ground. Rapidly rising water may engulf the vehicle and its occupants and sweep them away.
- If the water on the roadway is ankle-deep or greater, turn around and find another route, or find a safe location to wait out the storm and/or flooding.

#### Flooded Building on Campus Due to Floodwaters:

- In an emergency, call 911.
- Relocate to an upper floor and await instruction from the RRCC Police Department or other emergency responders.
- Assist those with functional impairments who may need assistance.
- If time allows, move records and equipment up off the floor onto shelves and tables to prevent damage from minor flooding.
- If the building is evacuated, do not return to the building until notified to do so by the RRCC Police Department or other emergency responders.

## **Hazardous Materials Incidents**

Hazardous materials are defined as materials or substances that pose a risk to the safety and health of the community or environment when released from their containers. Some examples of hazardous materials are:

- Chemicals and poisons
- Natural gas or propane
- Compressed gases

A hazardous material incident may occur at any time. The incident may be on campus or nearby, such as a transportation accident involving railroad, highway, or airway, or an industrial accident at a nearby business.

### **ACTIONS TO TAKE:**

Call 911 immediately to report any incident involving hazardous materials on or near any RRCC campus. Provide as much information as possible, to include:

- Location of the incident
- Material involved (if known), or identifying placards or shipping labels
- Amount of hazardous material involved
- How many people may have been affected
- Whether the area has been evacuated

Campus response procedures for a hazardous material incident will vary according to the location of the incident, the quantity and type of chemical involved, time of day, day of the week, and weather conditions.

Depending on the nature and extent of the incident, students, staff, and faculty may be directed to:

- Evacuate the building;
- Relocate to another location within the building, or to another building;
- Remain inside the building until the situation is stabilized; or
- Evacuate the campus.

In the event of evacuation, staff, faculty, and students will be directed to the safest evacuation route based on:

- Wind direction
- Chemical runoff
- Traffic congestion:
  - Time of day
  - Day of the week

When evacuating because of a hazardous materials incident:

- Remain upwind of the incident and monitor shifts in wind direction.
- Do not enter the hazardous or contaminated area for ANY reason, including rescue.
- Secure the scene if you can safely do so to keep others out of the hazardous area.
- Avoid contact with spilled hazardous materials or empty containers.
- Avoid inhalation of fumes, smoke, and/or vapors, even if no dangerous materials are known to be involved, or gases or vapors appear harmless.
- Assist those with functional impairments.

## Medical Emergencies

Call 911 from any campus phone or available cell phone in the event of a medical emergency.

- Stay calm. The dispatcher may ask you for the following information:
  - The patient's exact location
  - Nature of the illness or injury
  - Your name and phone number
  - Whether the patient is conscious or unconscious
  - Whether or not the patient is breathing
  - Do not hang up until told to do so
- Follow any instructions from the dispatcher.
- Keep the patient still, quiet, calm, and as comfortable as possible. Let them know help is on the way.
- Do NOT move the patient unless there is an imminent danger to life or safety.
- Assign someone to stay with the patient until emergency medical personnel arrive, and disperse bystanders.
- If trained and comfortable doing so, administer first aid.
  - Keep the patient warm by covering them with a blanket or coat.
  - Control serious bleeding by applying direct pressure with a clean cloth.
  - If the patient is not breathing and has no pulse, administer CPR until an Automated External Defibrillator (AED) can be applied.
- Do not attempt to transport the patient to a medical facility. Wait for emergency responders to arrive.

### Stop the Bleed® Kits

Stop the Bleed® kits are co-located with AEDs on RRCC campuses. Each kit contains the necessary items to control serious bleeding and prevent further blood loss for a victim suffering a traumatic injury.

### Automated External Defibrillator (AED)

An **automated external defibrillator** or **AED** is a device that delivers an electric shock to the heart of a person in cardiac arrest. The AED is a “smart” device and will only deliver a shock when it is needed. Anyone can use an AED since the device gives verbal instructions for each step of the process.

An AED should be used when a person collapses or becomes unconscious, is unresponsive to shaking or shouting, has no pulse, and isn't breathing.

- Send someone to call 911 and to retrieve one of the AEDs located throughout each RRCC campus.

**Note:** An alarm will sound when the AED is removed from its cabinet.

- Check the patient for respirations and pulse. If the patient is not breathing and has no pulse, begin cardiopulmonary resuscitation (CPR).
- Open the lid of the AED to activate the verbal instructions. Stay calm and follow the instructions until emergency medical personnel arrive.

## **Power Outage**

In the event of a power outage, status updates will be provided via the RRCC Emergency Notification System, RRCC social media, and/or campus public address systems. RRCC Police Department officers may also be tasked with informing building occupants depending on the situation.

### **ACTIONS TO TAKE:**

#### **During a power outage:**

- Locate a flashlight or battery-powered lantern.
- Stop work and close, cover, or otherwise contain and secure the materials you were using.
- Turn off or disconnect all unnecessary electrical equipment, including sensitive electronics without surge protectors. Surges or spikes can damage equipment.
- If the building has no backup power, and it would be dangerous to continue working, exit the building and follow the instructions outlined in the department or division Continuity of Operations Plan (COOP).
- If evacuation is necessary, move cautiously to lighted areas.
- Do not use elevators.
- Lighted signs will indicate exits.
- Seek information about the cause of the outage and expected duration.

#### **After power is restored:**

- Return only when instructed by your supervisor.
- Do not turn powered equipment back on all at once to avoid the possibility of damaging the power system in the building.

## Severe Weather

Severe weather can include high winds, thunderstorms, lightning, hail, floods, extreme heat or cold, blizzards, or other weather events that have the potential to create safety hazards or cause property damage. Staff, faculty, and students should monitor weather conditions and take appropriate precautions as necessary.

### Terminology:

**Watch:** Issued when conditions are favorable for the development of severe weather. During a watch, review weather safety guidelines and be prepared to seek shelter.

**Warning:** Issued when a hazardous weather event is occurring or is imminent and is capable of posing a threat to life and property. Seek shelter immediately.

In the event of severe weather conditions, the RRCC Police Department will announce shelter in place, evacuation, or reverse evacuation procedures over public address systems or via the emergency notification system.

### ACTIONS TO TAKE:

If sheltering in place for an imminent severe weather event such as high winds, tornado, or severe thunderstorm:

- Follow instructions from the RRCC Police Department.
- Do not leave a hardened structure.
- If outside, or in a modular, prefabricated, or temporary structure, get to the closest hardened structure immediately.
- Move away from windows and toward interior rooms. Take cover in a Designated Shelter Area if available.
- If a Designated Shelter Area is not available, seek cover in a space that:
  - Is located in the interior of a hardened structure
  - Is on the lowest level of the building
  - Does not have windows or skylights
- Avoid using landline telephones during storms with lightning.
- Remain in the building until the storm passes.

## Suspicious Packages or Letters

All employees and student employees who handle mail should be diligent in reviewing mail for anything suspicious or harmful such as explosives, chemical, or biological agents.

### Suspicious Package Indicators:

- Unexpected delivery from an unfamiliar person or from a foreign country.
- No return address, or one that cannot be verified as legitimate.
- No postmark (may indicate hand delivery).
- Marked with restrictive endorsement such as "Personal," "Confidential," or "Do Not X- ray."
- Postage irregularities including excessive postage, no postage, or unusual stamps.
- Badly typed, misspelled, or poorly written addresses and markings.
- Protruding wires or aluminum foil.
- Strange odors.
- Discoloration or oily stains.
- A city or state in the postmark that doesn't match the return address.
- The item is of unusual weight given its size; lopsided or oddly shaped; rigid; uneven; soft spots; or bulges.
- Crystals, powder, or powder-like substance leaking from package.
- Ticking or other unusual sound.
- Marked with threatening language.
- Inappropriate or unusual labeling.
- Excessive packaging material such as masking tape and string.
- Misspelling of common words.
- Addressed to someone no longer with RRCC or outdated.
- Incorrect titles or title without a name.
- Not addressed to a specific person.

### ACTIONS TO TAKE:

- **DO NOT OPEN, SHAKE, HANDLE, OR INVITE OTHERS TO EXAMINE THE ITEM.**
- Move away from the item and call 911. Do not use a radio or cell phone within 100 feet of the object.
- Leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any contaminant.
- The RRCC Police Department will assess the situation and determine subsequent



actions to be taken, to include requesting a Hazardous Materials team if necessary.

- Do not return to the area until instructed to do so by the RRCC Police Department or other emergency responders.

See the next page for an illustration of suspect letter and package indicators.

# SUSPICIOUS MAIL OR PACKAGES

**Protect yourself, your business, and your mailroom.**

**If you receive a suspicious letter or package:**

- **Stop. Don't handle.**
- **Isolate it immediately.**
- **Don't open, smell, or taste.**
- **Activate your emergency plan. Notify a supervisor.**



**If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:**

- **Isolate area immediately**
- **Call 911**
- **Wash your hands with soap and water**



To order this poster, call 1-800-332-4217.

Poster 54  
September 2005  
PSN 7405-07-000-7007

## Suspicious Mail or Package Indicators

## **Mental Health Crisis, Threats, And Threatening Behavior**

Any threat to harm oneself or others, whether made by a student or an employee, must be taken seriously. Call 911 from any campus phone or available cell phone to report a threat or threatening behavior that poses an imminent danger to students, employees, or visitors.

### **ACTIONS TO TAKE:**

#### **Critical Threat/Need**

Call 911:

- If a student, employee, or visitor is openly aggressive and you fear harm will come to you, others, or the student.
- If a student, employee, or visitor expresses an immediate desire to harm himself/herself or others.
- For medical emergencies.

#### **Urgent Need**

All comments that could be construed as suicidal ideation must be taken seriously. For an immediate threat of self-harm, call 911. Otherwise, call the RRCC Police Department at 303-914-6394 or the Student Health and Counseling Center at 303-914-6655 (Lakewood Campus) 303-914-6070 (Arvada Campus) for further guidance.

#### **Warning Signs of Violence**

Perpetrators of violence usually display warning signs ahead of their violent acts. Examples:

- Disruptive behavior in the classroom or workplace
- Notable change in academic or work performance
- Notable change in behavior or appearance
- Impairment of thoughts – verbal or written
- Overly aggressive behaviors toward others; inability to set limits or re-direct focus
- Poor decision-making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence; unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems

- Threats:
  - Direct threats (e.g. “I’m going to take this place out some day.”)
  - Veiled threats (e.g. “Sure would be a shame if something tragic happened here.”)
  - Contingent threats against oneself or others (e.g. “If I fail this class, I’m going to off myself.”)
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness
- Reoccurring themes of being wronged or of wanting vengeance
- A preoccupation with violence or weapons
- Controlling behaviors (e.g. anger when not getting own way)
- Indicators that off-campus relationship violence may spill over into the RRCC setting (e.g. references to RRCC by domestic violence perpetrators; targeting a romantic partner’s vehicle in a RRCC parking lot; leaving demeaning or a high volume of messages on a work voicemail or email account; stalking; etc.)
- Bullying behaviors
- Vandalism or destruction of the property of specific individuals or groups of individuals
- Possible practice or planning behaviors (e.g. violent scripts in written work, showing a weapon, attempting to gain access to restricted areas, gathering means for suicide or other violence)

## Tornado

Tornados can and do occur anywhere in the Front Range Region. The RRCC Police Department and Emergency Management personnel will monitor National Weather Service (NWS) reports for tornado watches and warnings. Students and employees are also encouraged to personally monitor weather conditions, NWS reports, and to sign up for weather alerts from NWS and commercial media outlets.

### ACTIONS TO TAKE:

#### Tornado Watch:

The National Weather Service issues a **tornado watch** when weather conditions are favorable for possible formation of tornadoes.

- Students, employees, and visitors should remain alert for approaching storms and monitor radio, television, and/or online news outlets for current weather information.
- Anyone located in a temporary or modular building on campus should consider moving into a permanent structure until the threat has passed.

#### Tornado Warning:

The National Weather Service issues a **tornado warning** when a tornado has been sighted in the area or is indicated by weather radar. Take shelter immediately.

- The RRCC Police Department will announce appropriate actions to take via the building public address systems or the Emergency Notification System.
- Do not leave a permanent structure. People in modular, prefabricated, or temporary structures should immediately get to the closest permanent structure.
- Move away from windows, doors, exterior walls, hallways, and open areas.
- Take cover in a Designated Shelter Area if available.
- Evacuate upper levels and lobby areas.
- Stay away from lobbies, walkways, atriums and other large glassed-in areas, and large open areas with a long roof span such as auditoriums and gymnasiums.
- If a Designated Shelter Area is not available, move to an interior room or hallway on the lowest level of the building. If possible, get under a sturdy piece of furniture.
- Provide assistance to people with functional impairments or disabilities.

- Close fire doors in hallways.
- Remain in place for at least 15 minutes until the threat has passed.

**If you are outside of the building and a tornado is approaching:**

- Get out of your vehicle. Do NOT stay in your vehicle, and NEVER try to outrun a tornado.
- Move into a permanent building if there is time to do so safely.
- If you can't make it to a building, lie flat in a nearby ditch or depression until the tornado has passed.

**After a Tornado:**

- If the building has suffered structural damage, evacuate immediately. If you cannot evacuate or are trapped, call 911.
- Follow directions of RRCC Police Department officers and emergency responders.
- Stay clear of damaged areas.
- Beware of fallen debris, exposed electrical lines, downed power lines, and gas leaks.
- Stay with your group and account for everyone.
- Administer first aid to the injured.

## **Pandemic**

Epidemic and pandemic outbreaks have the potential to cause widespread illness and even death among members of the Red Rocks Community College community. These kinds of events can also affect College operations due to absenteeism, disruption of supply chains, and related economic impacts.

Although seasonal flu epidemics strike every year, a pandemic influenza or other pandemic disease would likely result in a crippling effect on the RRCC community. Historically, pandemics have included diseases such as cholera, plague, coronavirus, and various strains of influenza.

## **DEFINITIONS**

(Source: U.S. Centers for Disease Control and Prevention)

**Cluster:** An aggregation of cases grouped in place and time that are suspected to be greater than the number expected, even though the expected number may not be known.

**Epidemic:** An increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area.

**Outbreak:** Same as epidemic, but the term is often used for a more limited geographic area.

**Pandemic:** An epidemic that has spread over several countries or continents, usually affecting a large number of people.

For further information, please refer to the College's Pandemic & Infectious Disease Preparedness Plan.

## Appendix E: Personal Emergency Preparedness

People who prepare for emergencies and disasters tend to have better overall outcomes and experience less fear and anxiety during and after the event. They also improve their ability to help others.

Red Rocks Community College encourages all students and employees to take steps to better prepare for emergencies and disasters of all types.

### General Emergency Preparation Tips

- Make sure you are signed up to receive emergency notifications related to locations in Jefferson County (college campus locations, or other areas that you frequent (home, school, etc.).
  - Go to <https://www.jeffco.us/473/Emergency-Notifications> to sign up for emergency notifications in Jefferson County.
  - Follow the instructions to create an account and to register locations.
  - Keep your account and contact information up to date.
- Keep your RRCC contact information up to date, as this will be used to send out College emergency notifications.
- Know at least two ways out of the buildings you frequent in case of fire or other need to evacuate.
- Know at least two ways out of your neighborhood, work site, and school campuses in the event of evacuation or road closures.
- Develop emergency communication plans so your family can stay in touch during an emergency,
- Practice home escape plans, evacuation procedures, and emergency communications plans with your family.
- Create emergency kits for home, work, and vehicles.
- Stay aware of weather and current news events.

### Emergency Kits

In an emergency, individuals may find themselves stranded or without basic services. Creating and maintaining emergency kits helps people stay self-sufficient until help arrives, or the emergency is over. Kits should be customized to fit individual needs. Detailed information about creating and maintaining emergency kits can be found at [www.ready.gov](http://www.ready.gov).

### Recommended Basic Supplies:



- Water: One gallon of water per person per day for at least three days, for drinking and sanitation
- Food: At least a three-day supply of non-perishable food
- Portable battery-powered or hand crank radio and a NOAA Weather Radio with tone alert, along with extra batteries, chargers, or portable power banks
- Flashlight and extra batteries
- First aid kit and manual
- Matches in a waterproof container
- Whistle to signal for help
- Dust mask to help filter contaminated air
- Plastic sheeting and duct tape to shelter in place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Local maps
- Cell phone with chargers, solar or hand-crank charger, and/or battery pack
- Extra clothing suitable for the climate/season

#### **First Aid Kit:**

- Two pairs of Latex or other sterile gloves if you are allergic to Latex
- Sterile dressings to stop bleeding
- Cleansing agent/soap and antibiotic towelettes
- Antibiotic ointment
- Burn ointment
- Adhesive bandages in a variety of sizes
- Eye wash solution to flush the eyes or as general decontaminant
- Thermometer
- Daily prescription medications such as insulin, heart medicine and asthma inhalers. Periodically rotate medicines to account for expiration dates.
- Prescribed medical supplies such as glucose and blood pressure monitoring equipment and supplies
- Aspirin or non-aspirin pain reliever
- Anti-diarrhea medication
- Antacid
- Laxative
- Scissors
- Tweezers
- Tube of petroleum jelly or other lubricant

## **Additional Items to Consider:**

- Masks (for everyone ages 2 and older), soap, hand sanitizer, and disinfecting wipes
- Prescription eyeglasses, contact lens solution and case
- Non-prescription medications such as pain relievers, anti-diarrhea medication, antacids or laxatives
- Infant formula and diapers
- Pet food and extra water for pets
- Cash and change
- Important family documents such as copies of insurance policies, identification, and bank account records saved electronically or in a waterproof, portable container
- Sleeping bag or warm blanket for each person. Consider additional bedding for cold- weather climates.
- Complete change of clothing including a long-sleeved shirt, long pants, and sturdy shoes. Consider additional clothing for cold-weather climates.
- Fire extinguisher
- Feminine supplies and personal hygiene items
- Mess kits, paper cups, plates, paper towels, and plastic utensils
- Paper and pencil
- Books, games, puzzles or other activities for children