

Course Syllabus



GEOL 10 Environmental Geology



Course Information

Semester & Year: Spring 2024

Course ID & Section #: GEOL-10-V5959

Instructor's name: Emily Wright

Day/Time of required meetings: None

Location: Online

Number of proctored exams: None

Course units: 3



Instructor Contact Information

Office location: HU125A

Office hours: In-person Thursdays 1:10pm to 2:10pm in HU125 or online by appointment (see [Office Hours Information \(https://redwoods.instructure.com/courses/17707/pages/office-hours-information\)](https://redwoods.instructure.com/courses/17707/pages/office-hours-information).)

Email address: Emily-Wright@redwoods.edu (<mailto:Emily-Wright@redwoods.edu>)

Preferred Contact method: Canvas message



Catalog Description

An introductory study of earth systems, earth materials and how earth processes impact human activities and how human activities influence the geological environment. Students will investigate geologic hazards, including landsliding, earthquakes, and volcanic activity, and make decisions

concerning mitigating action. Students will also learn about water, mineral, and energy resources within the context of earth systems and consider issues of sustainability.



Course Student Learning Outcomes

1. Describe how the scientific method is used to understand natural phenomena.
2. Assess the geologic principles, consequences, and corrective/adaptive options related to specific earth hazards, such as earthquakes, floods, and landslides.
3. Describe the origin of geologic resources (such as groundwater, fossil fuels, and minerals) and the consequences of resource management choices.



Prerequisites / Co-requisites / Recommended Preparation


None.



Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-)  (<https://www.redwoods.edu/dsps/DSPS-Home/LIGHT->

Center), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants and service animals, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact **Disability Services and Programs for Students (DSPS)** [\(https://www.redwoods.edu/dsps/\)](https://www.redwoods.edu/dsps/). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu. (<mailto:dsps@redwoods.edu>)

Eureka: 707-476-4280, Student Services Building, first floor

Del Norte: 707-465-2324, Main Building, near the library

Klamath-Trinity: 707-476-4280



Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- **CR-Online** (<https://www.redwoods.edu/online>) (Comprehensive information for online students)
- **Library Articles & Databases** (<https://redwoods.libguides.com/az.php>)
- **Canvas help and tutorials** (<https://webapps.redwoods.edu/tutorial/>)
- **Online Student Handbook**
(<https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>)
- **Online Tutoring Resources**
[Links to an external site.](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmb%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683e)
(<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmb%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683e>)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.


Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821



Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit [TimelyCARE](https://www.timelycare.com/redwoods)  [. \(https://www.timelycare.com/redwoods\)](https://www.timelycare.com/redwoods).

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.


Contact info

Text: 707-496-2856


Email: shawnabmft@gmail.com (<mailto:shawnabmft@gmail.com>)

Fax: 707-237-2318 (voicemail can be left via fax)



Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](https://cvc.edu/wellness/)  [. \(https://cvc.edu/wellness/\)](https://cvc.edu/wellness/).

Counseling

[Counseling & Advising](https://www.redwoods.edu/counseling/)  [. \(https://www.redwoods.edu/counseling/\)](https://www.redwoods.edu/counseling/) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](https://www.redwoods.edu/student-services/Home/Basic-Needs)  [. \(https://www.redwoods.edu/student-services/Home/Basic-Needs\)](https://www.redwoods.edu/student-services/Home/Basic-Needs) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also [submit a request for services and information](https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7)  [. \(https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7\)](https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7) online.

Contact info

Phone: 707-476-4153


Email: the-grove@redwoods.edu

Learning Resource Center ▲

Learning Resource Center includes the following resources for students:

- **Library Services** (<https://www.redwoods.edu/library>) to promote information literacy and provide organized information resources.
- **Multicultural & Diversity Center** (<https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center>)
- **Academic Support Center** (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fasc%2F&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795>) – offers tutoring and test proctoring for CR students.
- **Student Tech Help** (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fsts&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795>) – provides students with assistance around a variety of tech problems.

Extended Opportunity Programs & Services (EOPS) ▲

Extended Opportunity Programs & Services (EOPS)  (<https://www.redwoods.edu/student-services/Home/EOPS>) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!


TRiO Student Success Program ▲

The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in **Eureka** (<https://www.redwoods.edu/trio/eureka>) or in **Del Norte** (<https://www.redwoods.edu/delnorte/TRiO>).

Veterans Resource Center ▲

The [Veteran's Resource Center \(https://www.redwoods.edu/student-services/Home/Vets\)](https://www.redwoods.edu/student-services/Home/Vets) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

[CalWORKs](https://www.redwoods.edu/calworks)  (<https://www.redwoods.edu/calworks>) – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!



Evaluation & Grading Policy

This course does **not** use a traditional points and percentage scheme. The final grade is determined by a the final grade rubric (see below). The nine rows of the rubric represent each of the letter grades in the CR grade scheme (A, A-, B+, etc.). The columns represent two categories of grade requirements. To achieve a specific letter grade, a student must meet **both** of the requirements listed along the row for that grade. In other words, there is no averaging between categories.

Grade	Modules Completed (includes 100% score on End of Module quiz)	Learning Reflections ("meets expectations" evaluation)
A	6 modules completed	4 learning reflections
A-	6 modules completed	3 learning reflections
B+	5 modules completed	3 learning reflections
B	5 modules completed	2 learning reflections
B-	5 modules completed	1 learning reflection

Grade	Modules Completed (includes 100% score on End of Module quiz)	Learning Reflections ("meets expectations" evaluation)
C+	4 modules completed	1 learning reflection
C	3 modules completed	1 learning reflection
D	3 modules completed	No requirement
F	Less than 3 modules completed	No requirement

Modules Completed

There are 7 total modules in this course and you must complete at least 6 for an A. In other words, you may skip one module of your choice. To earn a C in the class (C is the minimum for *most* degree requirements, such as General Education breadth requirements for CSU and UC transfer), you only need to complete 3 modules, which is less than half the total number available.

Keep this in mind if you start to feel overwhelmed and are considering dropping or withdrawing from the class. To complete a module, you must complete all of the items in that module. In the modules view in Canvas, you can see what is required to "complete" each item. You'll be required to view each page, contribute to each discussion, and mark each lesson as done, before you can move on to the next item in the module. **Note that you must complete items in order, so it is advisable to use the "Modules" view to navigate this class, rather than the calendar or to-do list, as these may not present the items in order.**

The most challenging item to complete in each Module will be the End of Module Quiz. **To complete the module, you need to score 100% on the End of Module Quiz.** While you do have theoretically unlimited attempts on these quizzes, there are restrictions. You must wait a least 2 hours between attempts and after your third attempt, you must demonstrate additional study and/or review in order to unlock further attempts. Making mistakes is how you learn, but only if you take the time to reflect and learn from those mistakes. **I anticipate that most students will need multiple attempts on several of the End of Module Quizzes.**

Learning Reflections

Each module also has a Learning Reflection. These are set up in Canvas as a "quizzes", but they're really open-ended writing assignments. Essentially you explain to me something that you learned in the module without consulting your notes or other materials. The Learning Reflection isn't required to complete the module, but you do need to complete some Learning Reflections to earn a grade. For example, to earn an A, you could complete four modules with the learning reflection, and two modules where you either skip the learning reflection, or where your submitted learning reflection doesn't meet expectations (together that's a total of six modules). To

"complete" a learning reflection (for grading purposes) your submission must meet instructor expectations. If your submission does not initially meet expectations, you will have as a chance to revise and re-submit based on instructor feedback. You can re-submit as many times as you need.



Late Work Policy

The structure of due dates in this class are intended for a student who wishes to complete all seven modules. The purpose is to provide some structure to the course, but these due dates are not enforced through any sort of late work policy. All work will be accepted at any point in the semester, with just one notable exception. It is your responsibility to stay on top of your work to ensure that you complete the required number of modules and learning reflections for your desired grade. Additionally, long periods of non-participation may have consequences for your enrollment (see policy below).

One alternative time management strategy for a flexible class like this one is to set aside a given amount of time and work through as much of the modules as you can in that time. For example, you might set aside 3 hours, 3 times a week (9 hours is the advertised time commitment for a 3 credit class, but note that many students will be able to pass the class with a much lower time commitment).

First Learning Reflection attempt deadline

This deadline is typically four weeks before the end of the semester (see the schedule below). You must complete your first attempt at a learning reflection before this deadline. The purpose of this deadline is to ensure that there is adequate time for the necessary feedback cycle. In other words, I don't want you to submit all four learning reflections for the first time on the very last day of the semester, expecting to get an A, then discover that none of them meet expectations and that you'll be getting a D instead.

The first LR attempt deadline is non-negotiable except in extreme circumstances (such as those that might result in an "incomplete" grade. This non-negotiable deadline occurs well after the recommended due date for your first learning reflection. Most students will have completed the work for this deadline within the first few weeks of the semester.



Participation and Attendance Policy

Your participation will be tracked through your submissions of lessons, discussions, quizzes, etc. (page views alone do not count, you must submit something). School policy allows me to initiate a withdrawal for a student who has “excessive absences” prior to the last day for faculty-initiated W deadline (see the Dates list below). For this online course “excessive absences” is defined as missing one week or more with no submissions and no communication with the instructor. I will typically reach out to you prior to dropping you from the course (unless you very clearly are no longer participating in the class). It is your responsibility to participate in this course on a regular basis. If you intend to withdraw from the class, it is also your responsibility to do so through Web Advisor before the deadline. Do not assume that I will initiate the drop.



Spring 2024 Dates




Date	To Remember
January 12	Last day to register for classes
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 25	Last day to participate to avoid instructor drop (policy for this class only)
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 14	First LR attempt deadline (policy for this class only)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Important dates



Academic Integrity

College Policy

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)  <https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies>) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#)  <https://www.redwoods.edu/catalog> and on the [College of the Redwoods website](#)  <https://www.redwoods.edu/>.

Instructor Policy

I consider academic dishonesty to include:

- cheating on End of Module Quizzes (as defined in the Academic Honor Review assignment)
- using resources on Learning Reflections, which are not permitted, including copying or plagiarizing
- aiding any other student in these activities
- answering untruthfully when asked about your knowledge of cheating among your peers

There is a high degree of flexibility in assessments in this class (Quizzes are un-proctored with no time limit). This degree of flexibility only works in an environment where students value academic honesty and integrity, both for themselves and for their peers.

In (rare) cases of suspected dishonesty, I believe in education before punishment. This would likely begin with a conversation clarifying what is cheating, and attempting to understand the motivations. I would hope to convince the student that seeking feedback and re-attempting the assessment are better strategies for success. I would only employ the full extent of the college policy described above in such cases where the dishonesty was severe, intentional and

repeated. In most cases, I would simply not count the dishonest work towards the final grade, but still allow honestly completed re-attempts.






AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. **For this class, AI is generally not allowed on assessments (quizzes and learning reflections)**, as these are an opportunity for you to showcase your ability to explain scientific concepts in **your own words** or to demonstrate your ability to problem solve (not demonstrate the AI's ability - I've tested ChatGPT and I already know it's science problem solving skills are rather lacking). If you think that there is an appropriate use of AI in this class, I'm open to considering your ideas, as long as you and I are having an honest conversation about how you're using the AI.



Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#) ) (<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies>) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#)  (<https://www.redwoods.edu/catalog>) and on the [College of the Redwoods website](#)  (<https://www.redwoods.edu/>).




Respectful Engagement in this Online Course




College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. There may be times in this class where you may wish to express disagreement with another student's opinion. You might also be asked to provide constructive criticism or correct another student's misconception. A learning environment is one in which everyone feels comfortable expressing criticism or disagreement. To achieve this, we must each strive to criticize without insulting, and equally, to receive criticism without becoming insulted. It is important to engage in discussion in a manner that is respectful and inclusive. We all are responsible for ensuring that disagreement remains respectful by not letting challenges to ideas become attacks on personal identity.



Diversity, Equity and Inclusion

College Policy

CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: [Unlawful Discrimination Complaint Form](#) 

(https://www.redwoods.edu/Portals/0/_Students/unlawful-discrimination-form-2020.03.24.pdf); [Non-Academic Complaint](#)  (<https://www.redwoods.edu/Students/Student-Complaint-Process#NAC>); [Title IX](#)  (<https://www.redwoods.edu/student-services/Home/Title-IX>); [Grade Change](#)  (<https://www.redwoods.edu/Students/Student-Complaint-Process#GCC>)

Instructor Statement of Commitment

I am committed to the continual critical evaluation of my instructional practices for their capacity to perpetuate the inequities that exist in our society. I endeavor to implement practices, such as alternative grading, which encourage learning and success for all students regardless of prior educational background. I strive to create an environment where every student feels welcome, and any student can feel encouraged to continue in geoscience beyond this introductory class.



Canvas

Canvas Information

Log into Canvas at [My CR Portal](http://www.redwoods.edu/sso)  (<http://www.redwoods.edu/sso>)

For help logging in to Canvas, visit [My CR Portal](http://www.redwoods.edu/sso).  (<http://www.redwoods.edu/sso>)


For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu (<mailto:its@redwoods.edu>) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://redwoods.instructure.com/courses/6781)
(<https://redwoods.instructure.com/courses/6781>)

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas.


Contact [Admissions & Records](https://www.redwoods.edu/admissions/Forms)  (<https://www.redwoods.edu/admissions/Forms>) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information](#)

[Update form](#) 


(<https://www.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information%20Update>)



Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](https://webadvisor.redwoods.edu) 

(<https://webadvisor.redwoods.edu>) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu (<mailto:security@redwoods.edu>) if you have any questions. For more information see the [Redwoods Public Safety Page](https://www.redwoods.edu/publicsafety)  (<https://www.redwoods.edu/publicsafety>).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building

- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.




Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#)

(https://www.redwoods.edu/Portals/70/pdfs/DN%20CampusSafetyMap_010819-2.pdf) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](https://www.redwoods.edu/publicsafety) (<https://www.redwoods.edu/publicsafety>).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#)

(https://internal.redwoods.edu/Portals/180/Maps%20and%20Phone%20Lists/EurekaMaps_EmergencyVer=2020-02-18-112433-920×tamp=1628553718609) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department Public Safety](https://www.redwoods.edu/publicsafety)  (<https://www.redwoods.edu/publicsafety>) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the

Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).

6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and / or has been deemed safe by the person in command.

Klamath-Trinity Campus Emergency Procedures ▲

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command. Student Support

Services (required for online classes)