

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
DISTRICT SAFETY & SECURITY SUB-COMMITTEE (DSSC)
MEETING MINUTES
Friday, November 7, 2025**

ATTENDEES:	ATTENDEES:	ABSENT:
Taube, Rhonda	DeAnda, Julie	Brandi Avila
Caringella, Graciela		Wurtz, Kevin
Gonzalez, Evelyn		Covarrubias, Araceli
Esqueda, Monica		MVC Student Body President
Tu, Beiwei		NC Student Body President
Moore, Frankie		RCC Student Body President
Hicks, Marie		Arguelles, Rudy
Heim, Stefanie		Bolanos, Victor
Mark DiMaggio		Collins, Michael
Kazsuk, Tracy		Askar, Majd
Ferrer, Greg		DiMemmo, Kristie

Approval of October 12, 2025, meeting minutes

- Motion to approve October minutes made by Hicks and seconded by Rhonda Taube; approved unanimously.

Feedback and follow-up from DSSC Members for agenda items discussed during the previous meeting

- Rhonda Taube reported no concerns from faculty, and some suggestions for strategic placement of emergency phones.
- Marie Hicks reported academic Senate feedback. There were concerns about students without cell phones or having a bad cell phone signal.
- Frankie Moore clarified that the district will not provide phones but will promote the California Lifeline program for low-income students.
- Julie DeAnda emphasized keeping functional blue phones for student comfort; noted past cell tower issues and dead zones.
- Chief DiMaggio confirmed blue phones also rely on cell towers; inactive phones can still dial 911.

RCCD Police Department Update

- **Community Engagement:** The department successfully participated in Halloween events across all campuses, engaging with the community and distributing candy to children.
- **Staffing Status:** The department continues to face significant staffing shortages. Key vacancies include:

- Police Officers: Down 3 positions (with 1 candidate currently in the background check phase). The department recently lost Officer Martin Herrera to the West Covina Police Department.
- Community Service Assistants (CSAs): Down 8 positions (with 3 candidates in background).
- Records Clerk: The position has been re-advertised after the initial pool of candidates did not yield a suitable hire.
- **Recruitment Challenges:** The department faces intense competition from other law enforcement agencies, including the University of California (UC), the California State University (CSU), and municipal departments, many of which offer substantial signing incentives. Furthermore, a high number of candidates are disqualified during the rigorous state-mandated background investigation process.
- **Commendation:** Despite being short-staffed, the department received positive feedback from faculty member J. Marie Hicks, who commended the officers for their prompt and effective response times during two separate incidents she recently reported: a medical emergency at Moreno Valley and an incident involving an individual inappropriately approaching a student at Norco.

Framework for Responding to Student Disruption

The committee reviewed a draft framework for responding to student disruptions in the classroom. This strategic initiative aims to provide faculty and staff with clear, consistent, and supportive guidance for managing challenging situations. The framework's goal is to de-escalate potential conflicts and foster a safer, more effective learning environment for all students and employees.

Beiwei Tu presented an overview of the proposed framework, which is built on a tiered-response model and a network of institutional support. Its core components include:

- **Guiding Principles:**
 - Prevention first
 - Safety as the top priority
 - Proportional response to the behavior
 - Reliance on support networks
- **Tiered Response System:**
 - **Minor Disruptions:** Handled through informal intervention and established classroom management techniques.
 - **Major Disruptions:** Escalate to formal warnings and may involve temporary removal from the classroom, requiring an incident report and a follow-up meeting before the student can return.
 - **Emergencies/Threats to Safety:** Require immediate involvement from the campus Police Department.
- **Support & Process:** The framework integrates the critical roles of the college CARE teams and the formal student discipline process, and it incorporates timelines for response to ensure faculty are kept informed.

- **Special Considerations:** The document also addresses unique contexts, including online classes, students with disabilities, mental health issues, and cultural and linguistic considerations.

The presentation was followed by extensive feedback from committee members, reflecting strong support for the initiative and providing valuable operational context.

- **Faculty Perspective (J. Marie Hicks & Rhonda Taube):** Both faculty representatives expressed strong support for the document, praising its clarity and practical utility. Ms. Hicks cited a past personal experience with a student exhibiting severe behaviors, including self-harm and stalking. She noted that this framework would have provided the straightforward procedure she needed at the time. Ms. Taube, speaking on behalf of the Faculty Association, called the framework excellent and offered the association's full support in making it a formal process. She made several key suggestions: formally involving deans even in minor issues to ensure proper documentation, establishing regular Flex training on this topic, and received approval to share the draft document with her executive board.
- **CARE Team Context (Frankie Moore & Greg Ferrer):** Members of the college CARE teams provided operational insights. Ms. Moore highlighted a communication gap that faculty experience after filing a report through the Maxient system, where they receive an initial confirmation but often lack follow-up on the status or outcome. Mr. Ferrer explained the institutional shift from the previously punitive-sounding "BIRT" (Behavioral Intervention Resource Team) model to the more supportive CARE/SAFE model. He noted this rebranding was critical because faculty had been hesitant to file reports when they feared it would only get a student "in trouble." By shifting the focus to support, reports at Norco College increased dramatically from 18 to 112 in one year. He also shared that the teams are standardizing their approach by using the NBITA risk assessment model and are working with the district to acquire membership that would provide all teams with the same foundational resource.
- **Institutional and Police Support (Chief DiMaggio & Julie DeAnda):** Chief DiMaggio confirmed that there was a plan for a roadshow. Ms. DeAnda stated this framework will be a "game changer" for faculty at Moreno Valley. She also provided context that some disruptive behaviors on campus have been linked to formerly incarcerated students enrolling at the college as part of early release programs, underscoring the need for clear support protocols.

The comprehensive discussion on managing behavioral emergencies transitioned logically to planning for physical and systemic emergencies.

The Great California Shake Out Debrief

Monica Esqueda from Risk Management reported on the district's participation in the annual statewide earthquake drill. The debrief indicated successful execution across the district.

- **Moreno Valley College** conducted a full evacuation drill and was noted for implementing significant improvements to their evacuation maps and meeting point signage to enhance ADA accessibility, based on feedback from previous drills.
- **Norco College** also completed a successful earthquake and evacuation drill.
- **Riverside City College (RCC) and the Center for Administrative and Technical Operations (CATO)** saw strong, albeit voluntary, participation. The drills proceeded smoothly, with safety officers and building captains effectively communicating the "all-clear" signals.

J. Marie Hicks raised a specific issue from Moreno Valley College, noting a discrepancy in Room Humanities 222, where the classroom evacuation map indicated "Area A" but the physical signage at the location was marked "Area H." She was instructed to email the details to Monica Esqueda for follow-up.

Educational System Outage and Response Framework

Beiwei Tu introduced a discussion on the need for a formal emergency response framework for critical educational system outages. The impetus was a significant **Canvas outage on October 20th**, caused by a failure at an Amazon Web Services (AWS) data center. The outage had a major impact, as it occurred on the first day of Late Start classes. Faculty needing to access student rosters were unable to use Canvas. They found that accessing them via WebAdvisor was blocked for anyone who had not completed a specific FERPA training module. This created a significant operational hurdle and highlighted a lack of a clear, high-level communication and response plan.

The committee discussed the need for a more robust framework. Rhonda Taube suggested the formation of a dedicated task force to study the issue and develop proposals. The discussion also centered on the need to make FERPA training more universally accessible and potentially mandatory for all faculty, including part-time instructors, as raised by Greg Ferrer and J. Marie Hicks.

Training Completion Status

Ms. Esqueda reported that the District Office currently has the highest completion rate, followed by RCC. She emphasized that the full suite of required safety training courses takes a total of only 1 hour and 15 minutes to complete and is approved for FlexCredit.

Adjournment

The meeting was adjourned at 11:01 am. The next meeting is scheduled for December 5, 2025.