

Reed College  
Community Safety

Field Training and Evaluation Program Manual



CSOT \_\_\_\_\_  
Hire Date \_\_\_\_\_

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**Reed College Community Safety  
Field Training and Evaluation Program  
Overview**

The Reed College Community Safety Field Training and Evaluation Program (FTEP) is designed to train a Community Safety Officer Trainee (CSOT) to become an independently functioning Community Safety Officer (CSO) in approximately four weeks. With day-by-day and week-by-week instruction, observation, and practice the CSOT will learn the duties and responsibilities of a CSO, which will be evaluated through one-on-one training from a Field Training Officer (FTO), weekly written tests, and weekly scenarios.

Daily progress by the CSOT will be documented by the FTO in a Daily Observation Report (DOR). The DOR will provide written feedback to the CSOT in areas of accomplishment and growth, as well as areas that need further improvement.

The first stage of training will consist of administrative and office training. The CSOT will independently complete required online certifications, licensing, and read all Department Directives prior to entering the field with an FTO. The FTEP Office Training Sign-Off List will guide the CSOT through the required trainings and is located on page 5 of this manual.

Upon completion of office training a CSOT will then start their second stage of training in the field, which will consist of working and training on all shifts (day, swing, and grave) for a week each. At the completion of each week, the CSOT will be given a mock scenario to evaluate their progress and to demonstrate their knowledge and understanding of the curriculum covered that week. Each scenario will be reviewed using the CSO Scenario Evaluation Sheet, which can be reviewed on page 22 of this manual.

The first week of training will cover administrative issues and basic patrol functions. Areas covered will include department expectations and procedures. Emphasis will be placed on learning basic patrol procedures, campus geography, building familiarity and understanding the Reed environment and philosophy, including the Honor Principle. In addition to the subjects that the CSOT is responsible to learn during this week, the CSOT is also expected to be observing how the FTO responds to calls for service.

The second week of training will build on what was learned the first week and expand into calls for service. The CSOT will begin to be the primary officer to respond to call for service, with assistance from the FTO. At the beginning of the week, the CSOT will start with routine calls for service, such as unlocks. By the end of the week, the CSOT should be handling, with the FTO's assistance, more complex calls for service.

In the third week of training, the CSOT will begin to focus on enforcement activities, investigations and properly documenting these incidents in ARMS reports. The CSOT will be expected to know the policies on AOD, smoking, disruptive behavior, parking and other violations. The CSOT will be expected to proactively be looking for violations and

taking appropriate action. Included in this week is the expectation that the CSOT is conducting investigations, including interviews, photography, proper evidence procedure, and documentation in reports. This will be accomplished with direct supervision from the FTO.

In the fourth week of training, the CSOT will still be operating with the FTO, but on an increasingly independent basis. The FTO will allow the CSOT to take the lead on most, if not all situations, and only step in if the FTO observes something that could be dangerous, a liability, or could cause further problems.

Throughout the four weeks of training, the FTOs, in addition to the training focus for each week, will also be training and observing the CSOT to ensure that appropriate communication skills both verbal and written, are used. At every level of training, the CSOT will be trained and observed in the areas of decision-making and critical thinking. Including prioritization and the ability to handle stressful situations. FTOs will stress upon the CSOT the importance of being professional and a representative of Community Safety and of Reed College. FTOs will also teach the CSOT about the Reed culture, including the Honor Principle, and the importance of interaction and communication with the students.

Throughout training FTOs and the CSOT will sign off on the Completed Training Sign-Off List upon demonstration or discussion of each topic. The topic shall only be signed off once the CSOT feels they have received adequate training on the topic and feel comfortable performing the task independently in the field. The Completed Training Sign-Off List is located on page 20 of this manual.

**Reed College Community Safety  
Field Training and Evaluation Program  
Office Training Sign-Off List**

CSOT \_\_\_\_\_

The following trainings should be completed independently prior to field training. As you complete the trainings, print out all certificates (or end screens) and file them in your FTEP binder. It is also recommended you save personal copies. Please fill out the date of completion next to the completed line as training is completed. This form will be turned in at the end of your FTEP along with your entire Field Training Manual.

- FEMA: <http://training.fema.gov/is/crslist.asp?page=all>
  - IS-100.HE \_\_\_\_\_ Initial \_\_\_\_\_ Date
  - IS-700.a \_\_\_\_\_ Initial \_\_\_\_\_ Date
- EDU: Stop Harassment & Discrimination  
(provided via email by HR) \_\_\_\_\_ Initial \_\_\_\_\_ Date
- DPSST: \_\_\_\_\_ Initial \_\_\_\_\_ Date
- First Aid/CPR: \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Read and sign off all Department Directives \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Directive Test One \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Directive Test Two \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Almanac Compendium Test \_\_\_\_\_ Initial \_\_\_\_\_ Date
- NIK Training \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Reactor Training \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Blood Bourne Pathogens (BBP) \_\_\_\_\_ Initial \_\_\_\_\_ Date
- HazCom \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Sexual Assault Training Manual \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Naloxone Training Video/ Demonstration \_\_\_\_\_ Initial \_\_\_\_\_ Date  
<https://www.youtube.com/watch?v=FZpgjRBby M>
- Radiation Safety: \_\_\_\_\_ Initial \_\_\_\_\_ Date  
[https://www.reed.edu/ehs/radiation\\_safety/ancillary\\_radiation\\_safety.html](https://www.reed.edu/ehs/radiation_safety/ancillary_radiation_safety.html)  
Test Location: [https://www.reed.edu/ehs/radiation\\_safety/test/](https://www.reed.edu/ehs/radiation_safety/test/)
- Honor Principle: [http://www.reed.edu/honor\\_principle/](http://www.reed.edu/honor_principle/)  
\_\_\_\_\_ Initial \_\_\_\_\_ Date

**Community Safety Officer Trainee**

By signing below, I certify that I have completed the trainings and tasks I have initialed and dated above.

Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Reed College Community Safety  
Field Training and Evaluation Program  
Sexual Assault Training Manual**

CSOT \_\_\_\_\_

As Community Safety Officers we need to be prepared to handle any number of situations, including sexual assaults. The most important thing we can do to be prepared for such an incident is to be informed of the resource available to survivors both at the college, and externally. This guide will walk you through Reed's resources and information regarding sexual assault that you should know as a Community Safety Officer (CSO).

*Please initial and date each section where indicated as you complete the readings necessary. When completed, you will turn this into the FTEP Manager with your FTEP Binder.*

**Discriminatory Harassment and Sexual Misconduct Policy (DHSM)**

[http://www.reed.edu/academic/gbook/comm\\_pol/dhsm\\_policy.html](http://www.reed.edu/academic/gbook/comm_pol/dhsm_policy.html)

The Discriminatory Harassment and Sexual Misconduct Policy (DHSM) is the guiding policy for Reed and, as the policy states, "applies to faculty, staff, students, and agents of the College while in their representative role. It also applies to visitors, contractors and subcontractors, as well as to any other person who participates in or benefits from Reed College programs and activities, whether on or off campus".

As a CSO you are expected to have read and understand the policy. Once you have done so, please initial and date below.

\_\_\_\_\_ Initial \_\_\_\_\_ Date

**Sexual Assault and Response at Reed College**

[http://www.reed.edu/sexual\\_assault/index.html](http://www.reed.edu/sexual_assault/index.html)

The link above will take you to the home page on Reed.edu for Sexual Assault. Read our introductory statement and then follow the links on the left margin of the page to continue the training. You will need to read the following sections:

- Survivors** \_\_\_\_\_ Initial \_\_\_\_\_ Date
  - **Options for Survivors** \_\_\_\_\_ Initial \_\_\_\_\_ Date
  - **Campus Support** \_\_\_\_\_ Initial \_\_\_\_\_ Date
  - **Emotional Wellbeing** \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Friend of a survivor** \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Information for the accused** \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Reporting** \_\_\_\_\_ Initial \_\_\_\_\_ Date

- **Filing a complaint** \_\_\_\_\_ Initial \_\_\_\_\_ Date
- **Making an obligated report** \_\_\_\_\_ Initial \_\_\_\_\_ Date
- **SAPR Advocates** \_\_\_\_\_ Initial \_\_\_\_\_ Date

**Title IX**

<http://www.reed.edu/title-ix/>

Title IX of the Education Amendments of 1972 protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Because many reports that go through Community Safety, including sexual assaults, fall under the Title IX Amendment, CSO should have an understanding of Title IX.

As a CSO you are expected to have read and understand the information outlined under the Title IX resource page. Once you have done so, please initial and date below.

\_\_\_\_\_ Initial \_\_\_\_\_ Date

**Sexual Misconduct Board (SMB)**

[http://www.reed.edu/honor\\_principle/j\\_board/hearing\\_boards.html](http://www.reed.edu/honor_principle/j_board/hearing_boards.html)

The Sexual Misconduct Board, or SMB, is a sub board of the Judicial Board that hears all cases brought by any current or former members of the Reed Community against any individual who has allegedly committed an act of sexual misconduct while a member of the student body. Although the SMB Board section is minimal, review of the J-Board in further training will provide further information and understanding of the Honor and Judicial Processes at Reed.

As a CSO you are expected to have read and understand the information outlined under the SMB, as students might request information on the process. Once you have done so, please initial and date below.

\_\_\_\_\_ Initial \_\_\_\_\_ Date

**Reed College Sexual Assault PowerPoints**

*[Found under: Homeserver/ Departments/ Community Safety/ Sexual Assault Documents/ Sexual Assault Presentations](#)*

The Director of Community Safety has put together 3 PowerPoints that discuss the dynamics of sexual assault at Reed, Investigations, and Threat Assessments. These PowerPoints discuss issues and data for our country as well as specific to Reed.

As a CSO you are expected to have read and understood the information provided in these PowerPoints. Once you have done so, please initial and date the completion of each PowerPoint.

- Sexual Assault Dynamics at Reed**                    \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Sexual Assault Investigations at Reed**                    \_\_\_\_\_ Initial \_\_\_\_\_ Date
- Sexual Assault Threat Assessment**                    \_\_\_\_\_ Initial \_\_\_\_\_ Date

*Upon completion of the above trainings, by signing below you verify you have read and completed the above training(s) in full.*

CSO Signature \_\_\_\_\_

\_\_\_\_\_  
Managers Review Signature



**Reed College Community Safety  
Field Training and Evaluation Program  
Week One Overview**

During the first week of field training, the CSOT will be introduced to Reed. This will include the Honor Principle, co-workers, and other staff members. The CSOT needs to be made familiar with the Community Safety office, including the locations of offices, the locker room and officers' workspace. The CSOT will be introduced to the Reed computer systems and the ARMS systems. The CSOT will be shown how to complete the timesheet and the overtime tracking sheet. The FTO will ensure that the CSOT contacts the department DPSST training officer to complete all of the necessary paperwork for the DPSST Unarmed Private Security Officer licensing requirements.

The FTO will instruct the CSOT in the proper procedure for beginning and ending a shift. This includes keys and radio checkout, reviewing the EMS and unlock/lockup schedule and checking the shift summary from the previous shift. The CSOT will learn how to plan their activities for the shift based on the EMS, unlock/lockup schedule and current patrol priorities. The CSOT will be instructed in the proper use of department radios.

On the first day, the CSOT needs to be introduced to campus geography. This includes the campus boundaries, roadways, lots and buildings, including off-campus properties such as faculty houses. During the first week, the CSOT needs to learn all of the building names, locations and uses. The CSOT will also need to learn which keys unlock each building or areas of buildings. Also included in building introductions will be the locations of the fire alarm panels as well as the arming and disarming of security alarms.

The FTO will instruct the CSOT in proper procedure for checking the reactor. The CSOT will need to go through the reactor certification process with the reactor staff.

The FTO will instruct the CSOT in proper foot patrol procedures. This includes the proper way to conduct both interior and exterior building checks. The CSOT will be instructed in the importance of physically checking for doors properly securing on a free swing, especially in residence halls. Included in foot patrol procedures will be making contacts with students, faculty and staff, and non-community members.

The FTO will instruct the CSOT in proper vehicle patrol procedures. This includes patrolling the lots and learning to spot suspicious activities and circumstances as well as documenting vehicle damage and completing vehicle inspections.

The CSOT will learn how to recognize and report maintenance and safety issues. The CSOT will, by the end of the week, be able to advise Dispatch via radio of a needed work order.

The CSOT shall also familiarize themselves with fire alarm panel locations, and how to properly respond to an alarm. The FTO will instruct, and the CSOT will demonstrate, the

proper response to alarm calls. This includes locating the alarm panel, verifying the location and status, and resetting the alarm.

Throughout the course of the first week, in addition to the areas mentioned above, the CSOT will be observing the FTO in all aspects of CSO duties. This is in preparation for the second week of training in which the CSOT will begin to lead in certain areas. During the first week of training, the CSOT needs to be observing the FTO, and the FTO needs to be explaining each part of the job to the CSOT.

At the end of the first week, the CSOT will take the written test on the major areas that were covered during that week's training. This test will include some Department Directives, such as Use of Force and Fire Response.

By the end of the first week of training, the CSOT should be comfortable in finding locations on campus, be able to communicate on the radio (including the use of the phonetic alphabet), perform scheduled unlocks and appropriately respond to alarms.

As each topic is covered on the next page for week one, the FTO should initial the topic to document its coverage.

**Reed College Community Safety  
Field Training and Evaluation Program  
Week One Training Plan**

**FTO (print)** \_\_\_\_\_

At the conclusion of week 1, the Community Safety Officer Trainee (CSOT) will have been shown, and able to do the following:

- Locate and refer to the Community Safety Department Directives binder, and understand the Use of Force and Fire Response directives.  
FTO \_\_\_\_\_
- Follow the correct procedure to be logged on an off shift.  
FTO \_\_\_\_\_
- Understand the EMS and plan shift activities, including scheduled unlocks and lockups.  
FTO \_\_\_\_\_
- Understand campus geography, including
  - Campus boundaries
  - Campus roadways
  - Parking lots
  - Foot paths
  - Names and locations of buildings
  - Off-campus college properties
  - Shortest routes between points on campusFTO \_\_\_\_\_
- Communicate via department radio.  
FTO \_\_\_\_\_
- Understand and use a phonetic alphabet  
FTO \_\_\_\_\_
- Identify proper keys for each building.  
FTO \_\_\_\_\_
- Locate and access fire alarm panels and security alarm panels for each building.  
FTO \_\_\_\_\_
- Correctly respond to an alarm:
  - Reading the alarm panel
  - Verifying the status
  - Resetting the systemFTO \_\_\_\_\_

- Perform scheduled locks and unlocks.  
FTO\_\_\_\_\_
- Perform Reactor Checks.  
FTO\_\_\_\_\_
- Perform general patrol guidelines, including
  - Interior and exterior building checks
  - Door and window checks
  - Vehicle patrol functions
 FTO\_\_\_\_\_
- Make appropriate community contacts with:
  - Students
  - Staff/ faculty
  - Non-community members
 FTO\_\_\_\_\_
- Locate and navigate needed supplies in vehicle medical bags.  
FTO\_\_\_\_\_
- Recognize and report maintenance issues/ work orders.  
FTO\_\_\_\_\_
- Explain duties of Building Services, Building Maintenance, and Grounds  
FTO\_\_\_\_\_

_____ Manager Review Signature	_____ Date
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**Reed College Community Safety  
Field Training and Evaluation Program  
Week Two Overview**

During the second week of training, the intensity will increase in that the CSOT will begin to be expected to handle calls for service. From observing the FTO during the first week of training, the CSOT should be familiar with some of the basic procedures, such as unlocks and escorts. The CSOT will be expected to handle basic calls for service with minimal guidance from the FTO. The more involved calls, such as medical emergencies, will take additional instruction. The FTO should talk the CSOT through scenarios prior to receiving any such calls during free time. At this stage of training, the CSOT will be initiating contact in many situations, but the FTO will still maintain control of the situation, and be doing any investigation and documentation.

The FTO will instruct, and the CSOT will demonstrate, the correct procedure for performing an unlock (call for service). This will include correctly finding the location, knowing which key to use, identifying the person by Reed ID card and engaging the person in a polite, friendly and professional manner.

The FTO will instruct, and the CSOT will demonstrate, the correct procedure for an escort, including advising Dispatch of starting and ending mileage.

The FTO will instruct, and the CSOT will demonstrate, the correct procedure for performing a jump start, including having the motorist sign the waiver.

The FTO will instruct, and the CSOT will demonstrate, how to safely contact a non-community member. This may be a friendly visitor asking directions, a suspicious person who does not belong on campus, or a dog walker who is not complying with the leash policy.

For cold crime reports, the CSOT should be able to respond promptly and make contact, however, the FTO will still be doing the actual investigation at this stage of the training. For emergent situations, the CSOT should be learning all of the necessary steps and procedures, with the FTO being responsible for timely response and action. The FTO should allow the CSOT to handle the appropriate parts of the situation that the FTO believes the CSOT is capable of handling, without endangering anyone or jeopardizing an investigation.

The FTO will instruct and provide scenarios on responding to medical emergencies, including how and when to use the Yellow and Green cards, explaining campus resources such as on-call personnel, the HCC, Advice Nurse, and ProtoCall. The FTO will also explain how to properly guide in and request emergency services.

In all cases where appropriate, the CSOT should be able to recognize which situations require notification to the Manager On-Call (MOC). The CSOT should be the one making the MOC notifications when appropriate.

Throughout the second week of training, the FTO should be guiding the CSOT in verbal communication skills. Emphasis should be placed on professionalism, courtesy, appropriate response and listening skills.

The FTO will instruct the CSOT in the proper methods of documenting activities. The CSOT will learn how to correctly complete and submit parking citations. The FTO will instruct the CSOT in the ARMS report system. The CSOT will need to understand and demonstrate the ability to create and complete a report in the ARMS system. This includes all sections on the face page, the basic information, description, synopsis and involved parties. The CSOT will need to know how to attach photographs and complete the property/evidence fields. In the narrative field, the FTO will instruct the CSOT the proper format for narratives, including date, time, name and position of author, and all necessary details. The FTO will instruct the CSOT in writing complete, concise narratives. An example report narrative can be found on page 32 of this manual. The FTO will instruct the CSOT in how to email a report narrative to the MOC and management team. The CSOT needs to be familiar with the MOC notification directive in order to know which narratives to forward.

By the end of the second week of training, the CSOT should be comfortable in responding to most calls for service, be able to verbally communicate with community members in all situations, and show the ability to remain calm in stressful situations. The FTO will have the CSOT demonstrate these abilities on or before the last day of the week.

As each topic is covered on the next page for week one, the FTO should initial the topic to document its coverage.

**Reed College Community Safety  
Field Training and Evaluation Program  
Week Two Training Plan**

**FTO (print)** \_\_\_\_\_

At the conclusion of week 2, the Community Safety Officer Trainee (CSOT) will have been shown, and able to do the following:

- Correctly perform an unlock.  
FTO\_\_\_\_\_
- Correctly perform an escort.  
FTO\_\_\_\_\_
- Correctly perform a jump start/ motorist assist (unlock).  
FTO\_\_\_\_\_
- Safely contact a non-community member.  
FTO\_\_\_\_\_
- Respond appropriately to reported cold crimes, including:
  - Bike thefts
  - Reed College Owned ComputersFTO\_\_\_\_\_
- Take proper enforcement action in the following areas:
  - Off leash dog
  - Parking violationFTO\_\_\_\_\_
- Respond appropriately to medical emergencies, including:
  - Initial evaluation and questions
  - Referencing the “Yellow Card” and “Green Card”
  - Coordinating 911 response
  - Directing emergency responders to the sceneFTO\_\_\_\_\_
- Respond appropriately to crimes in progress, including:
  - Safe response
  - Coordinating 911 response
  - Directing emergency responders to the scene
  - Assisting police
  - Scene securityFTO\_\_\_\_\_

- Properly documenting shift activities, including:
  - Taking appropriate notes
  - Writing reports in ARMS
  - Making proper notifications to On-Calls and Managers

FTO\_\_\_\_\_

\_\_\_\_\_  
Manager Review Signature

\_\_\_\_\_  
Date



**Reed College Community Safety  
Field Training and Evaluation Program  
Week Three Overview**

During the third week of training, the CSOT will be responsible for demonstrating the ability to take enforcement action, conduct investigations and document all activity. To do this, the CSOT will need to be familiar with all of the directives on AOD violations, Computer Theft Reporting, and college policies.

Building on what has been learned and observed during the previous two weeks, the CSOT, under the guidance of the FTO, will begin to take enforcement actions on observed and reported violations. The CSOT will have to be familiar with the department directives and college policies. The CSOT must demonstrate the proper way to contact students and others during enforcement actions. Demeaning or condescending statements or actions will not be tolerated. The FTO must instruct and stress to the CSOT that the CSO's function in enforcement actions is to gather information and document what has occurred.

In conducting investigations, the CSOT must demonstrate the ability to progress in a logical manner to discover all relevant information. The CSOT must be able to conduct interviews with victims and witnesses. The CSOT must elicit the necessary information, including who, what, when, where, why and how. The CSOT must be able to examine a scene and recognize potential evidence. The CSOT must be able to take scene photographs. The CSOT must be able to seize evidence, properly preserve it, and properly enter it into the evidence room. It is the responsibility of the FTO to instruct and demonstrate these procedures to the CSOT. If no situations arise during the week, it is the FTO's responsibility to simulate such a situation so that the CSOT can demonstrate the proper procedures.

As in the previous two weeks, the FTO should be guiding and observing the CSOT's communication skills. The FTO should instruct the CSOT in proper ways to deal with challenges and questioning by students. Discussion and interactions with students should be encouraged.

By the end of the week, the CSOT should feel comfortable in most areas of the job and be eager to begin working more independently.

As each topic is covered on the next page for week one, the FTO should initial the topic to document its coverage.

**Reed College Community Safety  
Field Training and Evaluation Program  
Week Three Training Plan**  
FTO (print) \_\_\_\_\_

At the conclusion of week 3, the Community Safety Officer Trainee (CSOT) will have been shown, and able to do the following:

- Take proper enforcement action in the following areas:
  - Smoking/ burning in residence hall.....FTO \_\_\_\_\_
  - Disruptive/ dangerous behavior.....FTO \_\_\_\_\_
  - AOD, Alcohol (individual) .....FTO \_\_\_\_\_
  - AOD, Alcohol (group) .....FTO \_\_\_\_\_
  - AOD, marijuana (individual) .....FTO \_\_\_\_\_
  - AOD, marijuana (group) .....FTO \_\_\_\_\_
  - AOD evidence of drug use.....FTO \_\_\_\_\_
  - AOD paraphernalia confiscation.....FTO \_\_\_\_\_
  - AOD hard drug use/ felony amount.....FTO \_\_\_\_\_
  - Campus exclusion and trespass.....FTO \_\_\_\_\_
  
- Complete an investigation, including:
  - Interviewing victims, witnesses, and suspects
  - Examining the scene for evidence
  - Collecting, preserving, and logging evidence
  - Properly testing and documenting tested substances via NIK
  - Photographing the scene

FTO\_\_\_\_\_

- Respond appropriately to reported sexual assaults, including:
  - Use of the Sexual Assault Response Packet
  - Mandatory reporting requirements

FTO\_\_\_\_\_

_____ Manager Review Signature	_____ Date
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**Reed College Community Safety  
Field Training and Evaluation Program  
Week 4 Overview**

At the conclusion of week 4, the CSOT will be able to demonstrate the ability to independently perform all of the functions of a Community Safety Officer.

During this week, the FTO is encouraged to review all of the CSO functions with the CSOT to ensure the CSOT feels confident in the ability to perform these functions. The CSOT should discuss with the FTO and practice any areas that the CSOT feels they need review or improvement.

During this week, especially by the last two days of the week, the CSOT should be functioning as if s/he is independent, with the FTO acting as an observer to ensure that the CSOT is capable of performing all of the job functions. The FTO should only step in and take control if something is observed which is potentially dangerous, a violation of law or policy, a liability issue or could cause further problems. The FTO will observe the CSOT to ensure that the CSOT demonstrates the ability to communicate in a proper manner with everyone they encounter in all types of situations.

At the conclusion of this week, the CSOT will receive another evaluation scenario. The CSOT will be expected to handle the entire situation from initial response to written report. The CSOT will be expected to demonstrate the ability to handle a stressful situation and take necessary action. Decision making ability and prioritization will be a key component of this scenario. The CSOT will demonstrate the knowledge and ability to use available resources for assistance. The CSOT will demonstrate the ability to take all necessary steps to safely conclude the situation, gather all necessary information, make proper notifications and document the incident. Again, the evaluation sheet located on page 22 of this manual will highlight key areas of expectations to be met.

Upon successful completion of training, all aspects of the CSOTs performance during FTEP will be reviewed prior to independent release in the field.

**Reed College Community Safety  
Field Training and Evaluation Program  
Completed Training Sign-Off List**  
CSOT \_\_\_\_\_

The Field Training Officer and Community Safety Officer Trainee will each initial and date the appropriate line to indicate the completion, understanding, or proper demonstration of each training task and skill. The skill or task shall only be signed off once the signee is confident that the Trainee can preform the listed task or skill independently and properly in the field.

<b><u>Onboarding:</u></b>	<u>FTO</u>	<u>Date</u>	<u>CSOT</u>	<u>Date</u>
Issued and carries DPSST	_____	_____	_____	_____
Read and signed off all Department Directives	_____	_____	_____	_____
Completed FTEP Office Training Sign-Off List	_____	_____	_____	_____
Completed CS Sexual Assault Training Manual	_____	_____	_____	_____
Successfully able to log onto computers and programs	_____	_____	_____	_____
Successfully able to access Reed email account	_____	_____	_____	_____
Successfully able to access the schedule	_____	_____	_____	_____
Understand department policy on key control	_____	_____	_____	_____
Understands department policy on radio control	_____	_____	_____	_____
Able to locate needed duty and office supplies	_____	_____	_____	_____
Can access and restock supplies and equipment	_____	_____	_____	_____

<b><u>Administrative Duties:</u></b>				
Understands EMS and effectively plans shift activities	_____	_____	_____	_____
Checks email at the start of each shift	_____	_____	_____	_____
Reviews new ARMS Reports at the start of each shift	_____	_____	_____	_____
Completes a vehicle inspection at the start of each shift	_____	_____	_____	_____
Reviews Shift Pass Along at the start of each shift	_____	_____	_____	_____

<b><u>Communication/ Professionalism:</u></b>				
Accepts responsibility for his/her actions	_____	_____	_____	_____
Demonstrates appropriate communication skills	_____	_____	_____	_____
Demonstrates decision making ability	_____	_____	_____	_____
Initiates social interactions	_____	_____	_____	_____
Engages members of the community positively	_____	_____	_____	_____
Conducts self with integrity at all times	_____	_____	_____	_____
Understands the community culture	_____	_____	_____	_____
Displays a calm, professional demeanor under stresses	_____	_____	_____	_____
Keeps clear lines of communication with management	_____	_____	_____	_____

Maintains confidential information at all times \_\_\_\_\_

**Self-Initiated Activity/ Time Management:**

Effectively performs building patrols and lockups \_\_\_\_\_

Effectively performs lot patrol \_\_\_\_\_

Is detail oriented and takes initiative to address issues \_\_\_\_\_

Takes appropriate breaks as required by law \_\_\_\_\_

Is proactive and performs patrols of populated areas \_\_\_\_\_

Effectively manages time to complete all duties by the  
end of shift, except under exigent circumstances \_\_\_\_\_

**Geography and Knowledge:**

Identifies master keys for each building \_\_\_\_\_

Knows campus geography \_\_\_\_\_

Know canyon geography \_\_\_\_\_

Locates and accesses fire alarm panels \_\_\_\_\_

Locates and can use fire extinguishers \_\_\_\_\_

Locates, arms, and disarms security panels \_\_\_\_\_

Understands physical security of all buildings \_\_\_\_\_

Performs walk-throughs of dorms \_\_\_\_\_

Adequately performs Reactor checks \_\_\_\_\_

**Radio Communication:**

Knows the department's radio call numbers \_\_\_\_\_

Can communicate with a phonetic alphabet \_\_\_\_\_

Demonstrates proficient use of radio \_\_\_\_\_

Can effectively transmit a BOLO broadcast \_\_\_\_\_

Can effectively transmit direction of travel in pursuit \_\_\_\_\_

**Vehicle Operation:**

Reports any maintenance/damage to management \_\_\_\_\_

Locates and navigates supplies in vehicle EMS bag \_\_\_\_\_

Drives in a safe and alert manner at all times \_\_\_\_\_

Radios dispatch when performing a vehicle escort \_\_\_\_\_

Demonstrates safe and effective driving practices  
in an emergency response \_\_\_\_\_

**Daily Patrol:**

Arrives on time for official start of shift \_\_\_\_\_

Remains on duty until the end of assigned shift \_\_\_\_\_

Is in the field within one half hour from start duty	_____	_____	_____	_____
Completes lock/unlocks according to schedule	_____	_____	_____	_____
Completes admin assignments on time as assigned	_____	_____	_____	_____
Patrols areas of campus on a non-standard rotation	_____	_____	_____	_____
Notifies dispatch of his/her location at all times	_____	_____	_____	_____
Conducts initial investigations of crimes on campus	_____	_____	_____	_____
Recognizes and reports maintenance issues	_____	_____	_____	_____
Reports all incidents in a timely manner	_____	_____	_____	_____
Completes all reports and shift summaries by end of shift	_____	_____	_____	_____
Turns in all keys and equipment before end of shift	_____	_____	_____	_____

**Report Writing:**

Takes appropriate and detailed notes for reports	_____	_____	_____	_____
Writes complete ARMS Reports	_____	_____	_____	_____
Reports are concise, objective, grammatical, and clear	_____	_____	_____	_____
Reports identify who, what, where, when, and why	_____	_____	_____	_____
Reports are strictly factual and in chronological order	_____	_____	_____	_____
Reports are taken for all incidents	_____	_____	_____	_____
Understands how to complete PPB Reports	_____	_____	_____	_____
Knows On-Call notification requirements	_____	_____	_____	_____

**Officer Safety/ Use of Force:**

Understands the concept of cover vs. concealment	_____	_____	_____	_____
PPE for safety is always used	_____	_____	_____	_____
Calls 2 <sup>nd</sup> officer for back up when needed	_____	_____	_____	_____
Completes Defensive Tactics Training	_____	_____	_____	_____
Knows appropriate safety stance/distance when speaking with/ approaching individuals	_____	_____	_____	_____
Can appropriately explain when they would run, hide, or fight in a life threatening situation	_____	_____	_____	_____
Knows how to safely investigate a crime in progress	_____	_____	_____	_____

**Investigations/Evidence:**

Can conduct an investigative interview	_____	_____	_____	_____
Knows how to preserve a crime scene/ evidence	_____	_____	_____	_____
Knows department policy on handling evidence	_____	_____	_____	_____
Knows “chain of custody”/ “chain of evidence”	_____	_____	_____	_____
Collects, logs, and preserves evidence as directed	_____	_____	_____	_____
Photographs and properly uploads/saves pictures	_____	_____	_____	_____

**Skills and Knowledge on Enforcement/Response:**

- Enforce a dog leash violation \_\_\_\_\_
- Enforce a parking violation/ complete a parking citation \_\_\_\_\_
- Enforce a smoking/burning in Dorm violation \_\_\_\_\_
- Enforce a disruptive/dangerous behavior violation \_\_\_\_\_
- Enforce an AOD alcohol violation \_\_\_\_\_
- Enforce an AOD marijuana violation \_\_\_\_\_
- Enforce an AOD other drug/ distribution violation \_\_\_\_\_
- Enforce an AOD evidence of drug use violation \_\_\_\_\_
- Confiscate AOD paraphernalia \_\_\_\_\_
- Enforce/ write a campus exclusion/trespass \_\_\_\_\_
- Respond to a domestic dispute \_\_\_\_\_
- Respond to a crime in progress \_\_\_\_\_
- Respond to a report of sexual assault \_\_\_\_\_

**Medical Response:**

- Respond to a medical emergency \_\_\_\_\_
- Respond to an AOD medical emergency \_\_\_\_\_
- Engage a mentally ill/emotionally disturbed person \_\_\_\_\_
- Appropriately evaluate using the Yellow Card \_\_\_\_\_
- Appropriately evaluating using the Green Card \_\_\_\_\_
- Appropriately guide in EMS \_\_\_\_\_
- Understands when to contact 911 \_\_\_\_\_
- Understand when to contact the RD On-Call \_\_\_\_\_
- Understand when to contact the Counselor On-Call \_\_\_\_\_
- Knows about health resources:
  - The HCC \_\_\_\_\_
  - ProtoCall \_\_\_\_\_
  - Nurse Triage Line \_\_\_\_\_

**Calls for Service:**

- Perform a service unlock \_\_\_\_\_
- Perform an escort \_\_\_\_\_
- Respond to an alarm \_\_\_\_\_
- Respond to a cold crime \_\_\_\_\_
- Perform a jump start/ motorist assist \_\_\_\_\_

**Test/Scenario Completion:**

- Successfully completed Week 1 test \_\_\_\_\_

Successfully completed Week 1 scenario	_____	_____	_____	_____
Successfully completed Week 2 test	_____	_____	_____	_____
Successfully completed Week 2 scenario	_____	_____	_____	_____
Successfully completed Week 3 test	_____	_____	_____	_____
Successfully completed Week 3 scenario	_____	_____	_____	_____
Successfully completed evaluation scenario	_____	_____	_____	_____
Successfully write a mock report from scenario	_____	_____	_____	_____

**Field Training Officer(s):**

By signing below, I certify that the above-named Community Safety Officer Trainee has demonstrated to me the skills and tasks I have initialed and dated above.

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

Signed: \_\_\_\_\_

Date \_\_\_\_\_

**Community Safety Officer Trainee**

By signing below, I certify that I have completed the skills and tasks I have initialed and dated above.

Signed: \_\_\_\_\_

Date \_\_\_\_\_

**CS Manager**

By signing below, I certify that I have reviewed with the CSOT and FTOs the training received.

Signed: \_\_\_\_\_

Date \_\_\_\_\_



**Daily Observation Report**  
**Reed College Community Safety**  
**Field Training Evaluation Program**

Date \_\_\_\_\_  
 Shift \_\_\_\_\_

\_\_\_\_\_  
 CSOT Name

\_\_\_\_\_  
 FTO Name

**Rating Instructions:** Rate the demonstrated knowledge and observed performance according to the scale provided below. If nothing was observed for a given category, indicate that with a mark under the column "N.O.". Indicate under the "N.R.T." column if the CSOT is not responding to remedial training in a given category. On page 2 indicate the most satisfactory areas, and the areas that need focused improvement for the day. All N.R.T. ratings must have a narrative on page 2 under areas of improvement.

**Rating Scale:**

A 1 is stating that the trainee does not know the material or is performing in a way that is not to our expectations. A 2 states that the trainee is making progress and is capable of doing some work independently. A 3 states that the trainee is performing well and can do the task with minimal to no assistance from their FTO.

	<b>Below Standards</b>		<b>Meets Standards</b>			
	Novice	Developing	Effective	Not Observed	Not Responding to Training	
	1	2	3	N.O.	N.R.T.	

**Categories:**

**Professionalism**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N.O.</b>	<b>N.R.T.</b>
1. Appearance	[ ]	[ ]	[ ]	[ ]	[ ]
2. Attitude	[ ]	[ ]	[ ]	[ ]	[ ]

**Knowledge**

3. Procedures	[ ]	[ ]	[ ]	[ ]	[ ]
4. Department Directives	[ ]	[ ]	[ ]	[ ]	[ ]
5. College Policies	[ ]	[ ]	[ ]	[ ]	[ ]
6. State Laws	[ ]	[ ]	[ ]	[ ]	[ ]
7. Campus Geography	[ ]	[ ]	[ ]	[ ]	[ ]
8. Off-Campus Geography	[ ]	[ ]	[ ]	[ ]	[ ]
9. Master Keys	[ ]	[ ]	[ ]	[ ]	[ ]
10. Alarm Panel Locations	[ ]	[ ]	[ ]	[ ]	[ ]
11. Emergency Phone Locations	[ ]	[ ]	[ ]	[ ]	[ ]

**Performance**

12. Self-Initiated Activity	[ ]	[ ]	[ ]	[ ]	[ ]
13. Driving Skill	[ ]	[ ]	[ ]	[ ]	[ ]
14. Field Performance, Non-Stress	[ ]	[ ]	[ ]	[ ]	[ ]
15. Field Performance, High-Stress	[ ]	[ ]	[ ]	[ ]	[ ]
16. Problem Solving/ Decision Making	[ ]	[ ]	[ ]	[ ]	[ ]
17. Investigative Skills	[ ]	[ ]	[ ]	[ ]	[ ]
18. Radio Use	[ ]	[ ]	[ ]	[ ]	[ ]

**Written Work**

19. Report Writing	[ ]	[ ]	[ ]	[ ]	[ ]
20. Citations	[ ]	[ ]	[ ]	[ ]	[ ]

**Interactions/ Communication**

21. Students	[ ]	[ ]	[ ]	[ ]	[ ]
22. Faculty/ Staff	[ ]	[ ]	[ ]	[ ]	[ ]
23. CS Department Members	[ ]	[ ]	[ ]	[ ]	[ ]
24. Non-Reed Community Members	[ ]	[ ]	[ ]	[ ]	[ ]



**Reed College Community Safety  
Field Training and Evaluation Program  
CSO Scenario Evaluation Sheet**

CSOT \_\_\_\_\_

Date \_\_\_\_\_

Evaluation scenarios will begin by the CSOT being dispatched to a call. The CSOT will need to display or convey the following listed criteria to pass the scenario. The scenario will end when the CSOT ends the scenario and feels they have covered everything they needed to do and/ or convey.

The following categorizes will be evaluated:

**Communication:**

- The CSO uses a proper tone for the situation with all individuals
  - Greets student and identifies self
  - Is soft and friendly in approach, only becoming authoritative as needed
- The CSO is calm and collected in their speech and process
  - The CSO shows confidence in what they are communicating
  - The CSO shows ability to multitask by both addressing the student and coordinating radio traffic and needs with staff
- The CSO engages in adequate conversation with all parties to collect needed information
  - The CSO consistently engages the student for information
  - The CSOs focus is on the student(s) present
- The CSO responds appropriately to challenges from the student, or others
  - The CSO explains why they need information and cooperation from student(s)
- The CSO does not guarantee medical amnesty to student, or others

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Identification:**

- The CSO is able to identify the student both by first and last name
- The CSO can explain if they did not get all of the adequate information, how they would be able to, such as running a first name through dispatch, or asking the reporting party

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Substances Consumed:**

- The CSO asks what substances (illegal or otherwise) the student has taken including:
  - Alcohol
  - Illegal drugs
  - Prescription medication
- The CSO asks when the substance was first taken, how much was taken, and when they last took the substance

Notes: \_\_\_\_\_

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**Medical Response:**

- The CSO is able to identify the situation as a medical concern/emergency
- The CSO appropriately responds to the students medical emergency, including taking action to prevent the student from hurting themselves, such as preventing them from falling over
- The CSO continues engagement with the student during unconsciousness as appropriate
- The CSO references their Yellow Card/ Green Card
- The CSO informs dispatch to call 911
- The CSO informs dispatch where EMS should be directed
- The CSO directs fellow CSOs to guide in EMS
- A "Return to Campus Card" is provided for the student in transport
- The hospital the student is going to is determined
- The names of the responding EMS personnel are gathered

Notes: \_\_\_\_\_

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**Notifications:**

- The CSO asks that the On-Call RD be contacted when 911 is called
  - If CSO notifies RD after the fact
- The CSO (in the absence of the RD) asks the student if they would like their emergency contact to be called
- The CSO notifies the CSMOC
- The CSO emails the narrative to the CSMOC and management group

Notes: \_\_\_\_\_

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**Evidence:**

- The CSO identifies and confiscates any evidence
- The CSO appropriately photographs, tags, and logs evidence/ paraphernalia into evidence and cites which locker was used

Notes: \_\_\_\_\_

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**Documentation:**

- The CSO takes appropriate written notes during the scenario
  - CSO property documents names, substances, amounts used, etc.
- The CSOs report is detailed and documents all needed information and does so in a manner consistent with reporting expectations
  - Abbreviations are not used inappropriately
  - All involved parties are listed in report with correct names
  - Yellow Card/Green Card are cited
  - Documented notifications

Notes: \_\_\_\_\_

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## Phonetic Alphabet

Being able to use and understand a phonetic alphabet is dire in our roles as CSOs and Dispatchers. The practice of using the phonetic alphabet helps to prevent confusion between similar sounding letters, such as "m" and "n", and to clarify communications that may be garbled during transmission. Below are two common alphabets, but it is also important to note that any spoken word substituting a letter can be used and still assists in radio transitions being clearer. All members of the department are expected to be able to transmit and understand radio traffic via use of the phonetic alphabet.

A good example of using the phonetic alphabet would be when spelling out a name or license plate. Below are a couple of examples:

*Name: John Doe: "First of: John, Ocean, Henry, Nora Last of: David, Ocean, Edward"*  
*License Plate: DBV667: "David, Baker, Victor, 667"*

	Option 1	Option 2
A	Alpha	Adam
B	Bravo	Baker
C	Charlie	Charlie
D	Delta	David
E	Echo	Edward
F	Foxtrot	Frank
G	Golf	George
H	Hotel	Henry
I	India	Ida
J	Juliet	John
K	Kilo	King
L	Lima	Lincoln
M	Mike	Mary
N	November	Nora
O	Oscar	Ocean
P	Papa	Paul
Q	Quebec	Queen
R	Romeo	Robert
S	Sierra	Sam
T	Tango	Tom
U	Uniform	Union
V	Victor	Victor
W	Whiskey	William
X	X-Ray	X-Ray
Y	Yankee	Young
Z	Zulu	Zebra

## EMERGENCY BLUE LIGHT PHONES

EP	Extension	Location	Brief Descriptive Location
1	5340	Birchwoods	NE Quad
2	4821	Birchwoods	South East Parking
3	4699	RCAs	South Bike Rack
4	4074	RCAs/ Canyon House	South Wall RCA 7
5	5452	Sitka	NW Corner
6	5448	Amber Bridge	North Amber Bridge
7	7672	Land Bridge	North Land Bridge
8	7670	Sports Field	Sports Field Bathroom
9	7669	McKinley	East McKinley
10	7665	Blue Bridge	North Blue Bridge
11	7635	Phycology	South of Phycology
12	4690	Art	South Art Path
13	5533	DOJO	Front Door DOJO
14	5303	Language Houses	West of Chinese
15	4691	SU	SU Old Paradox
16	4693	Amber Bridge	South Amber Bridge
17	4697	Scholz	NW Scholz West Parking
18	4698	Scholz	SW Scholz West Parking
19	4131	Anna Mann	Dumpster North of Anna Mann
20	7389	Sports Center	Sports N. Gym Entrance
21	7872	Chem Dock	Chem Loading Dock
22	4093	Parker House	PH East Entrance
23	4073	Naito/Sull.	Natio/ Sullivan Breezway
24	4071	ODB Sally Port	ODB Sally Port
25	4072	Foster	N. Entrance
26	4075	Mac	Mac N. Entrance
27	4115	PAB West	West Entrance
28	4110	PAB East	East Entrance
29	4120	PAB Dock	N. Dock
30	4347	Birchwoods	South West Parking

## NARRATIVE EXAMPLE

On (DATE), I, (NAME), was working as a Community Safety Officer (CSO) for Reed College.

At approximately (TIME), I was dispatched to the Grey Campus Center (GCC) on the report of an intoxicated student in the lower restroom. When I arrived to the GCC lower restroom I found a student on the floor and vomiting into the toilet. I asked them what was going on and they informed me that they were just “very intoxicated”. I then asked for their Reed ID and the student was then identified to me as (NAME) (REED ID#).

I asked Mr. Doe how much he had drank and he stated he drank a bottle of wine, a few shots of tequila, and 3 beers. I asked when his last drink was and he stated it was approximately a half hour ago. Mr. Doe stated he had started drinking at approximately 2100 hours, only 2 hours prior to my arrival. I asked Mr. Doe if he had taken any drugs that I should know about aside from the alcohol and he stated he did not.

At that point Mr. Doe started to go in and out of consciousness. Due to displaying signs outlined on our “Signs of Alcohol and Other Drug Overdose Emergencies” card (Yellow Card), I requested that medical be dispatched to my location and that CSO Hughes route them in from Botsford Drive. I also requested that the On-Call Resident Director (RD) be notified and dispatched, as well as the Manager On-Call notified. I then attempted to keep Mr. Doe stable and awake while we waited for medical by talking to him.

At approximately (TIME), AMR (Unit 341, Mark Blake), Portland Police (Officer Cox), and Portland Fire (whose names were not gathered at the time) arrived on scene. Due to Mr. Doe’s condition AMR transported him to OHSU and he was given a “Return to Reed” card for when he was ready to return to campus. They then cleared at approximately (TIME). RD (NAME) also arrived around this time and I updated them on what was going on. Prior to Mr. Doe leaving the RD asked if he wished for us to contact his parents, and Mr. Doe responded in a slurred “no”.

After everyone had cleared I notified dispatch that the restroom would need cleaned and asked that Building Services be contacted. I then cleared the scene at approximately (TIME).

A copy of this narrative has been emailed to the On-Call Community Safety Management team.

END REPORT  
CSO (NAME)

### NOTES:

REPORT SHOULD BE WRITTEN IN FIRST PERSON.  
REPORTS SHOULD BE IN CHRONOLOGICAL ORDER  
DO NOT QUOTE STATEMENTS OR TIMES UNLESS IT IS THE EXACT QUOTE OR TIME.  
INSTEAD USE WORDS LIKE “APPROXIMATELY”  
DO NOT USE ABBREVIATED TERMS SUCH AS GCC, WITHOUT HAVING FIRST WRITTEN OUT WHAT GCC IS AND HOW YOU WILL USE IT THE REST OF THE REPORT:  
EXAMPLE.... GREY CAMPUS CENTER (GCC).... COMMUNITY SAFETY OFFICER (CSO)



### Fire Alarm Panel Locations

Building	Panel Location	Annunciator
Anna Mann	Basement East Wall	1 <sup>st</sup> fl. S wall E entry rm 113
Art	203-A north wall	West wall, main entrance
Aspen	Sitka basement M03	SW entrance x from 101
Bidwell	Sitka basement M03	West entrance by living rm
Bio/Physics	B142A N. Wall	South Bio, "Bio Bubble"
Birchwood	Laundry room, janitor closet	None
Bragdon	107	N wall of recycle room
CAC	None	None
Canyon House	RCA manager basement	None
Chemistry	201 east wall	Exterior loading dock
Child Care Center	South Exterior Mechanical rm.	Northern most entrance
Chittick	104 Storage Room Exterior	None
DoJo	None	Inside main entrance
Eliot	125B	Inside E entrance near 212
ETC	B09 N wall	Inside S door, E wall
Farm House	Basement storage W end	None
Foster/Scholz	Scholz basement M100	Foster 1 <sup>st</sup> flr Foyer, N. entry
Garden House	RCA manager basement	Inside E entrance
GCC	62B W. end lower level	Inside foyer to Commons
Greywood	N wall of waiting room	None
Greenwood	TBD	TBD
Griffin	104 storage rm	None
HCC	None	None
Kaul	191A N. hall	Inside NE entrance
Library	Behind Circulation Desk	None
McNaughton	218 (storage room S end 2 <sup>nd</sup> flr)	1 <sup>st</sup> floor N entry
McKinley	Basement storage E end	None
Naito	Sullivan M215	Inside breezeway entrance
ODB	Quincy Lower South Exterior	Sally port East Wall
PAB	E106, 1 <sup>st</sup> floor NW Hallway	West main entrance
Parker House	East bsmt storage under stairs	None
Prexy	E wall of basement	None
Psychology	119	Inside South entrance
RCA	RCA manager basement	None
Sequoia	Sitka basement M03	Central E entrance
Sitka	Sitka basement M03	Inside S central entrance
Sports Center	326 (upper lvl SE mech. rm )	Hallway outside Cage
Student Center	109 (closet W of W entrance)	Next to E entrance
Sullivan	Sullivan M215	Inside breezeway entrance
Theater Annex	Inside main entrance	None
Vollum	Next to 110	None
Woodbridge	East end basement	None
Woodstock I/ Russian	Basement SE corner	None
Woodstock II/ German	Basement E wall	None
Woodstock III/ French	Basement under W stairs	None
Woodstock IV/ Chinese	Basement SE corner	None
Woodstock V/ Spanish	118 Elect rm off SE porch	Inside NW entrance



# REED COLLEGE

3203 SE Woodstock Blvd. Portland, Oregon 97202-8199

- |  |  |  |
|--|--|--|
| 1. <b>Birchwood Apartments</b>   | 21. <b>Sports Center</b>   | 38. <b>Vollum College Center:</b> lecture hall, lounge   |
| 2. <b>Theatre annex, Reed warehouse</b>                                    | 22. <b>Kaul Auditorium:</b> Gray lounge  | 39. <b>Library:</b> Cooley Art Gallery   |
| 3. <b>Health &amp; Counseling Center</b>                                   | 23. <b>Physical Plant</b>  | 40. <b>Physics</b>   |
| 4. <b>28 West:</b> community safety, residence life                        | 24. <b>Cerf Amphitheatre</b>   | 41. <b>Biology:</b> auditorium   |
| 5. <b>Garden House</b> (residence hall)                                    | 25. <b>Gray Campus Center:</b> bookstore, commons (dining hall), mail services, international student services, community wellness | 42. <b>Paradox Lost Café</b>   |
| 6. <b>Farm House</b> (residence hall)                                      | 26. <b>Student Union:</b> Paradox Café   | 43. <b>Greywood:</b> alumni & parent relations, campus information, Center for Life Beyond Reed, SEEDS |
| 7. <b>Reed College Apartments</b>  | 27. <b>Old Dorm Block</b> (residence hall): Winch, Winch social room, Quincy, Doyle, Eastport, Westport, Kerr, Abington, Ladd      | 44. <b>Educational Technology Center (ETC)</b>   |
| 8. <b>Canyon House</b> (residence hall)                                    | 28. <b>Naito Hall</b> (residence hall)   | 45. <b>Chemistry</b>   |
| 9. <b>Sequoia House</b> (residence hall)                                   | 29. <b>Sullivan Hall</b> (residence hall)  | 46. <b>Psychology:</b> auditorium  |
| 10. <b>Sitka House</b> (residence hall)                                    | 30. <b>Griffin</b> (residence hall)  | 47. <b>Russian House</b> (residence hall)  |
| 11. <b>Bidwell House</b> (residence hall)                                  | 31. <b>McKinley</b> (residence hall)   | 48. <b>German House</b> (residence hall)   |
| 12. <b>Aspen House</b> (residence hall): Caffè Paradiso, multipurpose room | 32. <b>Woodbridge</b> (residence hall)   | 49. <b>French House</b> (residence hall)   |
| 13. <b>Greenwood</b>   | 33. <b>Chittick</b> (residence hall)   | 50. <b>Spanish House</b> (residence hall)  |
| 14. <b>Schol</b> (residence hall)  | 34. <b>Bragdon Hall</b> (residence hall)   | 51. <b>Chinese House</b> (residence hall)  |
| 15. <b>Foster</b> (residence hall)   | 35. <b>Student Center:</b> student activities, multicultural resource center   | 52. <b>Studio Art:</b> Feldenheimer Gallery  |
| 16. <b>Parker House</b>  | 36. <b>Eliot Hall:</b> admission, chapel, registrar  | 53. <b>Dorothy Johansen House:</b> academic and disability support services                            |
| 17. <b>Prexy</b>   | 37. <b>Eliot Circle</b>  |  |
| 18. <b>MacNaughton</b> (residence hall)                                    |  |  |
| 19. <b>Anna Mann</b> (residence hall)                                      |  |  |
| 20. <b>Performing Arts</b>   |  |  |

updated 8/13

Revised January 2016