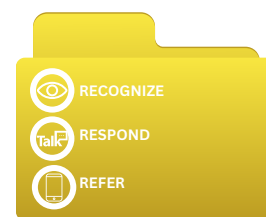


GOLD FOLDER

WVCC

The WWCC GOLD FOLDER

Supporting Our Caring Community



At Walla Walla Community College, we deeply appreciate the care and dedication our faculty and staff bring to their work. You are often the first to notice when a student is struggling, and your ability to build trust and offer guidance can transform their lives. To support you in this vital role, we've created the Gold Folder—a resource designed to help you live out WWCC's mission:

“Walla Walla Community College removes barriers to access, provides high quality educational experiences, and facilitates equitable learning and success to cultivate thriving rural communities.”

Fashioned after the widely recognized **Red Folder** resource available at colleges and universities across the country, the **Gold Folder** has been tailored specifically to meet the needs of the WWCC community. It serves as a quick-reference guide to:

- Identify and better understand signs of psychological distress in students.
- Address concerns, including behavioral issues, psychological challenges, personal threats, and safety risks.
- Intervene by connecting students with the appropriate campus resources for support and assistance.

In addition to response protocols, the Gold Folder includes quick resource guides for navigating specific scenarios, such as:


- Supporting students with service animals.
- Working with students on the autism spectrum.
- Managing difficult interactions with care and professionalism.
- WWCC Process Maps

The Gold Folder is a reflection of the extraordinary compassion and commitment our faculty and staff bring to their roles every day. Students often turn to you—the trusted individuals in their lives—when they face challenges. By equipping you with tools and resources, the Gold Folder empowers you to make meaningful connections, support student success, and foster a welcoming, inclusive campus environment.

This resource builds on the foundation of the Red Folder, an initiative developed by the University of California (UC) system, and incorporates adaptations from institutions like Stanford University, the California State University (CSU) system, Stonehill College, and Eastern Washington University (EWU). We are proud to provide the Gold Folder as part of our shared commitment to removing barriers and cultivating thriving rural communities. Together, we can ensure every student has the support they need to succeed.



DISTRESSED STUDENTS

 **RECOGNIZE:** Review the most common signs of distress.

ACADEMIC

- Sudden decline in quality of work or grades
- Sudden repeated absences
- Bizarre content in writings or presentations
- Repeated classroom disruptions

SAFETY RISK

- Unprovoked anger or hostility
- Implied or direct threats to harm self or others
- Stalking or harassing
- Your gut feeling that there is a safety risk

INDICATORS

PSYCHOLOGICAL

- Unprovoked anger or hostility
- Making implied or direct threats to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations /violent behavior
- Grievances/obsessing

PHYSICAL

- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Intoxication, hangovers, or smelling of alcohol
- Disoriented or “out of it”

DISTRESSED STUDENTS



RESPOND: Use these important tips to determine the most appropriate response for a distressed student.

SAY WHAT YOU SEE

- Be direct
- Stick to the facts
- Don't make assumptions
- Describe the changes you have noticed
- Ask if they are okay
- Listen!

Conversation tips:

I have missed you in class lately. Is everything okay?

You have seemed down the past few classes. Is there anything you want to talk about?

SHOW YOU CARE

- Let them know you are there for them
- Be patient and listen
- Maintain eye contact
- Offer help where you can
- Ask what they need
- Remove distractions
- Summarize what they say

Conversation tips:

It sounds like you are really overwhelmed! Is there anything I can do to help out?

I'm hearing you describe that you've been really sad.

HEAR THEM OUT

- Listen!
- Provide a space to be heard
- Be curious, ask questions
- Be present and patient
- Let them know they are not alone
- Affirm their feelings

Conversation tips:

I would like to hear more about how you've been feeling.

That sounds really challenging.

CONNECT TO HELP

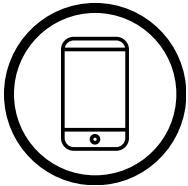
- Determine the need and resources
- Reaffirm your support and care
- Connect them to resources
- Follow up

Conversation tips:

It sounds like you've really been struggling. Have you thought about utilizing the counseling center? I have heard great things about it from other students.

Thank you for sharing your experience. I am not an expert in this area, but I know someone who might be able to help. Would it be okay if I put you in contact with them?


DISTRESSED STUDENTS



REFER: Use these general tips to help determine your next steps when supporting a student in need.

WHAT NEXT?

- Take time to reflect on your personal boundaries, self-care practices, and support needs.
- Seek consultation and collaboration with colleagues, supervisors, and department heads as needed.
- Reach out to HR to learn about available professional development opportunities, wellness programs, and employee assistance resources.
- Ensure you are meeting any campus security requirements, and consider if there are any Title IX or crime-related reports you need to file.
- If you have concerns about a student, submit an online Student of Concern Form to alert the appropriate campus resources.
- Remember, while FERPA requires respecting students' privacy, it allows you to consult with others regarding academic, safety, health, and wellness concerns.
- Be aware that privacy regulations may limit the detailed information you receive after making a student referral.

A RESPONSE PROTOCOL		
In Case of Emergency	Urgent Response Needed	Non-Urgent Situation But You're Concerned
<p>The student's behavior is dangerous, reckless, or threatening to themselves or others.</p> <p>Call 911</p>	<p>The student is showing signs of distress. This is not an emergency, but you're concerned about them and want to get them more help soon.</p> <p>Call Campus Safety</p> <p>WW: 509.526.SAFE (7233) Clarkston: 509.758.1701</p>	<p>You're not concerned for the student's safety, but they're having a hard time and could use some support. Refer to appropriate resources. Encourage the student to set up an appointment or assist them in doing so.</p> <p>Complete the Student of Concern Form https://www.wwcc.edu/make-a-report/</p> 

WWCC CONTACT & RESOURCES

Key Resources

- Clarkston/Walla Walla Police: 911
- WWCC Security: 509-520-5317
- Clarkston Security: 509-758-1701

Domestic Violence & Sexual Assault Services:

- YMCA Walla Walla Day Line: 509-525-2570, Crisis Line: 509-529-9922
- YWCA Lewiston/Clarkston Day Line: 208-743-1535, Crisis Line: 800-669-3176

Workforce Education Services: Supports workforce training and job readiness. Email: wes@wwcc.edu, Ph: 509-527-4262

Basic Food Employment & Training (BFET): Assists students receiving food assistance with job skills. Email: wes@wwcc.edu

Opportunity Grant: Financial support for students in high-demand career pathways. Phone: 509-527-4262

WorkFirst: Supports low-income parents receiving TANF. Walla Walla: 509-527-4339 and Clarkston: 509-751-4078

Worker Retraining: Provides training and tuition assistance for jobless workers. Email: wes@wwcc.edu

Warrior Resources Food Pantry is open 9 AM–4 PM at WW in Building J, Monday–Friday, and is free to all current WWCC students.

Disability Support Services:

Walla Walla Campus: 509-527-4543 and Clarkston Campus: 509-758-1721

BetterMynd: Free teletherapy for students.

Counseling: Email: counseling@wwcc.edu

Academic Advising:

- Walla Walla Campus: 509-527-4262, warrioradvising@wwcc.edu
- Clarkston Campus: 509-758-3339, clarkston.warrioradvising@wwcc.edu

Financial Aid: Phone: 509-527-4301, Email: financial.aid@wwcc.edu

Emergency Funds: Emergency funds are available for students struggling financially. <https://www.wwcc.edu/paying-for-college/>

Tips for Dealing with Difficult People & Difficult Situations

Tips for Dealing with Difficult People

1. Stay Calm: Maintain a confident, non-judgmental demeanor; use neutral language.
2. Control Emotions: Your emotional response is your choice; avoid criticism or hostility.
3. Listen Actively: Show you care; paraphrase to confirm understanding.
4. Offer Choices: Provide options to de-escalate (e.g., "Would you like to talk now or take a break?").
5. Adapt Approach: Adjust to the person's demeanor; use open-ended questions to build rapport.
6. Manage the Environment: Ensure personal space and a clear path of escape; sitting can reduce tension.
7. Know Your Limits: Refer to security or resources if the situation escalates.

Process for Dealing with Difficult Situations

1. Assess: Observe tone, body language, and triggers.
2. De-escalate: Acknowledge feelings (e.g., "I see you're upset. Let's talk calmly.").
3. Engage: Ask clarifying questions and restate concerns to confirm understanding.
4. Provide Solutions: Offer constructive choices or connect them with someone else if needed.
5. Follow Up: Share resources for ongoing support.

Quick TIPS for Supporting Students

Service Animals (Policy 2300 Procedure 2300)



- **What to Know:** According to the ADA - Service animals are working animals trained to assist individuals with disabilities. They are not pets. Service animals do not have to be professionally trained; they are not required to wear a vest, ID tag, or special harness. Service animals don't have to register with any department in order to be allowed access to campus facilities. They are allowed in all areas open to the public, including classrooms, dining areas, and fitness centers. Emotional Support Animals and pets are not permitted in any of the buildings. At WWCC, assume the animal is a service animal and treat it as an extension of the student. Under the ADA, staff can ask only two questions if it's not obvious the dog is a service animal: (1) Is the dog a service animal required because of a disability? and (2) What work or task has the dog been trained to perform? However, err on the side of caution—don't ask any questions. For further details, refer to the ADA Service Animals Requirements at ada.gov.



- **What to Do:** Allow service animals access to all public areas unless the dog is out of control. If the dog is disruptive or problematic, call Campus Security, VP of Student Services, or Disability Support Services (DSS), and they will work with the student. You can also make a report if you have concerns regarding the behavior of the handler or the service animal. If you have a service animal in your class and have questions or concerns regarding its safety or if another student reports a fear or allergy to dogs, please contact DSS right away for assistance.



Students with Disabilities (Policy 7900 Procedure 7900)

- **What to Know:** In postsecondary settings, it is the student's responsibility to request disability-related accommodations from Disability Support Services, who then provides instructors with a Letter of Accommodation (LOA) detailing the approved accommodations for that student. Please don't ask students if they have a disability or assume you understand their disability. Disabilities may not always be visible. Use person-first language (e.g., "student with a disability") and avoid assumptions about what a student can or cannot do based on appearance or behavior. Accommodations should only be made through an approved LOA. Best practice is, if an instructor wouldn't grant an accommodation request to all of the students in the class they shouldn't grant it to one.





- **What to Do:** If a student requests accommodations due to a disability or mentions they previously had a 504 plan or IEP, direct them to Disability Support Services. If a student mentions they are struggling in your class but they don't mention that it is due to a disability, you can still refer them to DSS but make sure it is just one of multiple on-campus resources you refer them to. Be supportive, confidential, and provide the student's accommodations while maintaining academic expectations. If a faculty member has a concern that an accommodation would fundamentally alter the course objectives, they should contact the DSS office to discuss appropriate implementation.

Additional Resources



- *National Suicide Prevention Lifeline offers free and confidential support for people in distress. Call 988 (English & Spanish)*
- *The Trevor Project provides crisis support services to LGBTQ young people. Call 1.866.488.7386 or text 678-678.*
- *BlackLine provides a space for peer support, counseling, witnessing and affirming the lived experiences to folx who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. BlackLine prioritizes BIPOC (Black, Indigenous and People of Color). Call or text 800.604.5841 for support.*

Quick TIPS for Supporting Students



Pregnant and Parenting Students

-  • **What to Know:** If a student discloses, they are pregnant, you are required by Title IX to inform them about support services available through Student Services. Students may also directly request support accommodations. Students may seek support through the Pregnant Student Support Services Form found on the Make a Report Website: <https://www.wwcc.edu/current-students/make-a-report/>
-  • **What to Do:** Be supportive and flexible with accommodations for pregnancy-related absences or medical needs. Do not ask if a student is pregnant; respond only if they disclose this information. This website also offers great resources: <https://www.wwcc.edu/child-care-student-parent-resources/>



Gender, Sex, and Sexual Orientation

-  • **What to Know:** Gender identity, sex, and sexual orientation are personal and may not align with traditional assumptions. Using correct names and pronouns is a fundamental way to show respect.
-  • **What to Do:** Avoid making assumptions or comments about someone's gender, pronouns, or sexual orientation. Politely ask for a student's name and pronouns if unsure. Always keep interactions professional and inclusive. Contact Dr. Allen Sutton in the EDI Office for resources allen.sutton@wwcc.edu.

Race, Ethnicity, and Religious Affiliation

-  • **What to Know:** Students come from diverse racial, ethnic, and religious backgrounds. Comments that draw attention to someone's background can feel isolating, even if well-intentioned. Contact Dr. Allen Sutton in the EDI Office for resources allen.sutton@wwcc.edu.
-  • **What to Do:** Avoid stereotypes or assumptions based on appearance, names, or attire. Respect religious observances and provide accommodations as needed. Focus on creating an inclusive and welcoming environment. If a student, faculty or staff has experienced bias, report the incident promptly using the Bias Report on the Make a Report webpage. <https://www.wwcc.edu/current-students/make-a-report/>

Mandatory Reporting

-  • **What to Know:** When potential violations of the Sexual Misconduct, Discrimination, and Harassment (SMDH) Policy are disclosed, all faculty and staff, are considered Mandatory Reporters. This means you must immediately report any instance of sexual misconduct, discrimination, or harassment to the Institutional Equity Office or the Title IX Coordinator at the college.
-  • **What to Do:** If you think someone is about to disclose a reportable incident, let them know your obligation by saying: *"Before you continue, I want you to know that I am considered a Mandatory Reporter, which means that I have an obligation to inform the college when I become aware of sexual misconduct or harassment. If you don't want details of what occurred reported to the college at this time, there are confidential resources on campus that do not have to report to administration, and I can help you get in touch with one of those resources. If you still want to talk to me about what happened, I am here to listen and I will only report what you tell me."* **Report the incident promptly** using the Student Sexual Misconduct on the Make a Report Website.

Service Animals on Campus



Allowed in Buildings

Service animals are trained to do specific tasks for benefit of person with a disability



House Bill 2822

It is unlawful and carries a \$500 fine for misrepresenting an animal as a service animal



Not Allowed in Buildings

Companion, Emotional Support and Therapy Animals [used for general support and/or within therapeutic relationships]

How is the animal behaving?

When you see an animal on campus...Try not to make assumptions about whether or not it is a service animal. Remember, disability is hidden more often than not.

Working Dog Behavior

- Is in a harness or a leash (unless obviously performing a task that requires being off leash.
- Follows verbal commands and remains "at attention".



No need to ask questions.

Untrained Dog Behavior

- Is engaging in "normal dog" behaviors such as sniffing or greeting people.
- Is off leash or harness (for example inside a purse or jacket.)
- Is having difficulty following commands of handler.



Employees may ask two questions:

1. Is this animal required because of a disability?
2. What work or tasks have the animal been trained to perform?

Out-of-Control Behavior

- Is barking, growling, jumping, soiling, etc.
- Is running loose.
- Is ignoring commands of handler or not being given direction.



Campus Safety & Security can exclude a service animal.

Exclusion process must be documented at time of event with rationale for decision. Individual who experiences disability has right to appeal. Excluding review process must be individualized and should take into account relevant contextual aspects.

What you need to know:

Students and staff both have rights when it comes to service animals.

Staff and Faculty	<ul style="list-style-type: none"> • WWCC staff and faculty are responsible for allowing service dogs on campus when they are working and under the control of a person who experiences disability. • You can ask if the animal is providing services to mitigate disability but cannot ask what type of disability. • If there are questions, they should be raised with Disability Support Services (ext. 4543). Concerns regarding behavior should be reported to the VP of Student Services or Campus Security. The reporting form is available on the website.
Individuals who use service animals	<ul style="list-style-type: none"> • Individuals who experience disability and use a service animal for increased access can have the animal on campus in all areas they would normally be allowed to go. • The animal must be under the handler's control at all times. • The animal must be clean and well cared for, and the handler is responsible for any damages. • Students with service animals are not required to register the animal with the college. Students may, however, contact DSS for assistance with proactively informing college employees.

Working with Students on the Autism Spectrum

From Burkhart Center for Autism Education and Research &
College of Education | Wesley H. Dotson, Ph.D., BCBA

Autism is a spectrum disorder. Students with an Autism Spectrum Disorder (ASD) display a wide variety of behaviors and each student is unique. The information presented here will be focused on higher-functioning students who are academically capable of success at the college level.

Students with autism and college: A longitudinal study from Office of Special Education Programs (2005) explored post-secondary and social experiences. Less than 20% with ASD reported interacting with a friend once weekly. 40% belonged to community or social group of some kind. For most, over 75% of social interactions with family members and paid care givers. Few students with autism (approximately 25%) attend any kind of post-secondary educational institution, but in most recent years this is closer to 40%. Less than 25% of those who attend earn a degree within 6 years.

Why students drop-out

Recent study suggests the most common reasons for dropping out are: Failure to develop friendships and "fit in" with peers and Failure to navigate social environment and not-obvious expectations (Barnard-Brak, Lechtenberger, & Lan, 2010).

How this may present itself in your classroom:

- Difficulty with group work/projects.
- Unusual social behavior (too many questions, not responding to questions).
- Extreme" reactions to minor disruptions.
- Anxiety across even simple situations.
- Failure to complete activities or assignments if confused.

How you can help them be successful:

1. Help them to discriminate what is important. Provide and help them create stability and predictability. Help them identify critical information in syllabi, assignment sheets, etc. Provide detailed assignment sheets, grading criteria, etc.
2. Teach "hidden" curriculum for your class and for dealing with university faculty and staff.
3. Interpret inappropriate social behavior as a teaching opportunity rather than a personal affront or challenge to your authority. Explicitly tell them how you wish to be addressed/ contacted/spoken to.
4. Don't assume anything. Prompt more than you think you should. When you think you've told the student often enough, prompt 5 more times. This is quickest and easiest way to provide more support and predictability to a student with autism.
5. If routine will be disrupted, provide early and repeated warnings. Remind student of upcoming changes to the class activity or meeting schedule.

A Helpful Video Resource:

This video on asperger syndrome and adulthood focuses on educating professors, teaching assistants, and others on what it means to be a college student on the spectrum and how they might best be able to help their autistic students succeed. At just over 15 minutes in length, this video is long enough to give a concise introduction to life as an autistic college student. <https://www.youtube.com/watch?v=divmxBBQ5Zw&t=3s>

WWCC Student Processes

