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# Oregon Coast Community College Emergency Response and Continuity of Operations

## *Draft*



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# EMERGENCY RESPONSE PLAN

## ACTIVE SHOOTER/THREAT

### I. PURPOSE

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An active shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### II. RESPONSIBILITIES

#### A. School Incident Commander/AIC

- ☐ Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place. Dial 9-911 on any school phone. The 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers. Caller will remain on the line to provide updates.
- ☐ Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.
- ☐ Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post. Once the threat has been neutralized, Incident Command will move to room 151.
- ☐ Direct command post staff to maintain contact with instructors and staff reporting pertinent emergency information via FlashAlert and the campus P.A. System. All

information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.

- ☐ Notify the President's office and request activation of the communications plan for media and parent notification protocols.
- ☐ Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point
- ☐ Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- ☐ Ensure that any buses en route to the school are redirected to a designated relocation site.

**B. Instructors and Staff**

- ☐ The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/President.
- ☐ If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, immediately begin COUNTER strategies, and then EVACUATE or take control of the intruder.
- ☐ Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- ☐ Assess the ability to safely EVACUATE the building.
- ☐ If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- ☐ Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- ☐ Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.

- ☐ If an active shooter or armed intruder enters the classroom, individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- ☐ If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out any way possible and move to another location.

### III. OTHER PROCEDURES

- ☐ After the active shooter or armed intruder(s) has been subdued, the Incident Commander/ AIC in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- ☐ If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- ☐ The Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- ☐ The Incident Commander will request bus transportation or alternate transportation to the relocation site.
- ☐ The Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- ☐ Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- ☐ The Incident Commander will activate the crisis response team and notify area mental health agencies to provide counseling and mental health services at the relocation site.
- ☐ The Incident Commander will debrief appropriate school personnel.
- ☐ The President or AIC, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

## BASIC PROTOCOLS

These are the first few actions steps to take for each of our basic emergency response protocols. Detailed procedures for each of these protocols are on the pages that follow.

### ENHANCED LOCKDOWN

1. Lock doors & windows. Leave shades open.
2. Turn off lights.
3. Block any entrance to your room & stay quiet.
4. Do not admit anyone.
5. Evacuate if possible.

### STANDARD LOCKDOWN

1. Lock doors & windows. Leave shades open.
2. Continue instruction.
3. Admit students registered for your class.

### EVACUATION

1. Evacuate the building.
2. Be prepared to take alternative routes.
3. Gather in designated assembly areas.
4. Account for all students & staff.

### SHELTER-IN-PLACE

1. Close all windows and doors.
2. Seal gaps with wet towels.
3. Turn off HVAC systems.
4. Cover all openings to outdoors with plastic sheeting & tape.

### REVERSE EVACUATION

1. Return to the building.
2. Move quickly, but safely.
3. Adjust your route as needed.
4. Once inside, follow other emergency instructions provided

## ENHANCED LOCKDOWN

An **ENHANCED LOCKDOWN** is used to shut down a college campus when there is an imminent threat of danger such as a dangerous person, a shooting or stabbing, a hostage situation, or a fatality on campus.

1. If it is safe to do so, evacuate immediately. If it is not clear that it is safe or there is a nearby threat, enter or stay in your current room and lock the door. Use anything not bolted down to block the door from opening.
  2. Turn off lights. Make the room look and sound like it is unoccupied.
  3. Everyone must get on the floor in a crouching position away from windows and doors and be quiet. Have everyone wear their backpacks over the front of their body.
  4. Once your door is locked, do not admit anyone!
  5. If outside, gather students together behind a natural barrier and if possible, call on your two-way radio for instructions. Identify several potential escape routes and be ready to move your students quickly away from any danger that presents itself.
- important such as a notice to turn off two-way radios/cell phones in the event of a bomb threat, etc.
  - Include instructions for those outside to do an off-campus evacuation which may include the use of a two-way radio, megaphone or even runners, if it is safe to do so, to make sure all staff and students outside receive emergency instructions.
  - Account for all students and staff as much as is safely possible.
  - Consult the Administrator Checklist for additional action steps.

Follow these procedures whether or not you have students assigned to you at the time of the lockdown.

### Additional Action Steps:

- Do not leave the classroom or allow anyone to leave.
- Do not make phone calls unless you have pertinent emergency information.
- Continue lockdown procedures until an “all clear” is announced or other instructions are given.
- In life-threatening situations, staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures when doing so is likely to reduce the risk of serious injury or death.

### Administrator guidelines for lockdown:

- Call **911** to inform authorities of the situation.
- Remember to use the word “Lockdown” in your announcement as this plain language is important under stress.
- If needed, include any other instructions with the lockdown announcement that might be



## STANDARD LOCKDOWN

A **STANDARD LOCKDOWN** is used to limit movement on a college campus while a potential emergency is being assessed and managed such as medical emergencies, a weather-related emergency, a situation involving a person of concern like a mentally ill or intoxicated person who wanders into the school, etc.

1. Lock doors and windows. Leave shades/curtains open unless directed otherwise.
2. Continue instruction.
3. Admit students registered for your class who may be returning from the restroom, etc.
4. If outside, gather students together and if possible, call the office on your mobile phone or, if available, two-way radio to determine if you should modify your activities, come into the building or go elsewhere.

- Include instructions for those meeting outside such as a Reverse Evacuation or instructions to do an off-campus evacuation.
- You may also need to use a two-way radio, megaphone or even runners, if it is safe to do so, to make sure all staff and students outside receive emergency instructions.
- Account for all students and staff as much as is safely possible.
- Consult the Administrator Checklist for additional action steps.

Follow these procedures whether or not you have students assigned to you at the time of the lockdown.

### Additional Action Steps:

- Do not leave the classroom or allow anyone to leave.
- Do not make phone calls unless you have pertinent emergency information. In this case, call Facilities, 149 or Student Services, 101.
- Continue lockdown procedures until an “all clear” is announced or other instructions are given.
- In life-threatening situations, staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures when doing so is likely to reduce the risk of serious injury or death.

### Administrator guidelines for lockdown:

- Call **911** to inform authorities of the situation.
- Remember to use the word “Lockdown” in your announcement as this plain language is important under stress.
- If needed, include other instructions with the lockdown announcement such as a notice to EBP Team members not to report if it is dangerous, or to turn off two-way radios/cell phones for bomb threats, etc.

## EVACUATION

There are a number of situations in which it may be necessary to **evacuate** the school: fire, earthquake, hazardous materials, bomb threat, etc. The fire alarm should signal the evacuation, except in cases of a bomb threat or hazardous materials emergency. In other cases, you may receive specific evacuation instructions over the intercom or through another mechanism before the sounding of the fire alarm or the initiation of the evacuation.

1. When you hear the fire alarm or receive instructions to evacuate, leave the building immediately in a calm, orderly fashion.
2. The instructor leaves the classroom last, checking that all students are out of the classroom and adjoining restrooms.
3. Take your class record book and/or attendance sheet and any other agreed-upon paperwork. If you have a go-kit or two-way radio, take that also if possible.
4. Close doors as you leave. **Do not lock doors or turn off lights.** Leave everything else as is.
5. Be prepared to take alternative routes if smoke, fire or other dangers block your normal evacuation route.
6. Everyone should evacuate, including staff, visitors, and those needing additional assistance such as people with disabilities or short-term mobility issues.
7. Gather with and account for your students at the assembly area. Let an EBP member know if you are missing any students.
8. Keep your students together, reassuring them by giving instructions in a firm, calming voice.
9. Be prepared to move to an off-campus evacuation site if instructed.
10. Do not reenter the building until cleared by the appropriate authorities or your school administrator.
11. In life-threatening situations, college staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures whenever doing so is likely to reduce the risk of serious injury or death.

### Administrator Guidelines for evacuation:

- Call **911** to inform authorities of the situation.
- Use the fire alarm to initiate evacuation **EXCEPT** for hazardous materials emergencies or bomb threats.
- Evacuate with cell phone and keys if safe to do so.
- Account for all students and staff as much as is safely possible.

## SHELTER-IN-PLACE

When hazardous materials contaminate the environment, whether on campus or in the surrounding community, it may be necessary to implement a

### **Shelter-in-Place** protocol.

1. When notified of a Shelter-in-Place, immediately close all windows and doors.
2. Use wet towels to seal gaps and openings around windows and under doors.
3. Shut off all HVAC systems – heating, ventilation, air conditioning systems, and classroom fans.
4. Cover and seal all openings to the outdoors using plastic sheeting and tape. Don't forget vents, air conditioning, and any other opening that would allow air from outside the building to get inside. For windows, only cover the part of the window that can open. For doors, cover both interior and exterior doors.
5. Account for your students, reassure them, and then continue instructional activities.
6. Be alert for anyone exhibiting physical symptoms like shortness of breath, dizziness or fainting, unexplained coughing or headache, etc., and request immediate medical attention if any of these symptoms are identified.
7. Continue Shelter-in-Place procedures until an "all clear" is announced or other instructions are given. Be prepared to quickly move to evacuation procedures and review them with students. It would not be unusual to have to move from a Shelter-in-Place to a campus evacuation in situations involving hazardous materials.
8. In life-threatening situations, school staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures when doing so is likely to reduce the risk of serious injury or death.

### **Administrator Guidelines for Shelter-in-place:**

- Call **911** to inform authorities.
- If you are dealing with hazardous materials stored in your area try to have your MSDS notebook available for emergency officials as that could affect

decisions regarding Shelter-in-Place, evacuation, exposure, protective measures and first aid.

- Be prepared to distribute extra Shelter-in-Place supplies, like plastic sheeting, tape, and towels.
- Consult the Administrator Checklist for additional action steps.

## REVERSE EVACUATION

A **Reverse Evacuation** is used to help get students and staff back into a school when it is dangerous to remain outside the school. It can be used to protect students and staff from a wide range of outdoor threats including severe weather, a dangerous person, an aggressive animal or a hazardous materials incident. A reverse evacuation can be combined with lockdown, shelter-in-place and severe weather procedures since it is common for at least some students and/or staff to be outside the building when an emergency occurs.

1. When notified of a Reverse Evacuation you should immediately return to the building with the students under your supervision.
2. Instruct students to move quickly, but in a safe and orderly fashion. In dire situations, you may need to direct students to run or trot as appropriate. Assist students who cannot physically comply with this request.
3. Remain alert to possible threats while heading back into the building. If a threat is identified, appropriate adjustments should be made to your route.
4. When you get inside the building, continue to follow the instructions given by the administrator. In some cases, this will mean finding the closest available lockdown area or going into shelter-in-place mode as quickly as possible. In other cases, it might mean returning to your classroom and continuing normal instruction.
5. In life-threatening situations, school staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures whenever doing so is likely to reduce the risk of serious injury or death.

### Administrator Guidelines for Reverse Evacuation:

- Call **911** to inform authorities of the situation.
- Include other instructions as needed: lockdown, shelter-in-place, resume activities as normal, etc.
- When combining a reverse evacuation with another procedure, remember to consult the action steps for that procedure as well.

- You may also need to use a two-way radio, megaphone or even runners, if it is safe to do so, to make sure all staff and students outside receive emergency instructions.
- Consult the Administrator Checklist for additional action steps.

## MEDICAL EMERGENCY

1. If any individual (student, staff, visitor, etc.) has a **Medical Emergency**, notify Facilities and Student Services immediately.
2. Request an immediate call to **911** for an ambulance if:
  - The patient is unconscious or unresponsive for any length of time or for any reason; or
  - It is possible the patient has an injury to the head, neck, or back; or
  - You suspect any other serious injury or illness; or
  - Based on your professional judgment or experience, you feel the situation requires it. If in doubt, call **911**.
3. **Once an ambulance has been requested, do not ever cancel the request.**
4. Remain calm and stay with the patient.
5. If it is safe to do so, provide privacy for the patient, to reduce unnecessary trauma to bystanders, and to clear the way for medical personnel.
6. Don't try to move the patient if he/she has fainted, collapsed, or if it is possible there is an injury to the head, back or neck, unless absolutely necessary for immediate safety. Moving the patient could cause further injury.
7. If the patient tries to move him/herself, encourage him/her to remain still until medical help arrives.
8. When appropriate help arrives and takes over, pass on relevant and important information and then rejoin your students, reassuring them that actions are being taken to care for the patient and to protect others.
9. Account for all your students and remain with them until instructed otherwise.
10. Remember that students and staff have legal privacy rights. Staff should not discuss the medical concerns of a patient with students or any other unauthorized person.
11. All body fluids (blood, vomit, urine, feces, saliva, etc.) have the potential to infect people with serious diseases. Do not attempt to clean up bodily fluids unless you are specifically trained to do so. Notify your custodian who has received special training for this. Use red specially marked bags for disposal.

12. As with all medical emergencies, remember to take extra precaution to protect yourself, your students, and the injured or ill person. Err on the side of caution. Safety is always a priority.

### Administrator Guidelines for Medical Emergencies:

- In some cases, you will announce a Lockdown to clear the way for emergency personnel and to reduce bystander exposure and trauma.
- The health assistant and/or staff member certified in first aid and CPR should immediately report to the emergency area with the first aid kit and AED and attend to the patient. Another EBP member with a two-way radio should also report to the affected area.
- The health assistant should assess the patient and determine if it is necessary to call **911** if this has not already been done. If it is not necessary to call **911**, the patient may be relocated to the quiet, private room for minor medical attention.
- If **911** is called, another EBP Team member should meet emergency personnel at the door and direct them to the patient's location.
- If a student that is under age is transported to the hospital by ambulance, an administrator or other staff member should accompany the student to the hospital and stay with them until a parent/guardian arrives and a proper written release is made.
- Complete an incident report with employees who were exposed.
- Consult the Administrator Checklist for additional action steps.

#### AED Locations:

- **Newport: Inside the double door cabinet in the Commons, next to the computer banks.**
- **Lincoln City: Mounted to the wall just behind the front reception desk.**
- **Waldport: Mounted to the wall in the main lobby.**

## STUDENT DEMONSTRATION / RIOT

1. If you learn of a **Student Demonstration**, threat of **Riot** or actual **Riot** in progress, notify the Dean of Students and the Facility Manager.
2. Briefly describe the situation and location.
3. Remember to take extra precaution to protect yourself and your students. Consider issuing a room clear, evacuation or lockdown if appropriate.
4. If it appears safe for you to do so, remain with the problem situation until relieved by another responsible staff member or law enforcement officer, working to defuse the crisis by staying calm.
5. Attempt to defuse tensions by identifying key players, listening to student concerns, and isolating key players in a neutral area.
6. Staff should attempt to work in pairs or small groups for increased safety.

### Administrator Guidelines for a Student Demonstration / Riot:

- Call **911** if there appears to be a threat of riot or actual riot.
- Announce a lockdown procedure, depending on what the situation requires.
- Clearly communicate to all students (via intercom system or megaphone) in the presence of an adult witness, that students should either attend classes or move to a safe, designated area. Inform students that they will be suspended or possibly arrested if they do not comply.
- If students go to the designated area, continue attempting to defuse tensions by listening to student concerns and isolating key players.
- If students do not follow directions after a second warning and after a reasonable period of time (not to exceed 2-3 minutes), direct them to leave campus. If students continue to remain on campus, conference with law enforcement about next steps and possibly making arrests.
- Consult the Administrator Checklist for additional action steps.

## BOMB THREAT

If you learn of a potential **Bomb Threat** through something written on a wall or piece of paper, or receive a report from someone, or if you overhear a conversation, receive a telephone call, or notice a suspicious object, package or device:

1. Immediately notify your administrator in a manner that will not alarm other students and staff.
2. All staff are empowered to act independently and bypass this step to contact **911** first in life-threatening situations.
3. Do not use a two-way radio, cell phone or other wireless electronic device (since this can detonate an explosive device), unless there is a life-threatening emergency, such as a person who is not breathing, has had a heart attack, etc.
4. Handle a written threat as little as possible to avoid disturbing possible finger prints.
5. Visually inspect your area:
  - If you notice a suspicious object, package or device, visually inspect your area for other suspicious items and carefully evacuate students out of the area. Do not touch, move, or pick up any suspicious item. If possible, secure the area around a suspicious item or a written threat to prevent others from coming in contact with it and to protect evidence. Tape a note describing the object to the outside of your door and notify the office of the object, location and your reason for concern as soon as it is practical.
  - If nothing unusual is found, mark your door with  $\frac{1}{2}$  of an X (/) using black tape. If the search team confirms your findings, they will mark the other  $\frac{1}{2}$  of the X. **Black tape is in your yellow Emergency Supplies Bucket.**
6. If you receive a bomb threat over the phone, stay calm. Write down exactly what the caller says and try to get as much information as possible. Listen and note anything unusual about the call, like the caller's voice, background noises, etc. If possible try to learn where the device may be located, what it is intended to do, and when it is supposed

to go off. Don't hang up the phone even after the caller hangs up.

7. Alert your administrator in a manner that will not cause panic to those in the office area. Do not share information about the bomb threat with other employees. The administrator will evaluate the information and initiate an appropriate response.
8. Use the "Bomb Threat Report Form" to help you write down everything you've learned from the call. This form is in the staff secure section of our website. Office staff should keep a copy of this form handy for easy access near their phones. Complete the Bomb Threat Report Form as time permits.

### Administrator Guidelines for a Bomb Threat:

- Take all threats seriously.
- Quickly contact **911** and immediately place the school in a code yellow lockdown, **reminding everyone to turn off all cell phones, two-way radios and other wireless electronic devices.**
- Depending on the severity and timing of the threat, you may decide to initiate an evacuation rather than locking down the school. If there is immediate threat to life, take immediate action.
- Assess the situation. Gather information from multiple sources. Use information contained in the written or verbal threat or from the Bomb Threat Report Form – whatever is available. Remember to protect evidence. You can also interview the person who found the threat or heard it. Consider prior threats or acts of violence and the situation in your community and in the world.
- Try to consider all of the factors that may be involved: the degree of credibility; level of detail provided; time of detonation; evidence of commitment put into the plan; ability to carry out the plan; motive, etc.
- Be alert for unusual behavior such as a student/adult watching with interest from a distance, someone going the opposite direction of everyone else or going where they were told not to go, vehicles in the area, etc.

- In consultation with law enforcement, determine your response. Response possibilities include but are not limited to:
    - Code Yellow Lockdown while an interior and exterior sweep are conducted;
    - Relocation to an internal assembly area such as the commons or other large gathering area while sweep teams check the interior and exterior of the campus, visually scanning and listening for suspicious sounds;
    - Evacuation to an exterior, on-campus assembly area with a minimum distance of 1000 feet away when it is safe to do so;
    - Evacuation to an off-campus evacuation site. Due to the severity of the threat or in the event a suspicious object or device is found, students and staff may need to be kept off campus for an extended period of time until bomb technicians give an all clear.
    - Develop a sweep plan for your building using a floor plan to ensure all areas are checked. The stated time of detonation may influence the time of the sweep. The college leads, law enforcement will assist.
    - If the decision is made to evacuate, and if there is time, EBP members should look for any suspicious objects along the evacuation route and assembly areas before the evacuation is initiated. There may be more than one device inside or outside the building. Parking lots are often among the most dangerous spots during a bomb threat. EBP members should also check common areas.
    - When there is a bomb threat a member of the executive team is in charge. Law enforcement will not order an evacuation, but will help with the assessment and offer advice. If you evacuate, law enforcement will assist and notify neighbors. If a device is found, law enforcement assumes control. If an explosion occurs, The Fire Department assumes control.
  - Although very few bomb threats involve an actual device, a threat should never be ignored. Take all threats seriously.
  - Consult the Administrator Checklist for additional action steps.
- Turn off two-way radios, cell phones and other electronic devices.**



## FIRE

If there is a **Fire**, even in a classroom wastebasket, or a suspicion of fire through the sudden appearance or smell of smoke, the school fire alarm should be activated and the building evacuated. This should be done for any size fire. All staff members are empowered to activate a fire alarm, notify the office and begin the evacuation of students as soon as they detect a fire. Because most casualties in fires are due to smoke inhalation or toxic gases, time is of the essence.

### If Smoke or Fire is Discovered:

1. Inform occupants of the fire or smoke and evacuate the area.
2. Pull the nearest fire alarm and notify the office or administrator with details as soon as possible.
3. Shut windows and doors as you leave if you have time and it is safe to do so.
4. Leave classroom doors unlocked so fire personnel can enter your room to fight the fire if necessary.
5. Do not turn off lights – leave everything else as is.
6. Follow standard evacuation procedures. Be prepared to take alternative routes if smoke, fire or other dangers block your normal evacuation route.
7. If you are trained to use a fire extinguisher and discover a small fire, you may attempt to extinguish it using the fire suppression equipment available.
8. If the fire requires more than one fire extinguisher, leave it for the Fire Department. In either case, be sure to pull the nearest fire alarm immediately when fire is first discovered.
9. Because of possible toxic gas or smoke, don't fight fire from anything unusual like a science lab, explosives, etc.

### If Someone's Clothing Catches on Fire:

1. Instruct them to **Stop, Drop, and Roll**. DO NOT allow them to run. Running will fan the fire.
2. Announce a room clear and immediately instruct someone to pull the nearest fire alarm and notify the Administration office. In some cases this may be a student.

3. Smother the fire by wrapping the person in heavy fabric (coat, rug, curtain, blanket, etc.) and rolling the person on the ground. If fabric is not available, roll the person on the ground unwrapped.
4. Deluge with water.

### Administrator Guidelines for a Fire:

- Pull a fire alarm if the alarm is not already sounding.
- Call **911**.
- EBP members should sweep building of students/staff and help direct staff/students to appropriate evacuation routes.
- If it appears safe to do so, close doors to fire areas as soon as all students and staff are safely out of the area.
- Meet Fire Department when they arrive. Notify them of fire's location and provide map of campus and master key.
- Consider the need to move to an off-campus evacuation site.
- Do not allow re-entry to building until authorized by fire officials.
- Report all fires to the Fire Department regardless of size or location of fire, even if it happened during non-school hours or if the fire was out when it was discovered.
- Consult the Administrator Checklist for additional action steps.

## CHEMICAL SPILL / HAZARDOUS MATERIALS

Any substance having the potential to cause physical harm, regardless of origin, is considered dangerous. This includes skin contact with substances as well as inhaling caustic gasses.

1. Notify your administrator and immediately remove students from danger if 1) there is a **Chemical or Hazardous Materials Spill** inside the school; 2) you smell the odor of rotten eggs or other unusual odors; or 3) you learn of or detect a hazardous materials incident outside the school or in the surrounding area.
2. Possible protective actions include:
  - **Room Clear or Evacuation:** Protect students and staff by removing them from the area, building, or campus;
  - **Shelter-In-Place:** Protect students and staff by sealing them off from the contaminant.
3. Follow room clear, evacuation, or shelter-in-place procedures as appropriate to the situation.
4. Do not turn off lights because doing so could ignite hazardous materials. Leave everything as is.
5. Be alert for anyone exhibiting physical symptoms like shortness of breath, dizziness or fainting, sudden headache, unexplained coughing, etc., and request immediate medical attention if any of these symptoms are identified.
6. Do not attempt to clean up spilled chemicals or hazardous materials unless you are specifically trained, equipped and authorized to do so by your job requirements.
7. Small spills that pose little or no harm to humans or the environment may be handled by those trained to do so in accordance with basic safety precautions indicated on the substance label or SDS (Safety Data Sheet). Small spills must still be reported immediately to your administrator.
8. If you have any chemicals in your room, make sure that you keep your MSDS Book up-to-date and easily accessible.
9. Take all chemical and hazardous material spills seriously. Err on the side of caution. Safety is always a priority.

### Administrator Guidelines for a Chemical Spill / Hazardous Materials:

- Contact **911** to notify authorities of the incident.

- Assess the situation, consider the location and substances involved and determine whether to evacuate or shelter-in-place. If time and the situation permits, consult with emergency officials. If you are dealing with hazardous materials stored in your school and are able to identify them, try to have your SDS Book available for emergency officials as that could affect decisions regarding shelter in place, evacuation, exposure, protective measures and first aid.
- When there is a hazardous material spill in a nearby community and the wind conditions could push the air contaminant toward the school, emergency officials may order an evacuation of the school to an off-campus location which is uphill and upwind of the spill in order to remove students and staff from the possibility of the contaminant reaching the school.
- If an evacuation is indicated, do not use the fire alarm since sounding the fire alarm could ignite hazardous materials. Announce the evacuation using the intercom system unless emergency officials decide that using the fire alarm does not pose a risk in that particular situation. Follow evacuation procedures.
- Give clear instructions over the intercom in order to avoid evacuating near or past the spill area.
- In some cases, a hazardous chemical spill may occur so close to the college that the best decision would be to stay inside the college and initiate a shelter-in-place in order to protect students and staff by sealing them off from the contaminant. If so, announce a reverse evacuation and shelter-in-place. Follow shelter-in-place procedures.
- Consult the Administrator Checklist for additional action steps.

### **SDS Book Location: Science labs Room 233 & 236 and Facilities Office**

## SEXUAL ASSAULT

1. If you learn or suspect that a student has been **Sexually Assaulted**, report it immediately to the Dean of Students. However, all staff members are empowered to act independently and bypass this step and call **911** immediately in life-threatening situations.
  2. Be prepared to describe the situation. Indicate whether the perpetrator has been identified and where he or she is located. Describe any medical injuries you are aware of.
  3. Provide for the immediate safety of the victim. Try to comfort and calm the victim.
  4. Isolate the victim and determine whether medical attention is necessary. Give medical assistance if needed, until help arrives. Strongly encourage the victim NOT to wash, clean up, change clothes or use the restroom.
  5. Do not question the victim beyond basic facts. Leave this for law enforcement. However, if a student makes a statement to you about what happened, document exactly what the student says; use their words, not your own.
  6. Remember that **Sexual Assault is Child Abuse** and must be reported to the Department of Human Services, even if it is student against student. As a Mandatory Reporter, you must follow child abuse reporting procedures even though the police are already involved. Call DHS at 1-866-303-4643 to make the report.
  7. As with all emergencies, remember to take extra precaution to protect yourself, your students, and the victim. Err on the side of caution. Safety is always a priority.
- Identify witnesses. Isolate and detain them if practical until they can be interviewed by police. It is best to keep witnesses from discussing the incident with each other before they are interviewed by law enforcement as this can frequently cause witnesses to influence each other to remember things incorrectly.
  - Protect the crime scene by not allowing others in the room or area where the alleged sexual assault occurred. Do not disturb anything.
  - Notify the family of the victim as appropriate. In the event a family member is a suspect, do not notify the family; let law enforcement or DHS notify them.
  - Consult the Administrator Checklist for additional action steps.

### Administrator Guidelines for Sexual Assault:

- Call **911** if it has not already been done.
- Initiate Lockdown procedures if the situation involves an armed aggressor who may still be on campus.
- If the perpetrator is known, and it appears safe for you to do so, isolate and/or detain them until law enforcement arrives. If it is not safe to do so, try to learn the perpetrator's name, location, how they are dressed, etc.

## SEVERE WEATHER/ ELECTRICAL OUTAGE

SEVERE WEATHER (Thunderstorm, Lightning, or Severe Wind):

### If You Are Outside:

1. Get out of open areas or fields and into an enclosed building as quickly as possible.
2. If a building is unavailable, seek shelter in an enclosed vehicle or as a last resort in a ravine or ditch.
3. Move from high ground and get into a crouching position if open areas cannot be avoided.
4. Do not seek shelter under isolated trees or close to metal fences, small sheds, playground equipment or shelters in exposed locations. Keep twice as far from isolated trees or objects as they are tall.
5. Do not stand under or near electrical wires.
6. During lightning and thunderstorms, do not sail, kayak, or use metal objects like fishing rods, golf clubs, umbrellas, javelins, etc. Remove metal-cleated shoes if you must stay outside.

### If You Are In Transit:

1. Stay inside the vehicle.
2. Do not touch exposed metal parts.
3. Do not park vehicles near electrical lines or trees.
4. Anyone using a scooter, motorcycle, bicycle or other type of vehicle should seek protected shelter.

### If You Are Inside:

1. Stay indoors. Do not venture outside the building unless absolutely necessary, for example, during a fire alarm.
2. If the fire alarm sounds, students and staff must evacuate – even during severe weather.
3. Stay away from open doors, windows, metal objects, electrical appliances and plumbing during the storm.
4. Keep telephone use to a minimum.
5. Do not handle flammable liquids in open containers.
6. During severe windstorms, the safest places to be are interior halls, lower floors and basements.
7. During severe windstorms, avoid windows and areas exposed to the windward force of the storm.

1. If the **Electricity** goes out while you are at school, whether there is severe weather or not, consider this a code yellow lockdown and follow lockdown procedures whether or not you hear a lockdown announced.
2. Remain calm, and account for all students using a flashlight if needed.
3. Continue with regular activities as much as possible until notified.
4. If an evening class, the college will cancel the remaining classes and notify students via Flashalert.

### Administrator Guidelines for Severe Weather / Electrical Outage:

- Assess the situation. Outages as a result of severe weather conditions may require remaining in the building, while outages as a result of electrical problems may require an evacuation.
- Announce a code yellow lockdown or evacuation as appropriate to the situation.
- Call **911** if the building is unsafe.
- Contact Facilities and Maintenance Department.
- Maintain clear communication with school staff, even if you have to do so by sending EBP members from classroom to classroom with information and updates.
- Arrange for lighting, restroom use, etc.
- Consult the Administrator Checklist for additional action steps.

### Electrical Outage:

## EARTHQUAKE / TSUNAMI

### Earthquake

When you feel the ground shake, immediately take protective actions.

1. Duck, Cover, and Hold

**DUCK** down to the floor in the room where you are. Don't try to run out of the building during the earthquake. More people are injured during quakes while trying to run outside the building than from staying inside and taking protective actions.

Take **COVER** under something sturdy, a desk, table or other furniture that is not likely to tip over or easily crush. Crouch down on your knees and cover your head with your arms. If sturdy furniture is not available, crouch down on your knees near an interior wall and cover your head with your arms.

**HOLD** onto the furniture and be prepared to move with it. HOLD the position until the ground stops shaking. If possible, stay away from mirrors, tall furniture, and other things that might fall on you. Turn away from windows, light fixtures and suspended objects.

2. If the fire alarm sounds while the ground is still shaking, wait until the shaking stops before evacuating.
3. When the shaking stops, immediately evacuate. Instruct students to help each other since there may be injuries. Be prepared to take alternative evacuation routes. Evacuate the building whether or not the fire alarm sounds. If it appears safe and there is enough time, evacuate with your yellow emergency supplies bucket.
4. Since structural damage caused by the earthquake may mean that communications systems will stop working, be prepared to take independent actions without instructions from the administration.
5. If outside during an earthquake, stay outside. Try to move away from buildings into a clear, open space. Stay away from utility poles and overhead wires, trees and other hazards. Duck, Cover and Hold until the shaking stops.
6. Be prepared for aftershocks. Duck, Cover and Hold if the ground shakes, even after you've evacuated.

### Tsunami

After an earthquake, **Tsunami** waves may arrive within minutes. If you are in the Tsunami Hazard Zone, , or on a field trip to the beach, creeks, the Aquarium or other low-lying areas, be aware of the nearest high-ground location and evacuate your group there if you feel an earthquake or receive a Tsunami Watch or Warning.

1. If you feel an earthquake, Duck, Cover and Hold. After the shaking stops, **immediately go to high ground**. Do this for any size quake.
2. Be prepared to travel on foot and take any escape routes available to you.
3. If you don't feel an earthquake, but receive a Tsunami Watch or Warning, immediately evacuate to high ground.
4. In life-threatening situations, school staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures whenever doing so is likely to reduce the risk of serious injury or death.

### Administrator Guidelines for an Earthquake / Tsunami

- Check to see if you have any activity trips in the tsunami zone or traveling through a tsunami zone and make appropriate notifications and arrangements.
- When a Tsunami Watch or Warning is issued, schools not in the tsunami zone should go into Lock Down while emergency preparations are made.
- If you have evacuated to high ground, stay there until Emergency Services Personnel have indicated that it is safe to return to school. Remember, tsunami waves can continue coming for 10-12 hours or more.
- Do not allow anyone to return to or reenter the building until it has been inspected for safety.
- Consult the Administrator Checklist for additional action steps.

## THREAT OF VIOLENCE

A **Threat** is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, symbolic, or communicated by video or social networking media. All threats of violent injury must be taken seriously and investigated to determine whether they pose a real danger to students or staff.

If you see, have knowledge of, hear, or receive a threat of violence, follow these procedures:

1. Discretely make an immediate verbal report to your administrator in a manner that will not alarm other students and staff. If the Dean of Students is not available, notify the AIC.
2. However, in life-threatening situations, all staff members are empowered to act independently and bypass this step to contact **911** and implement lockdown procedures before notifying administration if necessary.
3. Write down what you heard, saw and/or know about the threat and give this information to an administrator. Be alert to any other related information you may overhear or receive from students and update the administrator.
4. All evidence should be isolated. If it is on paper, do not touch it if possible. If the threat is on a wall, restrict access to that area. Photograph the threat and any related areas if possible. Do not wash it off unless directed by law enforcement. If the threat is on a computer or other electronic device, secure the device. Do not open it, close it or do anything with it that could compromise the communication or cause it to be lost.
5. If the threat was verbal, obtain a written report of the threat.
6. If you feel that a student, staff member or any other person may pose a threat, or if something about a situation doesn't feel right based on your professional and life experience, immediately notify your supervisor, even if you have no clear indication of danger. These "instincts" have often been correct and averted tragedies at other colleges.
7. Although many threats do not constitute immediate danger, all threats should be taken

seriously. As in all emergency situations, remember to take extra precaution to protect yourself and your students. Err on the side of caution. Safety is always a priority.

### Administrator Guidelines for a Threat of Violence:

- If there is immediate danger of serious injury, initiate lockdown procedures.
- Call **911** immediately and cooperate with police, assisting with the investigation as requested.
- If it appears safe to do so, immediately remove from the classroom any student who has threatened to injure him/herself, another person or to severely damage school property. At-risk students should not be left alone or directed to report to the office without escort. Seek assistance from law enforcement if needed.
- Initiate procedures to keep the potential victims safe.
- Follow the procedures identified in the OCCC Policies and Administrative rules such as notifying parents/guardians of potential victims identified in threats.
- If the threat is not determined to be an immediate danger, reassess the immediacy of the threat as more information becomes available and initiate lockdown procedures as appropriate.
- Consult the Administrator Checklist for additional action steps.



## FIGHTING

If you come upon a situation when two or more students are **fighting**, or an individual is out of control, do not leave the situation. Use the lowest level of response that will safely neutralize the crisis. You are not required to put yourself at risk but must behave in a reasonably prudent manner to try to reduce danger. Every situation is different. Here are some possible actions to take based on the circumstances:

### 1. TAKE CHARGE

- Whistle three times— this may get the students' attention long enough to stop and hear your instructions. It may also get the attention of another adult nearby.
- Identify yourself in a calm, clear, loud voice.
- Try verbal interventions. Give a FIRM command like "Stop fighting and step back now!" Do not scream as this could escalate the situation – remain calm and try to demonstrate your calmness and control by your voice tone and pitch.
- Use the students' names if possible and direct them to different locations. Give a direct command. For example, "Jeremy, stop pounding on that window and move to this side of the room now," or "Rick, move over to the doorway! Zach, move over to the lockers, now!"
- These steps may help students voluntarily leave the immediate situation and begin de-escalating.

**2. GET HELP.** Use an intercom, two-way radio or phone, or direct someone to get additional adult help. The act of calling for help indicates that the presence of another adult was requested as quickly as possible.

### 3. DISPERSE BYSTANDERS

- This removes the audience which can help defuse the situation and enhances bystander safety by preventing others from joining in.
- Use a firm, calm voice to direct students to another location. For example, "Everyone needs to move immediately to the gym. Jackson, Sandra, Tom – move now!" Or announce, "Room Clear" if the fight is in your classroom.

## 4. SAFETY

- Avoid getting physically in the middle of a fight. If you are alone, use caution if you must separate one student from another. Restraining one student may make them more vulnerable to attack from the other student. If you're not sure whether a student can be restrained without injury, restraint should be avoided. Wait for additional help.
- Avoid approaching anyone involved in a fight from the left rear or the right rear direction. Catching them off guard in this manner can cause staff to be struck by students while attempting to break up fights.

**5. SEPARATE** and isolate students involved in the fight. Provide medical attention if needed. Calm them and if possible, allow time for them to de-escalate.

**6. WRITE REPORT** of the facts. Follow your building procedures for reporting a fight.

### Administrator Guidelines for Fighting:

- Call **911** immediately if there is physical evidence of injury or if the fight involved a bias based on race, religion, culture, etc.
- Consult the Administrator Checklist for additional action steps.

## WEAPONS

Because there are a wide variety of possible **Weapons** situations the following concepts should be viewed only as a general guide. You must adapt your response based on any situations you may encounter. Address your own safety first so you can then better protect students and other staff.

1. **Notify the Office:** If you are the first person to become aware of a situation involving weapons, notify the Admin office as soon as safely possible so they can announce a lockdown and contact **911**.
2. **Take Independent Action if Needed:** Depending on the urgency of the situation, you may need to independently implement an evacuation, or reverse evacuation for your class while simultaneously working to notify the front office and/or calling **911**.

**Shooting/Stabbing or Gunshots:** If you hear gunshots or if there is a shooting or stabbing, use extreme caution. Quickly assess the situation, taking appropriate actions to increase your own safety and the safety of your students.

1. Take cover if necessary.
2. Immediately implement a code red lockdown, or reverse evacuation or an evacuation, as appropriate.
3. Notify the front office immediately.
4. DO NOT confront the individual unless they are firing a gun or attacking with another type of weapon and it is clear to you that it would be safer for you to try to disable the attacker than not to.
5. If you are outside the building, go immediately to the closest safe area of shelter that offers protection from the aggressor. In the event of an aggressor discharging a firearm at people in an open area, do not lie down in open areas – run to the closest safe cover.

**Hostage:** If you are threatened with a weapon or if you or others are held against your will (taken hostage), try to remain calm. Use extreme caution. Do not confront the hostage taker unless he or she begins

shooting or attacking others and you feel it is safer to try to disable them than to flee.

1. Follow the instructions of the hostage taker unless you feel that following their instructions would increase danger to yourself or others. Cooperate – don't antagonize or argue with the captor or other hostages. Do not initiate conversation with the captor. If you are spoken to, cooperate and be concise. If possible, keep a safe, non-intimidating distance and avoid abrupt movements.
2. If the hostage taker appears receptive, inform them of any critical medical issues that you are aware of. If allowed by hostage takers, provide first aid as best as you can. Treat your wounds first and then help others.
3. Be prepared to wait. Elapsed time is a good sign. Generally, the longer a hostage situation continues, the less likely a hostage taker is to use violence.
4. Be observant. Try to remember things you see or hear such as the location and number of hostages, description of hostage taker, weapons, etc. This is important if you are released while others are still held hostage.
5. Watch for the unexpected. Try to think of possible courses of action for various contingencies.
6. If a rescue takes place, Get Down Immediately. Lie on the floor, spread your fingers apart, keep your hands where they can be seen, and avoid moving them. Don't panic or run. If released, follow law enforcement instructions.

Follow these procedures even with pocket knives.

### Administrator Guidelines for Weapons Situations:

- Call **911** immediately.
- Quickly assess the current level of danger.
- If there is immediate danger of serious injury, announce a code red lockdown. When making the announcement, include other instructions such as a reverse evacuation for those meeting outside, or a notice to SAFE Team members not to report if that is indicated. In some cases, you may decide it is best to evacuate.



- If there is no immediate danger of serious injury, for example, if you receive a report that a student is in possession of a weapon but has not threatened or attacked anyone with the weapon, you may decide it is safer not to do a lockdown initially because a lockdown could tip-off a suspect that they have been discovered.
- Call **911** immediately whether or not you decide to implement a lockdown procedure.
- If there is a hostage situation inside the building, notify classes meeting outside to take protective actions and do an off-campus evacuation if safe.
- If there has been a shooting, stabbing, or hostage situation, do not disturb the crime scene unless you must do so to protect human life such as delivering first aid to a victim. Secure the area and reroute traffic, either in hallways or outside the school, if necessary and possible. Weapons assault sites are crime scenes. Do not attempt to clean up blood or otherwise alter the scene without prior approval from law enforcement.
- Cooperate with law enforcement. They are in charge and will handle questions regarding criminal investigations. Administrators should focus on the college's response and preparations for the next day.
- Administrators should inform staff of the situation once they can safely do so.
- Account for students and staff. Keep a written record of anyone (students and adults) taken to a hospital by ambulance. Note which hospital they are going to. If a student is transported to a hospital, one or more staff members should accompany them to the hospital if they can do so without leaving other students unsupervised. Stay with the student at the hospital until a parent/guardian arrives and a proper, written release is made.
- Consult the Administrator Checklist for additional action steps.

**In life-threatening situations, school staff are empowered to deviate from written plans and take independent actions to implement life-saving procedures whenever doing so is likely to reduce the risk of serious injury or death.**

## UNDERAGE STUDENTS

### Missing Student/Kidnapping

1. If one of your students is **Missing**, notify the Department of Instruction immediately.
2. Call **911** first if you believe it is a **Kidnapping** or the student's life or welfare is in danger. In this case, don't delay; every minute counts.
3. Account for all your other students and try to find out when and where the missing student was last seen.
4. Search your immediate area thoroughly.
5. Remain calm and keep students calm.
6. Be prepared to identify names of the missing student's friends.

#### Administrator Guidelines for a Missing/Kidnapped Student:

- Call **911** if it has not already been done.
- Announce a Lockdown. This will limit movement on campus as you conduct a search and will reduce the possibility of other missing students in case of a kidnapper on campus.
- Search the school thoroughly and immediately, both inside and outside. Even search areas where you don't think a person would normally hide or be. If possible assign someone to search carefully a second time.
- Notify the custodial parent.
- Gather as much information as practical. Be prepared to describe the missing child: name, gender, hair, clothing, when and where last seen, etc.
- If known, note the perpetrators appearance and any other information that might be helpful to police: name, gender, hair, clothing, voice, etc. If a vehicle was involved, get a detailed description if possible.
- If the student is located, notify staff, **911**, the parent and the Department of Instruction immediately.
- Consult the Administrator Checklist for additional action steps.

### Child Abuse

All college employees are "**Mandatory Reporters**" and are required by law to report all suspected child abuse to the

Department of Human Services Child Welfare Division at 1-866-303-4643 or by calling **911** immediately. You are required to report when you are on duty at school as well as when you are off-duty.

#### child abuse includes:

- Any unexplained or suspicious physical injury to a child, including any injury inconsistent with an explanation of how the injury occurred.
- Neglect which causes harm to a child's health, welfare and/or safety.
- Sexual activity with someone older than the child, abuse, sexual assault, or sexual exploitation.
- Mental injury which harms a child's ability to think, reason or have feelings.
- Threat of harm.
- Any reason to believe the child has been exposed to meth or other drug use.

## REPORT SUSPECTED CHILD ABUSE

**at 866-303-4643 or 911.**

### When and how to report:

1. If you have reasonable concern that a child you have observed or have had contact with may have suffered any of these kinds of abuse, or if you suspect an adult has abused a child, **call DHS at 1-866-303-4643 immediately**. If you are not able to reach a live person at the DHS phone number, call **911** or local police instead.
2. **When in doubt, report!** DHS screeners are very open to consultation and can help you determine whether or not the incident is reportable. If it does not meet the criteria, DHS may suggest contacting the parents about your concern. Otherwise, **you are not allowed to inform the parents of your report**.
3. You must also immediately inform your administrator or facilities and safety personnel. However, reporting to your supervisor does not release you from your legal obligation to report immediately to DHS.
4. If a child is in danger due to their physical injuries or if there is an indication the abuser may come to the school to further harm them, or **if you see any type of abuse in progress, call 911 immediately**. If possible, provide for the immediate safety of the child. If you do not feel safe intervening, maintain visual observation if safe.
5. It is DHS's responsibility to investigate the suspected abuse. You are required to cooperate. The DHS representative questioning the student about possible abuse will determine if a school official may be present during the interview. If so, your role should be as a supporter for the child, and not as an active participant. You are not allowed to reveal anything that is discussed during the investigation.
6. Be sure to keep a written record of any DHS report you make, and give a copy to your supervisor.
7. Remember, all college employees are **"Mandatory Reporters"** and are required by law to report all suspected child abuse to the Department of Human Services Child Welfare Division immediately at 1-866-303-4643 or by calling **911** or your local law enforcement agency. The "Mandatory Reporter"

requirements are in effect 24 hours per day, 7 days per week, all year long.

### Administrator Guidelines for Suspected Child Abuse:

- Confirm with staff that they actually made a report to DHS or law enforcement.
- Consider if any actions should be taken regarding school and student security.
- Keep a copy of the completed Child Abuse Report Form in your Investigations File.

## ADMINISTRATOR CHECKLIST

Here is a list of possible action steps for you and your EBP Team. You may not need to do all of these action steps for every emergency. Assign duties to EBP members or other staff as appropriate.

- ☐ **Call 911.**
- ☐ **Make Announcement:** “May I have your attention? (pause) This is a (name of procedure), I repeat, this is a (name of procedure). Follow (name of procedure) procedures immediately.”
- ☐ **Notify Those Outside:** Use a two-way radio, megaphone or even runners – if it is safe to do so, to make sure all staff and students outside receive emergency instructions.
- ☐ **Activate the EBP Team** if safe to do so. EBP Team members should immediately perform duties and assist as needed (sweep campus, provide first aid, meet emergency personnel, account for students, etc.).
- ☐ **Lockdown:** Double check that all exterior doors are closed (not propped open) and locked. Remember to use your lockdown button.
- ☐ **Sweep Campus** of students not in class if safe to do so. Check restrooms, hallways, common areas, etc.
- ☐ **Notify the AIC** after all critical protective steps have been taken. Do this for all drills and real emergencies.
- ☐ **Notify Facilities and Maintenance** if the emergency relates to a facilities issue.
- ☐ **Notify Other Schools:** Consider if it is necessary to notify surrounding schools.
- ☐ **Student Needs:** Depending on the length of the emergency situation consider the need for meals, snacks or restroom use. Consult with law enforcement/fire personnel to determine what is feasible.
- ☐ **Parent Communications:** Consider if there is a need for a mass phone call or letter to parents. If feasible, this should be done on the same day as the emergency. Refer to the Emergency Communications Handbook. Contact the Superintendent’s Office for support. Contact Police Dispatch with the same information, as they usually get calls from parents.
- ☐ **Media:** Refer all media inquiries and requests to the President’s Office. See Emergency Communications Handbook.
- ☐ **Monitor Mental Health Needs:** If it appears students or staff have been traumatized by this event or just need some time to process it, debrief with students or arrange for a school counselor, psychologist, crisis team member or other appropriate staff member to assist. Signs of stress or psychological trauma are not always evident during or right after the incident. All persons involved should be monitored and supported if needed for several days after a critical event.
- ☐ **Transportation Arrangements:** Consider if there is a need for modified transportation/bus service. Contact the AIC Office for support.
- ☐ **Give Regular Updates** to staff and the President’s Office if appropriate and if time permits.
- ☐ **Announce “All Clear”:** You may choose to make an announcement to explain why certain procedures were enacted or to reassure staff that the building is now safe, etc. If the information is not time critical, this may also be done via staff e-mail or at a debriefing later in the day.
- ☐ **Evaluate:** After the situation is resolved, evaluate the area and the school activity/event to determine if adjustments should be made in supervision or security and to identify any other safety concerns. Include law enforcement or fire personnel if appropriate.
- ☐ **Debrief with Staff** at the end of the day or situation. Remember that students and staff have legal privacy rights. Staff should not discuss medical or legal information with anyone who isn’t authorized to hear it. Staff should also avoid discussing information related to an ongoing law enforcement investigation.
- ☐ **Event Log:** For prolonged or involved events, consider the need to keep a log of events.
- ☐ **Report:** Send a completed Drill/Emergency Debrief form to Facilities.

## EMERGENCY PHONE NUMBERS

### EMERGENCY: CALL 911

(College phones require dialing a 9 first.)

#### UTILITIES

##### Alarm Company

NW Natural Gas (gas odor emergency) ..... 800-882-3377

##### Power

Central Lincoln PUD – Newport ..... 541-265-3211

Central Lincoln PUD – Waldport ..... 541-563-2112

Pacific Power – Lincoln City ..... 888-221-7070

##### Water

Lincoln City Public Works ..... 541-996-2154

Newport Public Works ..... 541-574-3366

SW LC Water District ..... 541-547-3315

#### AMBULANCE

COCFR Ambulance (Waldport) ..... 541-563-3121

Pac West Ambulance Lincoln City ..... 541-994-6690

Pac West Ambulance Newport ..... 541-265-3175

#### COAST GUARD

Depoe Bay ..... 541-765-2124

North Bend ..... 541-756-9212

Yaquina Bay ..... 541-265-5381

#### EMERGENCY SERVICE AGENCIES

American Red Cross ..... 541-265-7182

DHS Child Welfare ..... 866-303-4643

Emergency Manager (Lincoln County) ..... 541-265-0651

Juvenile Department ..... 541-265-4158

Poison Control Center ..... 800-222-1222

Public Health Department ..... 541-265-4112

#### FIRE

Central Oregon Coast Fire (Waldport) ..... 541-563-3121

Depoe Bay Fire District ..... 541-764-2202

Newport Fire Department ..... 541-265-9461

North Lincoln Fire and Rescue ..... 541-996-2233

Oregon Department of Forestry ..... 541-336-2273

Seal Rock Fire District ..... 541-563-4441

Siletz Fire District ..... 541-444-2043

Toledo Fire Department ..... 541-336-3311

Yachats Fire District ..... 541-547-3266

#### HOSPITAL

Samaritan North Lincoln Hospital ..... 541-994-3661

Samaritan Pacific Communities Hospital ..... 541-265-2244

#### POLICE AND 911 DISPATCH

LINCOM 911 Dispatch ..... 541-265-4231

Lincoln City Police & Dispatch ..... 541-994-3636

Lincoln County Sheriff's Office ..... 541-265-4277

Newport Police Department ..... 541-574-3348

Oregon State Police ..... 541-265-5353

Toledo Police & Dispatch ..... 541-336-5555

#### OTHER IMPORTANT PHONE NUMBERS

## Administrative Procedure

### UNSCHEDULED COLLEGE CLOSURES

*This procedure is subject to continuous improvement, as we find better ways to communicate in difficult situations and where we find procedure shifts needed in order to improve how we deal with potential closure situations.*

Weather, infrastructure failures, or College or area emergencies may necessitate delayed opening or closure of one or more College sites. Severe rain, wind, and sometimes snow are regular occurrences at the Central Oregon Coast during fall and winter months. These situations are difficult to predict in advance and can be difficult to communicate accurately. The College will make every effort to provide accurate information as early as possible. OCCC distributes closure information widely through a number of outlets. It is the responsibility of students, staff and the public to consult these sources to be aware of the closure status of College facilities. The most accurate and timely sources of College Closure information will be:

- FlashAlert (no cost subscription service, individuals must enroll, instructions below)
- OCCC Website Homepage
- OCCC Facebook Page

Because of varying circumstances throughout the county, there can be situations in which an instructor may not be able to make it to class although the College remains open. In that case, the instructor will contact the College as well as attempt to email the students in their classes. Students and staff are urged to carefully evaluate their particular situations and consult public traffic information sites (internet and local radio stations) before traveling to the College during hazardous weather. Personal safety is paramount.

#### Guiding Principals

- When weather-related closure is warranted, we will tend toward closure of all College facilities except when the situation or forecasts are clear that only isolated facilities are affected;
- Infrastructure-related failures (i.e., power failures) may tend to impact only a specific site. Therefore, we will tend toward closure of individual facilities if site-specific circumstances dictate;
- In all cases, we will be guided in our decision-making by these values:
  - We value that students receive their educational experience as predictably as possible;
  - We value that students, staff and the public have a safe physical environment when at OCCC, and in traveling to/from OCCC.
- We require employees and encourage students to subscribe to FlashAlert, a free service that will send emergency notification to subscribers via e-mail or as a cell phone push notification.

- While maintaining a clear line of authority for Unscheduled College Closures, we will also empower a broad group of trained individuals to take the necessary actions to ensure safety of students and personnel.
- Closure of a specific site or the College as a whole, means that all affected College facilities are locked, no programs or classes will be held, and only Designated Essential Personnel are permitted in College facilities.

#### Implementation Guidelines:

- Most typically, College weather-related closure decisions will align with those of Lincoln County School District (LCSD). However, there may be situations where this is not the case. Our own safety criteria will drive our decisions, and if LCSD closure information is not available within our timelines (see below) we will act independently of LCSD.
- When possible, a decision to close or delay opening will be made by 5 AM for upcoming "start of day", and by 3 PM for late afternoon/evening programs and classes.
- Where a delay in opening is decided upon, gates will be opened 30 minutes prior to the announced opening time. If, for example, we delay opening until 10 AM, that means that gates will open at 9:30 AM, and whatever would normally happen at 10 AM occurs at the 10 AM opening time.

#### Closure Process:

1. During times of adverse weather, the Chief of Finance and Operations (CoFo) and the President or Administrator in Charge (AIC) will continuously monitor levels of threat posed by weather and/or potential infrastructure failure and may recommend a "Potential Closure Alert." To the maximum extent possible, their recommendations will be based on survey of conditions present or forecast throughout Lincoln County. Potential Closure Alert means a closure is possible but has not yet been decided upon.
2. If the CoFo is not available during potential closure periods, the following designees are authorized and directed to manage monitoring, consultation and the decision process (together with the President/AIC) in this order:
  - a. Facilities & Public Safety Manager
  - b. Deans of Students and Academics & Workforce
  - c. North County Director/Public Information Officer (PIO)
  - d. Other remaining members of the Executive Team, in order of seniority with College.
    - i. Director of Health & Human Services
    - ii. Director of Advancement
  - e. JETS, in order of seniority

- i. Finance & Operations Manager
  - ii. Enrollment Services Manager
  - iii. Library & Information Services Manager
  - iv. Navigate Program Manager
  - v. IT Support Manager
  - vi. Human Resources Manager
  - vii. Aquarium Sciences Manager
3. CoFO or Designee notifies ET and Jets via text of Potential Closure Alert. ET and JETs go on standby.
4. The CoFo or Designee will seek to consult with the Facilities & Public Safety Manager, Dean of Students and Academics & Workforce and the North County Director and will then review closure or potential closure recommendations with the College President or AIC.
5. If the President, the AIC, and the Deans of Students and Academics & Workforce cannot be reached within 30 minutes (or less depending upon severity of the conditions) the CoFo or Designee will make and implement the closure decision.
6. When the decision is made, the CoFO or Designee notifies via text the ET and JETS that College Closure will be implemented, including the effective start time and duration (as known at the time).
7. The PIO or PIO Designee will post the closure information to
  - a. Flash Alert
  - b. Facebook
  - c. College Website Homepage
  - d. A minimum of five individuals will be identified and trained as Emergency PIO Designees:
    - i. Enrollment Service Manager
    - ii. Director of Advancement
    - iii. Finance & Operations Manager
    - iv. Facilities & Public Safety Manager
    - v. Director of Health & Human Services
8. If safety permits, Designated Essential Personnel will place a sign at the 40<sup>th</sup> Street and Highway 101 intersection stating that "OCCC Newport is closed."



9. If safety permits, Designated Essential Personnel will place a sign at the entrance to the North County Center stating that "OCCC Lincoln City is closed."
10. If safety permits, Designated Essential Personnel will place a sign at the entrance to the South County Center stating that "OCCC Waldport is closed."
11. Designated Essential Personnel will follow the established protocols for securing the College's buildings.



In the case of a mid-day closure:

- In addition to all the protocols described under the closure process, the following applies as well:
  - When a decision to close mid-day is made, the closure time will be specified. The need will be for prompt departure from the College, in order to minimize a likely worsening situation.
  - The ET will have established "notification trees" for their respective functional areas to ensure that staff members have accurate and current information, in advance of the actual closure time to the extent possible.
  - In Newport, the PA system will be used to announce the closure and timeline for departing from campus. Staff on site at Waldport and Lincoln City will determine the most appropriate method to disseminate the information to staff on site.
  - Designated Essential Personnel have agreed to remain on-site until authorized to leave by their supervisor. They will notify faculty and staff by "walk-around" as soon as possible and will progressively secure all facilities.
  - The objective is that all faculty, staff (except Essential Personnel), and students are out of OCCC facilities within 30 minutes of the closure decision.
  - Designated Essential Personnel will direct traffic off campus, with assistance from local jurisdictions, if needed.
  - In the event that public transportation ceases to run to a College site, The Dean of Students, or their Designee, will endeavor, with assistance from county services where possible, to provide transportation where needed to the nearest public transportation. The priority for this service will be on students and staff with mobility limitations. It is expected that faculty/staff who are on site at the time of a mid-day closure will provide assistance to special needs students and staff.

## SECURING THE NEWPORT CAMPUS

Begin by making sure the entry ways are locked. This is done by the large red button at the U shaped desk in the commons. The doors controlled by this switch are Vestibule 138 (Community room entry), Vestibule 1 (main entry) and Vestibule 78 (rear commons exit).

Once locked, the building will then have to be cleared of any occupants. The easiest, most efficient way of completing this would be to announce over the P.A. system using the Page feature in our phone system to announce that the school is closed and that the alarm will be set shortly after.

A designated Essential Building Personnel member will make sure all exterior doors are shut and locked. This is done by clearing the entire 1<sup>st</sup> floor. Begin at the Basic Skills hallway and working your way around the building keeping to the right. There are sixteen (16) exterior entry/exits but not all are used every day. The main doors to secure are:

- Main Entry
- Basic Skills hallway
- Instructional hallway
- Back door of Commons
- Exit door in the study room hall of the library
- Commons back door
- Exit door atop the ramp in the main hallway
- Exit door next to the Art room
- Entry/Exit at the end of the Maintenance hallway
- Exit next to the Kitchen
- Community room Entry

These doors are wired into the alarm system and will show up as a “fault” on the alarm panel if they are not secured. There is a cheat sheet next to the main alarm panel in the commons that explains where each fault code is.

When walking the hallways, try to look into each classroom for open windows. If a window is found to be open, attempt entry into the room to secure the window.

When all the downstairs exterior doors are taken care of, proceed upstairs to clear the building of anyone that may have made entry. When the building is cleared, the alarm can be set.

## PUBLIC INFORMATION OFFICER (PIO) EMERGENCY DESIGNEE OPERATIONS MANUAL

### Introduction

Oregon Coast Community College has a marketing and public relations team that includes President Birgitte Ryslinge, Director of Advancement Lucinda Taylor and North County Director Dave Price. The Directors of Advancement and North County serve together as PIO for the College as needed.

In the event of an emergency when the College's PIOs are not available, others may be called upon to serve in this capacity. The PIO ensures:

- Open lines of communication between the College and the general public through established media outlets serving Lincoln County
- Communicating reliable and accurate information to administration, faculty, staff and students through internal and external channels

### Media Contacts

Newport News-Times

Editor, Calley Hair • Education Reporter, Joan Brown (as of Jan. 2018)

[editor@newportnewstimes.com](mailto:editor@newportnewstimes.com)

541-265-8571

Lincoln City News Guard

Editor, Jeremy Ruark

[newsguardeditor@countrymedia.net](mailto:newsguardeditor@countrymedia.net)

541-994-2178

NewsLincolnCounty.com

Editor, Dave Morgan

[dave@newslincolncounty.com](mailto:dave@newslincolncounty.com)

Yaquina Bay Communications: KYTE (Newport), KBCH (Lincoln City) & KWDP (Waldport)

Editor, Kiera Morgan

[ybcnewslady@yahoo.com](mailto:ybcnewslady@yahoo.com)

BOSS Radio & KCUP (Newport & County-Wide)

Owner, Cheryl Harle

[cinnamondough@actionnet.net](mailto:cinnamondough@actionnet.net)

KLCC/KLCO (NPR Affiliate, Eugene, Newport & points beyond)

News Director, Rachael McDonald

[news@klcc.org](mailto:news@klcc.org)

## Social Media

Facebook.com/oregoncoastcommunitycollege

Twitter.com/occcsharks

The College's Facebook page is the first stop for many seeking news from the College. All but two Interim PIO Designees (as of this update, January 2018) are registered as Administrators of the Facebook page and may post to the page announcements regarding closures, delayed schedules or other emergency notifications. Everyone with Admin-level access to the Facebook page should be comfortable posting to the page; if you need a refresher or would like to ask questions about the process, contact Dave Price or Misty Lambrecht at 541-994-4166, or via ext. 202 from any campus phone.

Generally speaking, Facebook posts should be brief and specific. Lead with the most relevant and impactful information first, as these posts are also shared on the College's Twitter feed (@occcsharks) and brevity is even more important on that channel. Posts should include phone numbers, email addresses or URLs where readers can turn for additional information, whenever possible.

## FlashAlert

FlashAlert messages are sent to local media as well as to OCCC students, faculty, staff and stakeholders who subscribe to the service. Messages are sent via SMS and Email, depending upon settings determined by the individual users.

FlashAlert is NOT to be used for standard announcements or news, nor for announcements such as “OCCC is open despite snow in the region.” The platform should only be used sparingly, for example to announce the closure or limited access to one or more OCCC locations. Most typically, the platform will be used for closures related to inclement weather conditions.

All Interim PIOs should be familiar with the platform and should be subscribers. For instruction in accessing the platform, consult Facilities Manager Chris Rogers. Or, simply follow the link below:

<http://flashalert.net/id/occc>

**Admin login:**

FlashAlert.net

*Username:* OCCC

*Password:* Gosharks1

Follow the prompts.

**Website**

The College’s WebDev team ([webdev@oregoncoastcc.org](mailto:webdev@oregoncoastcc.org)) can provide you login credentials and training so that news posts and announcements can be shared on OCCC’s website, [www.oregoncoastcc.org](http://www.oregoncoastcc.org).

## HAZARDOUS MATERIALS, WASTE AND SPILL RESPONSE COMMUNICATION PLAN

To comply with all pertinent local, state, and federal statutes concerning workplace safety and hazardous materials exposure, purchase, handling, use, and storage in facilities operated by Oregon Coast Community College (OCCC), personnel who work with hazardous materials and/or work in areas that have potentially hazardous materials must be properly trained in prudent handling and use procedures.

This document contains:

### Hazardous Materials Information

- Hazardous Materials Inventory
- Safety Data Sheet (SDS)
- Spill Incident Reporting
- Hazardous Waste Disposal
- Training

### Spill Response

- Planning
- How to respond to spills
  - Attend to personnel injury
  - Assess the risk (minor; major spill)
  - Action based upon spill type (minor; major spill)
- Emergency Shower & Eyewash
- Spill Kit Types

### Specific spill type- additional precautions

- Radioactive Spills
  - Minor spill
  - Major spill
- Biological Spills
  - General guide
- Chemical Spill
  - Minor spill
  - Major spill
- Compounds

## **Hazardous Materials Information**

### **Hazardous Materials Inventories**

Annually, the areas that have hazardous materials (biology, AQS and facilities) conduct a complete inventory of products and update the college inventory records. College records are located online, in the area (biology, AQS and facilities) and in the Facilities and Public Safety Office. All areas will attempt to reduce and/or eliminate their use of hazardous materials and generation of hazardous wastes to the greatest extent practical.

Oregon Coast Community College requires that all containers of hazardous chemicals or materials be properly labeled with:

- Clearly and legibly state the name of the content / chemical.
- Contain all appropriate hazard warnings.
- List the name and address of the manufacturer.

### **Safety Data Sheets**

Safety Data Sheets (SDS) are informational bulletins supplied by every chemical manufacturer or distributor for each product they produce or sell. These sheets list first aid information and the specific ingredients and properties of that product. A SDS for every product must be available to all employees in their work area for review during each work shift and in case of an accident. SDS's are located on the OCCC website-Facilities & Safety-SDS page. Also in the central campus prep lab between room 233 and 236, main hallway of AQS, the facilities office, north county center and south county center.

### **Spill Incidents**

Any spill, accident, or release of chemicals on OCCC property shall be reported immediately to Facilities and Public Safety Office and relevant Facilities responders trained in incident response procedures consistent with applicable statutes and guidelines established by the Facilities and Public Safety Manager. See **Spill Response**

### **Hazardous Waste Disposal**

The college is responsible for the proper disposal of all hazardous materials generated by any areas of the college. The college works with licensed vendors and community partners to appropriately and responsibly recycle (when possible) and safely and legally dispose of hazardous materials in accordance with local, state, and federal regulations.

When there is hazardous waste to dispose of employees will:

- 1) First identify the waste: Ascertain the complete product name, the manufacturer's name and contact information and the quantity, size and type of container. Determine if the product is a liquid, solid, aerosol, gas or other.
- 2) Locate the SDS

- 3) If the waste is a compound, such as a chemistry experiment, rather than a product; the components and characteristics need to be identified and listed.
- 4) Contact the Facilities and Public Safety Manager (ext. 149 or 541-867-8549) , for pick-up and storage until authorized transport and disposal is arranged.

## **Training**

Hazardous-materials training must be incorporated into applicable curricula, thereby protecting students from hazard exposure and educating them in proper handling. Training should include neutralization, detoxification, and/or disposal procedures.

Chemical users and persons involved in the purchase, receiving and distribution of chemicals must fulfill all applicable OSHA and EPA training requirements. Prior to starting work, new employees in areas using hazardous materials must receive information and training to include:

- An overview of the Hazard Communication Program requirements.
- Hazardous chemicals present in the workplace and specifically in the department or area they work in.
- Location and availability of the department's written Hazard Communication Program and the SDS notebook.
- Physical and health effects of the hazardous chemicals present in the workplace.
- Methods and observation techniques used to determine the presence or release of hazardous chemicals in the work area.
- How to lessen or prevent exposure to these hazardous chemicals through usage of control / work practices and personal protective equipment (PPE).
- Steps Oregon Coast Community College has taken to lessen or prevent exposure to these chemicals.
- Safety emergency procedures to follow if exposed to these chemicals.
- How to read labels and review MSDSs to obtain appropriate hazard information.

## **Spill Response**

### **Planning**

Each hazardous material user (Biology, AQS and Custodial Staff) must be ready and equipped to handle a spill. Critical elements for a safe and effective response are: information and knowledge of materials used, adequate spill response supplies, adequate training, and knowing when and who to call for assistance.

To prepare:

1. Collect SDSs for the hazardous materials you use. Keep them outside the potential spill area (using SDS pro accomplishes this – find information on the OCCC website, type SDS into the search box at a campus computer).
2. Understand the properties and hazards of the materials before beginning to use them.
3. Maintain a call list (daytime and after-hours) of individuals who should be notified in an emergency.
4. Collect and maintain spill response supplies. Contact Facilities and Public Safety at 541-867-8549 for a spill kit.



5. Know the location of and how to use emergency equipment such as emergency showers and eye washes.
6. Train and practice for effective spill response.

Contact Facilities and Public Safety 541-867-8549 with questions regarding spill response planning.

Although most spills can be managed by trained personnel in the area of the spill, Facilities and Public Safety may be used as a resource to guide you through cleanup of your own simple spill. When calling for spill response guidance, it will be given in one of two ways:

Guidance will be given on the phone or in person to help you safely manage and clean up a simple spill (one that is not endangering people or the environment and is not spreading rapidly) You may be advised to call 911, evacuate, and wait for emergency responders.

or

Responders will contain the spill to control immediate health and environmental hazards. If additional cleanup or decontamination is required, the individual or department responsible for the spill would complete cleanup or, if unable, contract with specialized cleanup services

## HOW TO RESPOND TO SPILLS

1. Attend to personal injuries

### Clothing on fire

Roll person on floor to smother flame, drench with water if immediately available.

### Splash in eyes

Immediately rinse eyes with water continuously for 15 minutes. Forcibly hold eye open to rinse behind eyelids. Obtain medical attention T

*Eye wash station location:* 2 in AQS building, 2 in Newport main campus building, 1 in North County Center (Lincoln City), 1 in South County Center (Waldport) and 1 hand held unit in Facilities and Public Safety Office (Newport main campus building).

### Spill on body

Remove contaminated clothing and flood exposed area with running water from faucet or safety shower for 5 minutes. Make sure spill has not accumulated in shoes. For biological spills, wash with soap.

*Safety Shower locations:* 2 in AQS building, 2 in Newport main campus building and 1 in North County Center (Lincoln City).

Minor cuts and puncture wounds should be washed vigorously with soap and water.

*Report all personal injuries to your supervisor.*

2. Assess the risk

Simple spills meet all these criteria:

- do not spread rapidly
- do not endanger people or the environment except by direct contact
- can be managed safely by people trained to use the material

Major spills meet any one of these criteria:

- spread rapidly
- involve a personal injury or rescue
- endanger people or the environment
- present an inhalation hazard
- has created significant contamination for personnel (radioactive materials)

### 3. Initiate action based upon spill Type

#### Simple spill

- Keep the area clear
- Notify affected people
- Plan the cleanup
- report all spills to supervisor and Facilities and Public Safety Manager

#### Major Spill

- Dial 911
- Activate alarm, evacuate, & assemble at a safe distance (upwind)
- Keep clear – DO NOT walk in, touch, or inhale the spilled material.
- report all spills to supervisor and Facilities and Public Safety Manager

#### For an outdoor spill:

- cover your mouth with a wet cloth
- move inside or stay inside and turn off ventilation systems-recycle air only
- close windows & doors
- seal the room -use plastic or cardboard and duct tape to cover all vents, windows and doors.
- Call Facilities and Public Safety to report

#### For inside spills:

- Evacuate the building.
- Stay upwind and a safe distance away.
- Seal off or restrict the area until Public Safety arrives. Alert others in the vicinity.
- Public Safety officers will assist and are responsible for sealing the area.

#### Look to see if anyone is injured.

- If you find an injured person and if safe to do so, get him/her to fresh air asap.
- Keep victim warm and quiet. Get medical help immediately.
- If the victim is not breathing—if trained, provide CPR (using a mask).
- Remove contaminated clothing/shoes if you have proper gloves and PPE.
- Immediately flush eyes, if necessary, for at least 15 minutes.

#### Identify what you saw:

- Don't go back to find out what you saw or smelled—stop, remember, what was it?
- Did you see a label on the container?
- Was it foaming or fuming?
- Was there a fire?
- What did it smell like?

- What color was it?
- What was it doing?
- Turn off any ignition sources if it is safe to do so.
- Account for people & keep others from entering the scene
- Wait for and provide information to responders

### **Emergency Shower and Eyewash**

#### **Eyewash Instructions**

- 1.Remove contact lenses,
- 2.Hold eye lids open,
- 3.Flush for 15 minutes (if chemical exposure),
- 4.Contact physician or call 9-1-1 (if chemical exposure).
5. Call Facilities and Public Safety to report

#### **Emergency Shower Instructions**

- 1.Forget modesty,
- 2.Remove contaminated clothing,
- 3.Get in shower,
- 4.Flush body full 15 minutes,
- 5.Make sure 9-1-1 has been called.

Safety Data Sheets (SDS) are on file in all areas that use chemicals, in the Facilities and Public Safety Office, and on the OCCC website-Facilities & Safety-SDS.

Personal Protective Equipment (PPE) for use during Hazardous Materials Response or Incidental Release is available at the locations indicated on the Spill Clean-Up Kit list. Properly trained LBCC staff may attempt to contain small spills of hazardous materials if it is safe to do so. For larger hazardous spills the Fire Department's HAZMAT response team must be notified.

Spill Clean-Up Materials or Kits are located in campus areas where hazardous materials or waste could be spilled, and they include Personal Protective Equipment.

### **Spill Kit Types:**

- Clay Absorbent (Universal) for petroleum products
- Universal Kit includes clay absorbents, pads, personal protective equipment, bucket, sponge, detergent, disposal bags, and warning sign
- Mercury clean up materials
- Acid Neutralizer
- Caustic Neutralizer
- Base Neutralizer
- Bucket with rolled absorbent (Universal)
- Absorbent pads, socks, pillows and booms: Blue are for Oils, Water, Coolants and Solvents; Pink are for Acids, Bases, Oxidizers or "unknowns;" and White are for Oils and Fuels only.
- Bloodborne Pathogen kit (BBP) for bodily fluid spills

## **RADIOACTIVE SPILLS**

### General guide for radioactive spills

- restricting movement of all personnel is essential; movement of people around a radiation spill can spread radiation beyond spill area
- consider persons in area contaminated until monitoring proves otherwise
- dispose of cleanup materials as radioactive waste
- report all spills to supervisor and Facilities and Public Safety Manager

### Simple spills

A Simple Radioactive Materials Spill is one that is manageable and can be cleaned up as a non-emergency.

Simple Spill description includes:

- can be safely managed by knowledgeable personnel
- personnel contamination can be prevented and controlled
- minimal potential to endanger personnel or the environment
- spread can be contained and controlled
- area can be isolated and cleaned up under non-emergency conditions
- personnel exposure to volatile material can be prevented

### Simple Radioactive Materials Spill Actions

- alert people in the spill area
- monitor them for contamination using a survey meter and decontaminate as necessary
- wear protective apparel; place absorbent pad over liquid spills, damp absorbent pad over solid spills
- place spilled material in a radioactive materials waste container; then clean with normal lab cleaning agents, working from outer spill edges inward
- monitor area and personnel
- repeat cleanup until no contamination is detected

### Major Spills

A Major Radioactive Materials Spill or emergency meets any one of the following criteria:

- spreads rapidly
- endangers people or involves serious personal injury
- endangers the environment
- has created significant personnel contamination
- Major Radioactive Materials Spill Actions
- evacuate the area; close doors and prevent entrance into area
- have potentially contaminated people stay in one area until they have been monitored
- call 911 immediately

## **BIOLOGICAL SPILLS**

## General guide for biological spills

- wash hands/face before and after cleanup
- put on fresh pair of disposable gloves before starting cleanup
- a 10% household bleach solution is commonly used as a disinfectant; allow 20 minutes contact time (however, use the recommended disinfectant for the material you are handling)
- Dispose of cleanup materials as biohazard waste, autoclave before removal from area
- report all spills to supervisor and Facilities and Public Safety Manager

## **CHEMICAL SPILLS**

### General guide for chemical spills:

- isolate the spill area; alert others
- determine identity of spill material; consult SDS to determine potential hazards
- avoid breathing vapors, get as much fresh air into area as you can safely
- establish ventilation to the outside if safe; prevent the contaminant from spreading through building
- absorbents and neutralizing agents must be compatible with chemical spilled
- prevent spilled chemicals from going down drains to avoid affecting the environment
- dispose of cleanup materials as chemical hazardous waste; small volumes of dilute acids and bases may be neutralized (pH 6-8) and sewerred
- report all spills to supervisor and Facilities and Public Safety Manager
- Facilities and Public Safety Manger will arrange for hazardous waste pickup or provide guidance on cleanup or air monitoring

### Simple spills--liquid

- alert people in area
- wear protective equipment
- contain by diking with appropriate absorbent
- flammable--remove ignition sources (burners, motors, anything that could cause a spark); use plastic or nonmetallic cleanup equipment
- absorb or neutralize with appropriate agent working from outside edges inward; sorbents do not remove toxic or flammable hazards; neutralization can produce heat causing boiling and splattering
- base—use sodium bisulfate, citric acid, or base spill kit
- formaldehyde--absorb or use polymerizer acid—use sodium bicarbonate or acid spill kit

### Simple spills--dry

- if not water reactive, dampen to prevent airborne dust
- control water reactive dust with sweeping compound
- carefully brush solids into a dust pan or container
- keep dust generation down to prevent creating inhalation hazard

### Compressed gas leak--simple

- presents no or only minimal inhalation or fire hazard
- remove ignition sources
- restrict access
- place in or next to fume hood if possible; tighten fittings
- locate leak with soapy water (at below freezing temperatures use 50% glycerin solution)

- if cylinder still leaks, contact supplier
- notify your supervisor

#### Compressed gas leak--major

Large or uncontrollable leak or fire hazard, involves acutely toxic gas, and/or more than minimal personal risk

- alert others to evacuate
- call 911
- turn off ignition sources
- leave fume hoods running; ventilate the affected area prior to leaving the area (only if it can be done safely and only to the outside)
- evacuate; assemble in a remote location; account for people

#### Mercury

Large or heated spills can be an inhalation hazard

- isolate area to prevent tracking
- wear gloves and shoe covers (if on floor)
- consolidate and collect droplets using scraper, cardboard, wet paper towel, aspirator bulb, tape or special sponge from Biochemistry Stores
- place all waste in sealed container; contact EHS for a hazardous waste pickup provide information to emergency responders

#### Major spills

Evacuate, call 911, and wait for responders.

#### Compounds

If the waste is a compound, such as a chemistry experiment, rather than a product; the components and characteristics need to be identified and listed.

Example of some products you might need to dispose of:

Example #1: Gold Eagle Air Brake Antifreeze & Rust Inhibitor

1 pt. liquid in 1-gal. plastic jug

Poison – unidentified

Example #2: Mixed halogenated organic liquid waste

~ 1 kg. in 8" tall glass bottle

Contains chloroform, bromoform

Example #3: Barium hydroxide octahydrate.

~ 1 lb. in pint glass jar.

Solid

Manufacturer is Mallinckrodt

## CONTINUITY AND RECOVERY OF OPERATIONS

Oregon Coast Community College plans for continuity and recovery of operations should a catastrophic event occur which significantly interrupts normal college operations. OCCC continuity planning is occurring in three broad areas: a) facilities, including emergency supplies and safety equipment; b) applications and technology; and more recently, c) departmental continuity of operations.

### Facilities

College facilities were constructed within the last ten years, with the possibility of a cataclysmic event in mind. Stand-by emergency generators and battery backup systems were added to the facilities to provide emergency power and lighting to critical resources—including the Aquarium Science building. All buildings house automated external defibrillators and medical first aid kits in addition to the usual fire suppression systems. Newport's central county campus is a designated Tsunami shelter, and the College works closely with community partners in emergency preparedness planning. The emergency supplies and equipment housed at the College continue to grow, thanks to these partners as well as county-funded grants.

### Applications and Technology

The institution looks to computer applications and technology as a course of action within contingency planning to respond effectively to a future event. Integrity of data, backups, and the shifting of operations to the cloud when feasible allows for continuity of teaching and learning. For example, the College's learning management system, Canvas, is cloud-based and students could continue classes even in the face of a significant event. The College also uses Microsoft Office 365, which can be accessed by any mobile device off-campus if necessary.

### Departmental Continuity of Operations

In 2017 OCCC departments were asked to consider how they might operate in the face of a significant event or situation and to document these considerations using a Continuity of Operations Plan (COOP) template which gives key individual contact information, critical functions, basic processes performed, along with a matrix of what would be needed along with timeframes. A section on IT requirements captures necessary application and systems information and indicates where these apps reside and who has responsibility for them. In 2017 completion of the COOP has been voluntary for departments, it is our intention to provide direction so that COOPs will be developed for all departments by 2020.

## COOP TEMPLATE

**DEPARTMENT NAME**CONTACT INFORMATION FOR KEY INDIVIDUALS

NAME	TITLE	WORK	CELL	HOME

CRITICAL FUNCTION OF DEPARTMENT NAME– SUMMARY

- 1.
- 2.
- 3.

BASIC PROCESSES PERFORMED DUE TO CRITICAL FUNCTIONS

1. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently

- a. Number of individuals and expertise needed to continue this process

- 
- b. Coping strategies
- 

2. Matrix of what is needed and time frames to conduct this process.

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently

- c. Number of individuals and expertise needed to continue this process

- 
- d. Coping Strategies
-



## 3. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently

e. Number of individuals and expertise needed to continue this process

•

f. Coping strategies

•

**INFORMATION TECHNOLOGY REQUIREMENTS**

## 1. Centrally owned applications

a.

b.

## 2. Department owned IT applications and systems

Responsibility	Applications/Systems				
Functional Owner					
Technical Owner					
Application Type					
Frequency					
Media					
Auto/Manual					
Database application (Y/N)					
Does application move data to/from any core campus systems (Y/N)					
Department(s) affected by failure of App.					
Technical experts					
Responsible party for recovery					
On-site storage location (if any)					
Off-site storage location & frequency (if any)					
Location of installation disks/documentation					
Local Workstations					
Other workstations					

## OTHER INFORMATION

1. If unable to function
  - a.
2. Periods of increased activity
  - a.
3. Department/Division Operating Instructions can be found where? (backed up, hardcopy, etc?)
  - a.

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## FOUNDATION COOP

### CONTACT INFORMATION FOR KEY INDIVIDUALS

NAME	TITLE	WORK	CELL	HOME
Lucinda Taylor	Director of Advancement	541.867.8531	On File	See cell
Kate Halleron	Financial Analyst	541.867.8508		

### CRITICAL FUNCTION OF OCCC FOUNDATION – SUMMARY

1. Raise funds to support college needs
2. Steward donated funds to ensure donor intent is honored
3. Administer Foundation programs supported by donor funds (Scholarships, lectures, etc.)

### BASIC PROCESSES PERFORMED DUE TO CRITICAL FUNCTIONS

1. Raise funds to support college needs
  - a. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Access to donor records / Raiser's Edge (RE) database	1 week	3-5 hours per week
Method of communication w/donors (email, phone, USPS)	1 week	3-5 hours per week
Method to continue planning for future events	Depends on time of year	1-3 hours per week in general, more if major event is coming up

- b. Number of individuals and expertise needed to continue this process
      - One person with access to and knowledge of RE database
    - c. Coping strategies
      - This function can be accomplished from any location with an internet connection. The RE database is hosted by Blackbaud on their servers and they maintain a backup.
      - If RE is unavailable, fundraising can continue with contact information available on directory websites and using Excel spreadsheets or even handwritten records until RE is available again.
  2. Steward donated funds to ensure donor intent is honored
    - a. Matrix of what is needed and time frames to conduct this process.

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
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Access to donor records / Raiser's Edge (RE) database & financial records / Quickbooks (QB)	1 month	2-4 hours per month

- b. Number of individuals and expertise needed to continue this process
- One person with access to and knowledge of RE database
  - One person with access to and knowledge of QB database
- c. Coping Strategies
- RE can be accessed from anywhere with an internet connection.
  - QB data is stored on the server and is backed up regularly
  - Monthly financial reports are saved on our server with regular backup and can be retrieved from email if needed
  - Temporary records can be maintained using Excel or even handwritten documentation until RE and QB are available again.
3. Administer Foundation programs supported by donor funds (Scholarships, lectures, etc.)
- a. Matrix of what is needed and time frames to conduct this process

<b>NEEDS</b>	<b>Time without Need(s)</b>	<b>How much time is needed to get by - if need is available intermittently</b>
Access to scholarship / program documentation	1 week to 3 months, Depending on time of year	0 – 3 hours/week, Depending on time of year

- b. Number of individuals and expertise needed to continue this process
- One person with access to documentation and knowledge of scholarship process
  - One person with access to and knowledge of student accounts in the College ERP
- c. Coping strategies
- All files are saved on the server with regular backups. As long as the server is functional, records can be retrieved.
  - Records can be reconstructed from email if necessary.

## INFORMATION TECHNOLOGY REQUIREMENTS

1. Centrally owned applications
  - a. Office 365
  - b.
2. Department owned IT applications and systems

Responsibility	Applications/Systems				
	Raiser's Edge	QuickBooks			
Functional Owner	Lucinda Taylor	Kate Halleron			
Technical Owner	Blackbaud	Lucinda Taylor			
Application Type	Fundraising database	Accounting software			
Backup <i>Frequency</i> <i>Media</i> <i>Auto/Manual</i>	Managed by Blackbaud	Nightly			
		Auto			
Database application (Y/N)	Y	Y			
Does application move data to/from any core campus systems (Y/N)	N	N			
Department(s) affected by failure of App.	Foundation	Foundation			
Technical experts	Lucinda Taylor	Kate Halleron			
Responsible party for recovery	Blackbaud	Spencer Smith			
On-site storage location (if any)		Local server			
Off-site storage location & frequency (if any)		Lincoln City, nightly transfer			
Location of installation disks/documentation	Cloud based	Cloud based			
Local Workstations	Cloud based	Kate Halleron Lucinda Taylor Robin Gintner			
Other workstations					

## OTHER INFORMATION

1. If unable to function
  - a. If necessary, the Foundation could put activity on hold for up to three months before permanent negative impact would occur. This is assuming a major event that is well-known county-wide, thereby reducing the chance that donors would feel the Foundation was simply being unresponsive.
  - b. On the other hand, if the college is impacted by a natural disaster, fundraising to aid recovery would need to begin as soon as basic survival needs are met.
2. Periods of increased activity
  - a. February – May for Pearls of Wisdom event
  - b. April – June for scholarship awards
  - c. September – October for SEAL scholarships
3. Department/Division Operating Instructions can be found where? (backed up, hardcopy, etc?)
  - a. Operating instructions are under development. All electronic files are stored on the Development drive on a server maintained and backed up by IT. Pertinent donor correspondence is scanned and saved to the Raiser's Edge database since July 2016. Prior documents currently exist in hardcopy only without backups. A project for 2017-19 is to scan relevant archival documents and add them to the donor database.

## LIBRARY SERVICES COOP

### CONTACT INFORMATION FOR KEY INDIVIDUALS

NAME	TITLE	WORK	CELL	HOME
Darci L. Adolf	Library & Information Services Manager	541.867.8527	On File	N/A

### CRITICAL FUNCTION OF LIBRARY SERVICES– SUMMARY

1. Provision of available library resources, including electronic resources.
2. Provision of research assistance and instruction.
3. Provision of library services, such as InterLibrary loans.

### BASIC PROCESSES PERFORMED DUE TO CRITICAL FUNCTIONS

#### 1. Provision of library resources.

- a. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Electricity	1-3 days	N/A
Internet Access	1-3 days	N/A

- b. Number of individuals and expertise needed to continue this process
  - One professional-level librarian is needed to maintain electronic resources.
- c. Coping strategies
  - With internet access and electricity, all electronic resources will be available to faculty, staff, and students.

- The Librarian could continue to request and supply materials through consortium libraries, as well as nationwide through InterLibrary Loans. Materials could be picked up at an alternate OCCC facility, or at any of our local public libraries.
- The Librarian would require internet access, electricity, computers, and resource access information (URLs, usernames, passwords, etc).

## 2. Provision of research assistance and instruction.

### a. Matrix of what is needed and time frames to conduct this process.

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Electricity	1-3 days	N/A
Internet Access	1-3 days	N/A
Telephone (optional)	--	--

### b. Number of individuals and expertise needed to continue this process

- One professional-level librarian is needed to provide research assistance and instruction. Subject-matter expertise is needed.

### c. Coping Strategies

- Research assistance and instruction can be accomplished through the use of the Library chat feature, through email, through Canvas, and through Zoom. Research assistance could also be provided over the telephone, if available.

## 3. Provision of library services, such as InterLibrary loans.

### a. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Electricity	1 – 2 days	N/A
Internet Access	1 Week	N/A

### b. Number of individuals and expertise needed to continue this process:

One professional-level librarian is needed to provide library services.

### c. Coping Strategies

- Usernames and passwords are accessible to the Librarian offsite, and many services such as library circulation and ILLs could continue from an alternate site.



## INFORMATION TECHNOLOGY REQUIREMENTS

1. Centrally owned applications
  - a. EZ Proxy
  - b. College Website/Library Website
2. Department owned IT applications and systems

Responsibility	Applications/Systems				
	EZ Proxy				
Functional Owner	IT Dept				
Technical Owner	Library				
Application Type	Log-In Security				
Frequency					
Backup					
Media					
Auto/Manual					
Database application (Y/N)	N				
Does application move data to/from any core campus systems (Y/N)	N				
Department(s) affected by failure of App.	Library				
Technical experts					
Responsible party for recovery	IT				
On-site storage location (if any)	On OCCC Servers				
Off-site storage location & frequency (if any)					
Location of installation disks/documentation					
Local Workstations					
Other workstations					

## OTHER INFORMATION

1. If unable to function
  - a. The Library serves and supports faculty, staff, and students across all programs. If the library were unable to function for any extended period of time it would negatively impact college and program level learning outcomes and overall student success.
2. Periods of increased activity
  - a. The Library sees increased activity during each school term and less when we are between terms.
3. Department/Division Operating Instructions can be found where? (backed up, hardcopy, etc?)
  - a. The Library Policies, Processes and Procedures can be found in a binders in both the Library Services room and the Librarian's office. They can also be found on the Library share drive.
  - b. Electronic resource subscription information can also be found in the above-mentioned binders, as well as on a flashdrive in the Librarian's personal possession at home.
  - c. A physical inventory was done in 2015, and can be found on the Library share drive. (Does not include library materials).
  - d. A complete inventory of Library materials can be found on Koha, the Library ILS. To obtain a report if the OCCC Librarian were not available, contact:  
Jane Cothron  
Cataloger  
Lincoln County Library District  
P.O. Box 2027  
Newport, Oregon 97365  
541-265-3066 (phone & fax)  
[jcothron@lincolncolibrarydist.org](mailto:jcothron@lincolncolibrarydist.org)

## NURSING DEPARTMENT COOP CLINICAL AFFILIATES LABOR STRIKE PLAN

### CONTACT INFORMATION FOR KEY INDIVIDUALS

NAME	TITLE	WORK	CELL	HOME
Linda Mollino	CTE Director: Health and Human Services	541-867-8513	On File	
Lynn Barton	Nursing Faculty: Simulation Lab Coordinator	541-867-8542	On File	
Bonnie Reaney	Nursing Faculty: Clinical Coordinator	541-867-8537	On File	
Diane Jacobs	Nursing Faculty	541-867-8541	On File	
Megan Cawley	Nursing Faculty		On File	
Shari Miller	Nursing Faculty		On File	

### CRITICAL FUNCTION OF NURSING DEPARTMENT– SUMMARY

- 1. Didactic Instruction:** theory of the nursing process and care of individuals with multiple physical and psychosocial needs. Theory content increases in complexity as students move through the 6-quarter program.
- 2. Nursing Skill Development:** nursing skill development in a contained lab for the purpose of improving the “theory -practice gap” in relation to direct patient care
- 3. Clinical Application of Skills:** direct application of learned skills in the clinical environment at various clinical sites in Lincoln and Benton Counties and the OCCC Simulation Lab) to improve critical thinking and mastery of basic to intermediate care of clients/patients.

### BASIC PROCESSES PERFORMED DUE TO CRITICAL FUNCTIONS

In the event of a labor strike at any or all of the contracted clinical affiliates that provide onsite learning experiences for Oregon Coast Community College nursing students the only aspect of learning that may be affected would be the application of clinical skills.

1.

a. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Clinical Application of Skills	2 - 3 weeks	A gap of two to three weeks in clinical application of skills would be acceptable in the nursing program. This time gap would minimally affect the ability for the student to meet the expected outcomes of the term. The students develop skills and critical thinking during their faculty guided time in the clinical setting. During the experiences, they meet a specific set of outcomes to progress to the next term of the program. These outcomes could be accomplished in faculty led simulation sessions for a gap of 2-3 weeks.

b. Number of individuals and expertise needed to continue this process

- Nursing Faculty and CTE Coordinator

c. Coping strategies

- Re-assess the current complete/incomplete clinical outcomes of the students, remaining for the term and adjust the schedule to meet the needs. The students would increase their clinical time by an additional 4 days (7.5 hours/day) or 2.5 12 hour days for the remainder of the term, and/or demonstrate successful completion of term outcomes.
- The students could meet the additional clinical time requirements through direct patient care, clinic care, and clinical simulation provided during evening and/or week-end hours. Additional resources dependent on the agencies in a labor dispute, may include re-assigning students/faculty to long term care, clinic care, onsite Oregon Coast Community College simulation learning lab.
- The simulation learning lab may be successfully utilized for up to 50% of clinical education as identified by The National Council of State Boards of Nursing (NCSBN) to meet student nurse outcomes. The Oregon State Board of Nursing (OSBN) has not identified an absolute maximum percentage of acceptable simulation learning. OSBN states "Administrative Rule (OAR) places the responsibility on the nursing faculty to develop, integrate, and evaluate the best type of learning activities to promote student achievement of course/program outcomes (OAR 851-021-0045(11) (d)) with consideration of emerging methodologies. This puts the nursing faculty responsible when determining the best approaches to students' learning"

## INFORMATION TECHNOLOGY REQUIREMENTS

1. Centrally owned applications
  - a. Web based platform ~ Canvas
2. Department owned IT applications and systems
  - a. Simulation Lab Computers and related software
  - b. IPADS located in the Simulation lab

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## NURSING DEPARTMENT NATURAL DISASTER COOP CONTACT INFORMATION FOR KEY INDIVIDUALS

NAME	TITLE	WORK	CELL	HOME
Linda Mollino	CTE Director: Health and Human Services	541-867-8513	On File	
Lynn Barton	Nursing Faculty: Simulation Lab Coordinator	541-867-8542	On File	
Bonnie Reaney	Nursing Faculty: Clinical Coordinator	541-867-8537	On File	
Diane Jacobs	Nursing Faculty	541-867-8541	On File	
Megan Cawley	Nursing Faculty		On File	
Shari Miller	Nursing Faculty		On File	

## CRITICAL FUNCTION OF NURSING DEPARTMENT– SUMMARY

- 1. Didactic Instruction:** theory of the nursing process and care of individuals with multiple physical and psychosocial needs. Theory content increases in complexity as students move through the 6-quarter program.
- 2. Nursing Skill Development:** nursing skill development in a contained lab for the purpose of improving the “theory -practice gap” in relation to direct patient care
- 3. Clinical Application of Skills:** direct application of learned skills in a clinical environment (hospital, clinic, simulation lab) to improve critical thinking and mastery of basic to intermediate care of clients/patients.

## BASIC PROCESSES PERFORMED DUE TO CRITICAL FUNCTIONS

1. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Didactic Content	2 weeks (12 hours)	A gap of two weeks for didactic learning would be acceptable. Following the gap of time, the overall goal would be to assess critical concepts that may be realigned in the curriculum and provided at a later date. Increase the learning process through direct classroom contact, the use of pre-recorded materials, when

		available, web based/distance learning from 6 hours weekly to 8 hours weekly thus meeting the 66 hr/11-week term goal with the remaining week open for final exams/projects.
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- Number of individuals and expertise needed to continue this process
- Nursing faculty and CTE Director
- Coping strategies
- Re-assess the curriculum for priority concepts, realign the calendar, and increase the weekly classroom time from 6 to 8 hours.

2. Matrix of what is needed and time frames to conduct this process.

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Skills Building	2 -3weeks	<p>A gap of two to three weeks in skills development would be acceptable in the nursing program depending on the term affected by the incident. Interruption would be more challenging should it occur during first term for first-year nursing students. Basic skills are the priority for student as well as client/patient safety.</p> <p>The basic care skills are built during the first term of the program. The remaining skills build upon safety, mobility and hygiene. A 2-3-week gap would be acceptable as students rotate through the skills development lab 3-4 times per term.</p>

- Number of individuals and expertise needed to continue this process
- Nursing faculty and CTE Director
- Coping Strategies
- Re-assess the current skill level of the students, remaining skills for the term and adjust the schedule to meet the basic skill needs. The students would increase their skill lab time to a weekly rotation of 3-4 hours for the remainder of the term, and/or demonstrate proficiency in the skill area and move forward with new skills. Skills acquisition incorporates first and second year students as a team approach. The team style provides a mentorship for the newer students and continued practice of

previously learned skills for the senior students. This mentor/mentee relationship provides a rich learning environment.

### 3. Matrix of what is needed and time frames to conduct this process

NEEDS	Time without Need(s)	How much time is needed to get by – if need is available intermittently
Clinical Application of Skills	2 - 3 weeks	A gap of two to three weeks in clinical application of skills would be acceptable in the nursing program. This time gap would minimally affect the ability for the student to meet the expected outcomes of the term. The students develop skills and critical thinking during their faculty guided time in the clinical setting. During the experiences, they meet a specific set of outcomes in order to progress to the next term of the program.

- Number of individuals and expertise needed to continue this process
  - Nursing faculty and CTE Director
- Coping strategies
  - Re-assess the current complete/incomplete clinical outcomes of the students, remaining for the term and adjust the schedule to meet the needs. The students would increase their clinical time by an additional 4 days (7.5 hours/day) or 2.5 12 hour days for the remainder of the term, and/or demonstrate successful completion of term outcomes. The students could meet the additional clinical time requirements through direct patient care, clinic care, and clinical simulation provided during evening and/or week-end hours.



## INFORMATION TECHNOLOGY REQUIREMENTS

1. Centrally owned applications
  - a. Web based platform ~ Canvas
2. Department owned IT applications and systems

Responsibility	Applications/Systems				
Functional Owner	Kaplan Corp.				
Technical Owner					
Application Type	Integrated testing				
Frequency					
Backup Media					
Auto/Manual	auto				
Database application (Y/N)	yes				
Does application move data to/from any core campus systems (Y/N)	no				
Department(s) affected by failure of App.	nursing				
Technical experts	Kaplan				
Responsible party for recovery	Kaplan				
On-site storage location (if any)	none				
Off-site storage location & frequency (if any)	Kaplan Corp.				
Location of installation disks/documentation	none				
Local Workstations	all				
Other workstations					

## OTHER INFORMATION

1. If unable to function
  - a. The use of Kaplan Integrated testing is not critical for the nursing program. The selected exams can be administered at a later date
  - b. Canvas web based college wide program failure would revert the nursing program back to hard copy exams/handouts until functional
3. Centrally owned applications
  - a. Web based platform ~ Canvas
4. Department owned IT applications and systems
  - a. Simulation Lab Computers and related software
  - b. IPADs located in the Simulation lab

## STUDENT SERVICES COOP

The nature of the disaster or other limitation of services would greatly determine the ability to continue to provide services. Decisions made by college leadership and the extent of the disaster would impact how services would be continued. Regardless of how long services are suspended Student Services will adjust as possible dates and deadlines to meet students' needs. Those dates and deadline include, but are not limited to the following:

- Drop/Add/Withdrawal Deadline
- Disbursement Dates
- Payment Deadlines
- Grading Deadline

Philosophically, Student Services would strive to lessen any negative impacts to students during a disaster or other period of limited services.

Decisions regarding the necessity and provision of mental health counselling will be made by college leadership.

In some cases, services can be provided with limited staffing and many staff are cross-trained, but a representative from each of the following functional areas would be required:

- Admissions
- Advising
- Registration
- Testing
- Financial Aid
- Disability Services

Coping strategies for disaster and other limited services situations include:

- Paper registration
- Postponement of non-urgent functions
- Handle some functions remotely



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