



# ADMINISTRATIVE PROCEDURE

<b>SECTION:</b> 200 – General Administration	<b>PROCEDURE #:</b> 201-A
<b>TITLE:</b> Facility Closure or Curtailment Due to Hazardous Conditions	<b>IMPLEMENTS POLICY #:</b> 201
<b>SPONSORING DEPARTMENT/DIV:</b> County Administrative Office	
<b>EFFECTIVE DATE:</b> 11/1/2017	<b>REVISED:</b> 12/13/2022

**OBJECTIVE:** To establish procedures for providing quality and cost-effective public services, including many mandatory and emergency-related functions, in all types of hazardous conditions.

## **PROCEDURES:**

### 1. All Employees and Supervisors:

As much as possible, employees and their supervisors should establish staffing plans prior to and throughout hazardous condition events. In some cases, department directors and managers, in coordination with the County Administrative Office, may curtail normal operational hours and adjust staffing patterns so essential functions can continue while other services temporarily cease. In some cases, it may not be safe to approach, work in, or travel to and from a County building, in which case it will be closed.

The following steps are to guide employees and supervisors, ideally before a hazardous condition event occurs.

#### Pre-event Discussion:

- 1.1 Employees and supervisors should make sure they have after-hours contact information for each other.
- 1.2 Supervisors should remind employees of the various methods in Attachment A that will provide the status of County facilities.
- 1.3 Supervisors should discuss safe transportation options such as mass transit for employees to report to work during hazardous conditions.
- 1.4 Supervisors should discuss job tasks employees can perform if others in their work unit, office or department are not able to report to work

- 1.5 Supervisors should consider and discuss work employees may perform from home or another remote location, if necessary. If appropriate, based on an employee's job classification, an employee should gather materials and/or website links needed to accomplish this work and bring these materials home before an impending hazardous condition event. Confidential documents or those documents that contain protected or personal information are not to be removed from County facilities.
- 1.6 As an alternative, employees and supervisors should review the list of tasks and trainings in Attachment B and described under the Closures section of this procedure. In some cases, materials from these tasks or website links for trainings can be printed ahead of time and stored at home.
- 1.7 Employees should monitor information about the weather forecast and other hazardous conditions from Washington County Emergency Management, local news outlets and/or the National Weather Service and updates about the County's operational status from department directors, managers and the County Administrative Office (see Attachment A).
  - 1.7.1 Employees and supervisors should periodically validate their contact information in Everbridge, the County's alert and warning system used for internal notifications. Log in to: <https://member.everbridge.net/910125044858894/login> and sign in with their username and password. (Employees can request a reset on both if necessary.) From the home page, click on My Profile (Edit) to customize notification preferences. For new accounts, please [contact Washington County Emergency Management](#) to link your profile to the Washington County system.

## 2. Curtailement:

Directors and managers of County departments and offices may adjust staffing patterns at their discretion in coordination with the County Administrative Office to ensure continuity of operations during periods of hazardous conditions. Employees and supervisors should follow these procedures:

- 2.1 When notified or become aware of hazardous conditions, supervisors should assess the potential impact on travel conditions, workplace, and public safety, planned events, and services with a focus on essential work functions.
- 2.2 Based on the information gathered, supervisors should consider:
  - Adjusting work schedule (i.e., delaying start times)
  - Adjusting visitor/public access hours
  - Transitioning to telecommuting
  - Cancelling meetings and events
  - Cancelling work-related travel
  - Cancelling field/site activity
  - Other curtailment actions

- Request authorization of curtailment actions from County Leadership
  - Notify the County Administrative Office of curtailment actions
- 2.3 If telecommuting is authorized by a department director, manager or supervisor, employees should gather the materials and supplies necessary or plan to bring their assigned laptop computers to and from work prior to the onset of hazardous conditions. In some cases, employees may be doing work outside of their usual area of expertise, so additional guidance may be necessary from supervisors and other work colleagues.
  - 2.4 Employees should contact clients and colleagues to cancel or reschedule any appointments, events or meetings that could be postponed until after hazardous conditions improve.
  - 2.5 As appropriate, based on position, coordinate with the County Administrative Office about any outreach to the media.
  - 2.6 If needed, forward phone lines and/or change message recordings to inform callers about the adjustments to hours of operation. Similarly, activate "out of office" auto-reply messages for email and post changes in hours on department/program web pages.
  - 2.7 Lock entrance doors within work areas and place signage informing the public about closure. Shut down computers, lights, and other equipment as appropriate.
  - 2.8 Place similar signage on the exterior doors of the building used by the public *only if* the building is occupied solely by your program or work unit (such as a health clinic or the animal shelter). Facilities and Parks Services will be responsible for signage on buildings where multiple departments or agencies are co-occupants in the same building.

### 3. Facility and Public Closures:

The County Administrator or designee may decide to close one or more County buildings to the public and/or employees due to hazardous conditions. Employees and supervisors should follow these procedures whenever this occurs:

- 3.1 Follow the same procedures as with Curtailment when the County Administrator decides on the closure of your building.
- 3.2 Supervisors may arrange for some employees to continue to work within a building or facility that has been closed to the public.
- 3.3 Employees and supervisors should assess the period of time the building is likely to remain closed to both the public and employees through information provided by Facilities and Parks Services or the County Administrative Office.
- 3.4 Employees who are telecommuting are expected to continue their normal work during a Facility or Public Closure.
- 3.5 Supervisors should determine through communication with Facilities and Parks Services or the Department Operations Center (DOC), if activated, if an alternate work location is being identified and how soon such workspace will be available.
  - 3.5.1 In some cases – such as when a Facilities Closure is declared part way through a

workday or shift – no alternate work location may be immediately available and Section 4.1 of the Hazardous Conditions Policy may be invoked allowing employees to return home with pay for the remainder of that workday or regular shift. In such cases, employees and supervisors should assume that the remaining procedural steps should be taken in case the Facility Closure lasts beyond a single day.

- 3.6 Based on the information available, supervisors should discuss safe transportation options for employees who need to report to work during hazardous conditions and identify tasks they can perform if they are not able to travel to work.
  - 3.7 Employees should contact clients and colleagues to reschedule any appointments or meetings that could be canceled or postponed until after the hazardous conditions improve.
  - 3.8 As appropriate based on position, coordinate with the County Administrative Office about any outreach to the media.
  - 3.9 Forward phone lines and/or change outgoing phone message recordings to inform callers about the adjustments to hours of operation. Similarly, activate “out of office” auto-reply messages for email and post changes in hours on department/program web pages.
4. If telecommuting is authorized by a department director, manager or supervisor, employees should use the materials and supplies already gathered prior to the onset of hazardous conditions to complete assigned work tasks. In some cases, employees may be doing work outside of their usual area of expertise, so additional guidance may be necessary from supervisors or other work colleagues.
  5. If a Facilities Closure is still in effect and employees have completed or do not have any work approved by department directors, managers, or supervisors to perform from home, supervisors may consider assigning tasks and training options listed in Attachment B. In such cases, supervisors may ask employees to provide supporting documentation before work hours generated under this provision of the procedure may be accepted as part of an employee’s timesheet.
  6. If no other option described under the Facility and Public Closure section is available to an employee and a request to make up missed hours during the same pay period is not applicable, then these employees must draw from their accrued leave, such as compensatory time, vacation leave, administrative leave, and/or floating holiday in accordance with Section 4 of the Hazardous Conditions Policy.
  7. Facilities and Parks Services and County Administrative Office:

In the event of hazardous conditions, Facilities and Parks Services will coordinate with the County Administrative Office to ensure that current information regarding the status of County

buildings is provided in a timely manner for decision making. Additional departments and offices may be asked to provide input and expertise depending on the nature of the hazardous conditions. For example, Health and Human Services may assist with decision making around episodes of poor air quality and Land Use and Transportation may assist with inclement weather events. The following procedures are intended to guide this process on each normal workday that inclement weather is predicted to have an impact.

- 7.1. Upon learning of the possibility of inclement weather from the National Weather Service or Emergency Management, the County Administrative Office will prompt department directors and managers to begin taking the steps outlined under Pre-event Discussion above (1.1 – 1.7).
- 7.2. By approximately 5:00 AM, Facilities and Parks Services should provide a report to the County Administrative Office about the functionality of County buildings, any issues with ingress or egress to these buildings and nearby parking lots and any useful observations about the status of roads or public transit serving County buildings.
- 7.3. By approximately 6:00 AM, the County Administrator or designee should determine whether or not a Public Closure, Facility Closure or some combination will be in effect for some or all County facilities.
- 7.4. By approximately 7:00 AM, the County Administrative Office should complete dissemination of operational status information as appropriate through the various channels listed in Attachment A.
- 7.5. Depending on the severity of the inclement weather event, the County Administrator or designee may direct the activation of the Department Operations Center or the Washington County Emergency Operations Center or both. The County Administrator may also convene the department directors and managers in their roles as the Policy Group by phone conference or in person. In some cases, a hazardous conditions event could occur after the workday or shift has begun. In such cases, the County Administrative Office will coordinate with Facilities and Parks Services as well as with department directors and managers when taking the steps listed above as quickly as possible


## Attachment A

Official channels for information about the operational status of County facilities:

Channel	Access
<b>Washington County Inclement Weather web page</b>	<a href="http://www.co.washington.or.us/Support_Services/HR/InclementWeather/index.cfm">http://www.co.washington.or.us/Support_Services/HR/InclementWeather/index.cfm</a>
<b>Employee email accounts</b> (Log-in and password required.)	<a href="https://login.microsoftonline.com">https://login.microsoftonline.com</a>
<b>County Twitter feed</b> (Member account not required.)	<a href="https://twitter.com/WashcoOregon">https://twitter.com/WashcoOregon</a>
<b>County Facebook feed</b> (Member account not required.)	<a href="https://www.facebook.com/WashCoOregon/">https://www.facebook.com/WashCoOregon/</a>
<b>Everbridge notices</b> (Account required; see Procedure 1.7.1 above to set up an account and set notifications)	<a href="https://member.everbridge.net/910125044858894/login">https://member.everbridge.net/910125044858894/login</a>
<b>County Operations Status Line</b>	855-230-7495

## Attachment B

### Approved tasks and training for employees needing to telecommute and do not have access to their regular work assignment


Resources marked with a  are paid for by Washington County Cooperative Library Services (WCCLS) and require a WCCLS library card to access.

- How to access
  - If you have a WCCLS library card, log in with your card number (starts with 23614) and PIN. If you need assistance with your library account, [please contact us here](#), and someone will assist you.
  - If you don't have a WCCLS library card, [sign-up online for instant access](#) to our e-books and audiobooks, streaming video, and online resources. A home address in Washington County is required to sign up for an E-Access card. (If you live outside of Washington County, [learn about how to apply for a WCCLS card at a library](#).)

#### Independent study courses.

- Emergency Management:
- IS-100: [Introduction to the Incident Command System](#)
- IS-200: [Basic Incident Command System](#)
- [“3 to Get Ready” web page](#)
- “3 to Get Ready” guide on the [County’s Inclement Weather web page](#):
- [County Wellness Program](#)
- Review [sustainability programs and practices](#)
- Training & Educational Resources from Washington County Cooperative Library Services

#### Career

 [LinkedIn Learning](#): Over 8,500 courses and videos in business, IT, and creative skills. Find LinkedIn Learning and other career resources from WCCLS at [wccls.org](#).

[Alison](#): Over 1,000 courses across nine disciplines: Math, Lifestyle, Marketing, Humanities, Science, Health, [Language](#), [Business](#), and [IT](#).

[Coursera](#): Free online courses created by universities, covering most subject areas, including [business](#), including [Diversity and Inclusion in the Workplace](#).

[EDX](#) – Another clearinghouse for online courses from universities and institutions, made available to the public for free. Includes [Storytelling in the Workplace](#), [Preparing for Disruption](#), and [Working in Teams](#).

## Racial Equity Learning Opportunities for Washington County Employees

Opportunities	Brief Description	Link
<b>Training</b>		
Race Forward	Unlike “diversity trainings” which primarily focus on <i>interpersonal</i> relations and understanding, the <b>Building Racial Equity</b> trainings emphasize how to challenge and change <i>institutional</i> racial inequities. (please consult your manager to determine how to pay for these trainings)	<a href="https://www.raceforward.org/trainings">https://www.raceforward.org/trainings</a>
The Color of Law	The Color of Law: The Role of Government in Shaping Racial Inequity examines the local, state and federal policies that supported racially discriminatory practices and cultivated racially segregated housing.	<a href="https://www.learningforjustice.org/classroom-resources/lessons/the-color-of-law-creating-racially-segregated-communities">https://www.learningforjustice.org/classroom-resources/lessons/the-color-of-law-creating-racially-segregated-communities</a>
Equal Employment Opportunity law training	Workshops provide the latest updates on EEO laws and tips on preventing discrimination in the workplace.  Who Should Attend? Human resource professionals, EEO staff, attorneys, supervisors, managers, state and local government officials, federal agency EEO personnel, staffing agencies and union officials. (please consult your manager to determine how to pay for these trainings)	<a href="https://eeotraining.eeoc.gov/profile/web/index.cfm?PKwebID=0x2547d970&amp;varPage=info">https://eeotraining.eeoc.gov/profile/web/index.cfm?PKwebID=0x2547d970&amp;varPage=info</a>
<b>Video Links</b>		
The Unequal Opportunity Race	Short film for the African American Policy Forum, showing metaphors for obstacles to equality which affirmative action tries to alleviate.	<a href="#">The Unequal Opportunity Race - YouTube</a>
The Truth Behind ‘We the People’	The son of an American woman of Dutch heritage and a Navajo man, Mark Charles offers a unique perspective on three of the most misinterpreted words in American History. Written in the Papal Bulls of the 15th Century, embedded in our founding documents in the 18th Century, codified as legal precedent in the 19th Century and referenced by the Supreme Court in the 20th and 21st Centuries, the Doctrine of Discovery has been used throughout the history of the United States to keep "We the People" from including all the people.	<a href="#">Mark Charles: The truth behind 'We the People' - the three most misunderstood words in US history   TED Talk</a>







The Danger of a Single Story	Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we	<a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story</a>
	hear only a single story about another person or country, we risk a critical misunderstanding.	
Targeted Universalism	The challenge of othering and belonging is the challenge of our time. Putting these ambitious changes on the agenda for equity advocates cannot be more critical. Targeted Universalism is a much-needed framework for putting belonging into practice—for grounding the idea of what structural belonging and inclusion can look like in its most robust and radical sense.	<a href="https://belonging.berkeley.edu/targeted-universalism">https://belonging.berkeley.edu/targeted-universalism</a>
	Dr. John A. Powell discusses why universal and targeted strategies do not work, as well as how targeted universalism requires a deeper understanding of our situatedness within structures and moves us beyond methodological individualism.	<a href="https://belonging.berkeley.edu/video-leading-towards-equity-targeted-universalism-john-powell">https://belonging.berkeley.edu/video-leading-towards-equity-targeted-universalism-john-powell</a>
Podcasts		
Throughline	The origins of policing in the United States and how those origins put violent control of Black Americans at the heart of the system.	<a href="https://www.npr.org/2021/04/07/985039407/policing-in-america">https://www.npr.org/2021/04/07/985039407/policing-in-america</a>
Codeswitch	Stories of individuals from immigrant communities of color — whether they be first generation or the descendants of immigrants — one conversation at a time. In these episodes, individuals dig into their own personal histories, asking questions of family members, friends and experts.	<a href="https://www.npr.org/2021/06/01/1002096679/where-are-you-really-from">https://www.npr.org/2021/06/01/1002096679/where-are-you-really-from</a>
1619 Projects	An audio series on how slavery has transformed America, connecting past and present through the oldest form of storytelling.	<a href="https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html">https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html</a>
Who Belongs	<b><i>Who Belongs?</i></b> demonstrates a commitment to public dialogue. The question of who belongs in our societies, whether local, national, or global, is one of the central drivers that underpin how people are othered, or how the conditions of belonging are created.	<a href="https://belonging.berkeley.edu/whobelongs">https://belonging.berkeley.edu/whobelongs</a>
	Carroll, Rebecca. Come Through with Rebecca Carroll. <i>WNYC Studios</i> .	
	Biewen, John. Seeing White. <i>Scene On Radio</i> .	
	Raghuveera, Nikhil and Erica Licht. Untying Knots. <i>SoundCloud</i> .	

	Moyo, Thoko. A historic crossroads for systemic racism and policing in America. <i>PolicyCast</i> . Featuring Khalil Muhammad and Erica Chenoweth.	
<b>Books</b>		
My Grandmother's Hands – Resmaa Menakem	Sensitive and probing, this book from therapist Menakem delves into the complex effects of racism and white privilege. Departing from standard academic approaches, he speaks from the wisdom of his grandmother and his own expertise in somatic therapy, a field that emphasizes the mind-body connection. Trauma, both present-day and historical, forms the cornerstone of Menakem’s analysis.	<a href="https://www.amazon.com/dp/B0781942094470">My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies: Menakem, Resmaa: 9781942094470: Amazon.com: Books</a>
The Sum of Us What Racism Costs Everyone and How We Can Prosper Together By Heather McGhee	An analysis of how we arrived here: divided and self-destructing, materially rich but spiritually starved and vastly unequal. McGhee marshals economic and sociological research to paint an irrefutable story of racism’s costs, but at the heart of the book are the humble stories of people yearning to be part of a better America, including white supremacy’s collateral victims: white people themselves.	<a href="https://www.penguinrandomhouse.com/books/564989/the-sum-of-us-by-heather-mcghee/">https://www.penguinrandomhouse.com/books/564989/the-sum-of-us-by-heather-mcghee/</a>
America for Americans A History of Xenophobia in the United States by Erika Lee	The United States is known as a nation of immigrants. But it is also a nation of xenophobia. Erika Lee shows that an irrational fear, hatred, and hostility toward immigrants has been a defining feature of our nation from the colonial era to today. Lee explains how xenophobia works, why it has endured, and how it threatens America. Now updated with an epilogue reflecting on how the coronavirus pandemic turbocharged xenophobia, America for Americans is an urgent spur to action for any concerned citizen.	<a href="https://www.basicbooks.com/titles/erika-lee/america-for-americans/9781541672598/">https://www.basicbooks.com/titles/erika-lee/america-for-americans/9781541672598/</a>
White Fragility By Dr. Robin DiAngelo	Dr. Robin DiAngelo examines its origins in the failure of white society to understand the structural nature of racism, explores the history of the existing racial hierarchy, and makes a powerful case for why it is incumbent upon white people to accept their individual and collective responsibility for white supremacy—and to do the difficult work of challenging it.	WCCLS has 20 copies available
<b>Articles</b>		
	Hannah-Jones, Nikole. (2019). The 1619 Project. <i>The New York Times Magazine</i> .	

	Coates, Ta-Nehisi. (2014). The Case for Reparations. <i>The Atlantic</i> .	
	DiAngelo, Robin. (2017). Why It's So Hard to Talk to White People About Racism. <i>Huffington Post</i> .	
	McIntosh, Peggy. (1990). White Privilege: Unpacking the Invisible Knapsack. <i>Antiracist Alliance</i> .	
	Serwer, Adam. (2020). The Coronavirus Was an Emergency Until Trump Found Out Who Was Dying. <i>The Atlantic</i> .	
	Abdul-Jabbar, Kareem. (2020). Don't Understand the Protests? What You're Seeing is People Pushed to the Edge. <i>Los Angeles Times</i> .	
	Hinton, Elizabeth. (2020). The Minneapolis Uprising in Context. <i>Boston Review</i> .	
Other		
21-Day Racial Equity Habit-Building Challenge ©	The Challenge invites participants to complete a syllabus of 21 short assignments (typically taking 15-30 minutes), over 21 consecutive days, that include readings, videos or podcasts. It has been intentionally crafted to focus on the Black American experience.	<a href="https://www.americanbar.org/groups/labor-law/membership/equal_opportunity/">https://www.americanbar.org/groups/labor-law/membership/equal_opportunity/</a>
21-Day Racial Equity Indigenous Challenge – Fighting White Supremacy Since 1492	By broadening our lens of how white supremacy marginalizes multiple groups, we both deepen our understanding of white supremacist strategy and impacts and learn about particular histories and current issues of historically targeted groups.	<a href="https://www.eddiemoorejr.com/21-day-racial-equity-indigenous-challenge">https://www.eddiemoorejr.com/21-day-racial-equity-indigenous-challenge</a>

## Computer Skill Building

  [LinkedIn Learning](#): Over 8,500 courses and videos in business, IT, and creative skills. View a list of offerings by visiting [the WCCLS catalog](#), including a [remote working course list](#). For free access, you must access LinkedIn Learning via the [WCCLS website](#). *Please use your personal email account to register for a LinkedIn Learning account; not your Washington County email account.*

  [LearningExpress Library](#): Online tutorials and practice tests for academic and occupational exams. View a list of offerings without logging in by visiting [the WCCLS catalog](#).



- [Computer Skills Center](#) – Includes Microsoft Office
- [Writing Skills for the Workplace](#)

[GCFLearnFree.org](http://GCFLearnFree.org): Great for people who need an introduction to using mobile devices, cloud services, Windows, etc.

[Google Digital Garage](#): Most courses are free. Learn about social media marketing, web development, time management, and more.

[Microsoft Office](#): Training and tutorials for Office 365.

## Other

  [Mango Languages](#): Learn over 70 languages, from Arabic and Armenian to Vietnamese and Yiddish.

  [WCCLS Interlibrary Loan](#) continues to provide electronic document delivery services for articles and book chapters.