



Emergency Management Considerations for Students and Staff With Disabilities Scenario

PROFILE

Location: Americas, a small town of about 58,000.

Setting: Americas High School, which occupies a 40-acre site, including a football stadium, baseball stadium, track, two soccer fields, and several outdoor maintenance buildings. The surrounding area is primarily residential to the north and south, with some commercial property to the west and east.

Layout: Americas High School is a two-story, 240,000 square foot structure with no basements, built in 2005.

Profile of student body: Enrollment of 500 students, grades 9–12.

Special populations: Several students and staff have disabilities:

- Science Teachers A and T use wheelchairs
- Student B is hearing impaired
- Student C is mildly developmentally delayed
- Students D, E, and F are asthma sufferers

Level of Emergency Preparedness:

- Americas School District has an emergency management plan, and each school—including Americas High School—has its own plan.
- Americas High School’s plan includes Individual Emergency Plans for each individual with a disability (here, persons A, B, C, D, E, F, and T).
- Both school and district emergency plans include agreements with first responders (fire, EMS) and community partners (mental health, public health, etc.).

SCENARIO

- **Time:** 1:45 p.m.
- **Scenario:** It’s a sunny Thursday afternoon, students are between classes and have filled the indoor hallways of the school, getting belongings in and out of their lockers, and engaging in conversations with friends. Two students suddenly break into a fistfight in the first floor hallway in the science wing. Before the fight can be stopped, one student pulls out a pepper spray device and sprays the other



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student. He then runs down the hall with his finger still employing the device. The students in the crowded hallway all begin coughing. Science Teacher A wheels out of a nearby classroom after hearing the commotion and sees the student running off with the spray device in his hand, and all the students in the hallway behind him coughing.

What should happen next?

- **Time:** 1:48 p.m.
- **Scenario:** Science Teacher A (a teacher who uses a wheelchair), not knowing what the student was spraying, but guessing that it is what is causing the students to cough, pulls a nearby fire alarm to evacuate the building. Teacher A is unsure if Teacher T (who is also a teacher who uses a wheelchair) is in her classroom and if she was affected by the spray. Teacher A is also unsure if any of the affected students include Student D and Student E, who suffer from asthma, and who have science the next period. Most of the students who are coughing start leaving the building.

What should Science Teacher A do next?

- **Time:** 1:49 p.m.
- **Scenario:** Science Teacher A uses his classroom phone to call the school's principal—the Incident Commander (IC)—and explains that there is no fire, but that a student sprayed a substance in the science wing and that students are coughing.

What should the Incident Commander and the people assigned to the ICS team do?

- Incident Commander (IC)
- Operations - Logistics
- Planning and Intelligence
- Logistics
- Finance and Administration

Other Considerations:

- **What plans should already be in place to address the needs of these individuals?**