



U.S. Department of Education
Office of Safe and Drug-Free Schools



Emergency Management Considerations for Students and Staff With Disabilities

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Presentation Goals

- I. Define populations with special needs vs. individuals with disabilities
- II. Provide select demographics of persons with disabilities
- III. Outline types and ranges of disabilities
- IV. Discuss unique emergency management planning considerations for students and staff with disabilities
- V. Highlight two federal actions pertaining to populations with disabilities and emergency management
- VI. Illustrate how to better accommodate the needs of students and staff with disabilities in all four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery)
- VII. Conduct an interactive activity
- VIII. Highlight outstanding issues to consider when planning for persons with disabilities
- IX. Discuss a disability scenario
- X. Suggest next steps for emergency management planning
- XI. Provide resources for further planning





Presentation Goals

- I. Define populations with special needs vs. individuals with disabilities





I. Definition: Special Needs Populations

The Federal Emergency Management Agency (FEMA) has defined “Special Needs Populations” as:

Populations whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who:

- Have disabilities;
- Live in institutionalized settings;
- Are elderly;
- Are children;
- Are from diverse cultures;
- Have limited English proficiency or are non-English speaking; or
- Are transportation disadvantaged.

Source: <http://www.fema.gov/emergency/nrf/glossary.htm>





I. Definition: Individuals With Disabilities

The *Americans with Disabilities Act (ADA)* has defined an “individual with a disability” as a person who:

- a) has a physical or mental impairment that substantially limits one or more major life activities;
- b) has a record of such an impairment; or
- c) is regarded as having such an impairment.

NOTE: Temporary injuries (e.g., broken leg) or language barriers (e.g., English language learners) are not considered disabilities.





Presentation Goals

- I. Define populations with special needs vs. individuals with disabilities
- II. Provide select demographics of persons with disabilities





II. Demographics

- 54 million people in the United States have a disability—one in five Americans.^a
- 50% of people with disabilities who are employed say no plans have been made for their evacuation from the workplace.^a
- Approximately 6 million students with disabilities ages 6 to 21 are served in schools throughout the United States.^b

^a National Organization on Disability's Emergency Preparedness Initiative & U.S. Department of Education

^b *Individuals with Disabilities Education Act (IDEA)* data collected annually by the U.S. Department of Education, Office of Special Education Programs in accordance with Sec. 618 of *IDEA*; see www.ideadata.org/arc_toc8.asp#partbCC





II. Demographics (Cont'd.)

- Some student disabilities include:
 - Autism (223,395 students);
 - Hearing impairment or blindness (1,413 students);
 - Traumatic brain injury (23,867 students).
- 25% of students with disabilities spend 40-79% of their day in regular classrooms
- Only 2.5% of students with disabilities are served in special schools

Individuals with Disabilities Education Act data collected annually by the U.S. Department of Education, Office of Special Education Programs in accordance with Sec. 618 of *IDEA*; http://www.ideadata.org/arc_toc8.asp#partbCC





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III. Types of Disabilities

- Sensory (e.g., deaf/hard of hearing, blind/visually impaired, etc.)
- Mental (e.g., mental illness, obsessive compulsive disorder)
- Cognitive/Developmental (e.g., autism, severe mental retardation, etc.)
- Speech/Language (e.g., aphasia)
- Physical (e.g., asthma, paraplegia, etc.)





III. Range of Disabilities

- Mild to severe
- Apparent or not obvious
- Short- or long-term
- Singular or multiple





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- IV. Discuss unique emergency management planning considerations for students and staff with disabilities**





IV. Unique Emergency Management Planning Considerations

- Deal with people first; their disabilities second
 - Persons with disabilities are people just like everyone else, but may need unique emergency management accommodations.
 - Do not assume that persons with disabilities all share the same emergency management needs.
 - There are multiple types of disabilities; manifested in varying levels of abilities.
 - All students and staff with disabilities have very different needs that must be accommodated in developing emergency plans.
- Persons with knowledge and expertise in disabilities need to be at the emergency management planning table.





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- V. Highlight a federal law and an executive order pertaining to populations with disabilities and emergency management





V. Relevant Federal Actions

1. Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness* (2004)
2. Section 504, *Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978*, “Nondiscrimination Under Federal Grants and Programs”^a

^a <http://www.section508.gov/index.cfm?FuseAction=Content&ID=15>





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- VI. Illustrate how to better accommodate the needs of students and staff with disabilities in all four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery)





VI. Connection to the Four Phases of Emergency Management

There are multiple action steps that schools can take under each of the four phases of emergency management (**Prevention-Mitigation**, **Preparedness**, **Response**, and **Recovery**) to accommodate the unique needs of students and staff with disabilities.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Actions

During this phase, schools can:

- Conduct a needs assessments;
- Evaluate *ADA* compliance;
- Conduct regular site inspections; and
- Assess supplies and equipment.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 1

Conduct a Needs Assessment

- Identify all students and staff with disabilities
- Capture information and define needs
 - Conduct an individual assessment of the needs of each student and staff with disabilities
 - Use an all-hazards matrix to determine specific vulnerabilities of students and staff with disabilities
 - Develop an inclusive evacuation plan for students and staff with disabilities
- Store information in one central location





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 1

Conduct a Needs Assessment (Cont'd.)

There are nine broad areas to guide the assessment-needs process for people with disabilities: ^a

1. Personal health needs
2. Getting around (wheelchairs)
3. Transportation (specialized car/van)
4. Electricity dependence
5. Evacuation difficulty (e.g., 2nd floor)
6. Building exits
7. Service animals
8. Communication
9. Disaster debris

^a Based on the American Red Cross, *Disaster Preparedness for People with Disabilities*; <http://www.redcross.org/services/disaster/beprepared/disability.pdf>





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 1

Conduct a Needs Assessment (Cont'd.)

- The assessment explores the types of assistance that may be needed before, during and after a disaster/traumatic event.
- The plan should be based on the lowest level of functioning.
- An assessment highlights issues and a response as to how the school should deal with the issues is developed; for example:
 - Does the student require special medicines (refrigerated, injected, schedules, etc.)? If so, procedures need to be put in place for that student.
 - Does the staff member require unique signage or alarms? If so, the appropriate supplies need to be purchased and put into place.

* Based on the American Red Cross, *Disaster Preparedness for People with Disabilities*





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 2

Evaluate *ADA* Compliance

- To ensure *ADA* compliance, schools should check for:
 - Sufficient door width
 - Leveling of floors
 - Electrical backups
 - Signage—universal symbols
 - Toileting facilities—privacy issues
 - Emergency notification system—appropriate for the disability





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 3

Conduct Regular Site Inspections

- Repair/modify pathways with access to assembly areas, evacuation routes, etc.
- Check to ensure that all fire and safety codes are being met:
 - Hallways are clear and open.
 - Doors are not blocked.
 - Safe refuge areas are not compromised by campus activities or construction.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Prevention-Mitigation Action 4

Assess Supplies and Equipment

- Review system(s) for alerting individuals to an emergency—test the system to ensure that it remains in working order
 - Review existing alert systems occasionally to ensure that the school has the most appropriate and relevant system available to meet the school's needs
 - Test the system during drills and exercises
 - Establish a policy in the emergency management plan for the building engineer to periodically test the system
- Ensure essential supplies and equipment are on-site (e.g., generators for schools with elevators)





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Actions

1. Identify and involve *community partners* (including disability community)
2. Account for *health and medical considerations*
3. Establish an *Individual Emergency Plan* for each student and staff addressing each individual's needs
4. Prepare "*Go-Kits*" specific to the needs of persons with disabilities
5. Become familiar with available and appropriate *communication vehicles*
6. Plan for working with and accommodating *service animals*
7. Create policies regarding *volunteers*
8. Provide *training* to students, teachers, and community members
9. *Practice* response procedures





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 1

Identify and Involve Community Partners

- Identify partners (e.g., first responders, disability community, mental and public health, etc.)
- Educate partners about the districts' populations with disabilities
- Communicate with and train the first responders
- Invite first responders and community members to the school to acquaint the students and staff with disabilities on a personal basis and develop a rapport
- Involve partners in drills and exercises





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 1

Identify and Involve Community Partners (Cont'd.)

- Schools should seek out representatives from the disability community to assist in planning.
- Why? Representatives can:
 - Provide input on the personal safety assessment;
 - Participate in tabletops, drills, and exercises;
 - Review all policies and procedures;
 - Serve as trainers to other community partners; and
 - Achieve buy-in and community support.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 1

Identify and Involve Community Partners (Cont'd.)

Three potential sources where schools can find representatives from the disability community:

1. Government

- Department of Health/Mental Health Services
- Local *Americans with Disabilities Act (ADA)* Coordinator

2. Institutions

- Representatives from home-based care industry
- Residential health-care facilities

3. Advocacy Groups

- Local independent living center
- Local groups serving specific/general populations with disabilities





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 2

Account for Health and Medical Considerations: Equipment and Supplies

- Schools should ensure that, through prior planning and practice, staff and first responders are **trained** to work with specialized equipment PRIOR to the emergency.
- Schools should establish procedures for **managing and operating** specialized medical equipment and supplies.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 2

Account for Health and Medical Considerations: Equipment and Supplies (Cont'd.)

Specialized equipment and supplies could include:

- Evacuation chairs
- Transfer-height cots
- Communication boards
- Reverse 911 notification systems
- Breathing apparatus with oxygen
- Feeding tubes
- Wheelchairs (manual and electric)
- Gurneys
- Walkers
- Respirators





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 2

Account for Health and Medical Considerations: Medications

Establish procedures for handling medications during an emergency with the following considerations:

- *Health Insurance Portability and Accountability Act of 1996 (HIPPA)*
- Security
- Supply
- Physicians' orders
- Mobility
- Storage
- Access





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 2

Account for Health and Medical Considerations: Health Precautions

Establish procedures for handling blood and bodily fluids, viruses, and infectious diseases, including but not limited to:

- HIV / AIDS
- Hepatitis
- Pandemic influenza
- Cytomegalovirus (CMV)





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 3

Establish Individual Emergency Plans

Individual plans for persons with disabilities should address:

- Specific accommodations in the event of an evacuation, shelter-in-place, or lockdown
- Special dietary needs
- Medical needs
- Equipment and supply needs
- Language needs
- Reunification with family
- Transportation needs





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 4

Prepare Go-Kits

- Each Go-Kit must be prepared specifically to the needs of the student or staff member with a disability; unique supplies may include:
 - Tailored feeding utensils, manual can opener, special food, medical tubing, blender, etc.;
 - Extra hearing aid batteries;
 - Special toileting and hygiene equipment;
 - Games, activities, books; and
 - A 72-hour supply of food for service animals (when applicable).
- Go-Kits should be periodically checked and inventoried to ensure contents are in operable order.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 5

Become Familiar With Communication Vehicles

Relevant school staff and first responders must be trained in communicating with students and staff with disabilities and understand the available and appropriate communication vehicles; including, but not limited to:

- Oral language
- American Sign Language
- Tactile sign
- Limited vision communication
- Picture books
- Braille
- Paper and pencil
- Closed Circuit Television (CCTV)
- Computer-assisted communication
- Electronic text messaging





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 6

Plan for Working With Service Animals

- Plan for the animal to be evacuated with its owner.
- Food and water should be taken into consideration for service animals in the event of a lockdown, shelter-in-place, or evacuation.
- Tips for dealing with service animals:
 - Do not pet or offer food to any service animal without the permission of the owner.
 - Understand that when the animal is wearing a harness, it is on duty.
 - Hold the animal's leash and not the harness if asked to provide assistance.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 7

Create Policies for Volunteers

- Volunteers need to be recruited BEFORE a disaster so they can learn the skills needed to work with students and staff with disabilities.
- Train volunteers how to use:
 - Specialized equipment that is a necessity to the person with the disability; and
 - Specialized skills, such as sign language or fingerspelling.
- Plans should outline a credentialing process for volunteers.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 8

Provide Training

- Schools should offer tailored training on topics, such as:
 - General education about the prominent disability(ies) within a school community;
 - Working with service animals;
 - Operating unique equipment and supplies; and
 - Appropriate response techniques during an evacuation, shelter-in-place, or lockdown.
- Training should be provided to:
 - Teachers and staff;
 - Students;
 - Volunteers; and
 - Community partners and first responders.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures

- Schools should practice the three types of response (shelter-in-place, lockdown, and evacuation) to ensure that:
 - All populations, including students and staff with disabilities, are planned for adequately; and
 - First responders are familiar with the unique needs of persons with disabilities.
- Schools should invite local first responders, public and mental health partners, parents, and representatives from the disabled community.
- Schools should use post-drill evaluations and after-action reports to refine the school's plan.





Preparedness Action 9

Practice Response Procedures (Cont'd.)

- **Evacuation** is used when locations outside the school are safer than inside the school.
- The four elements of evacuation:^a
 1. Notification - What is the emergency?
 2. Getting out - Where is the way out?
 3. How to get out - Does someone need to be helped?
 4. Assistance - What type of assistance might be needed?

^a National Fire Protection Association, *Emergency Evacuation Planning Guide for People with Disabilities*, June 2007, p. 9.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures (Cont'd.)

Evacuation Considerations for Persons With Disabilities

Considerations for Element of Evacuation #1 – Notification^a

- Deaf/hard of hearing persons may not be able to hear alarms or voice announcements. Schools could consider using flashing strobe light alert system (with prior training) or auxiliary aids and services to facilitate effective communication.
- Students and staff with cognitive disabilities may have decreased ability to process/understand information/situation. Schools could consider developing picture book of drill procedures and should practice emergency procedures ahead of time.

^a National Fire Protection Association, *Emergency Evacuation Planning Guide for People with Disabilities*, June 2007, p. 9.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures (Cont'd.)

Evacuation Considerations for Persons With Disabilities

Considerations for Element of Evacuation #2 - Getting Out^a

- Knowing the way out of the building is important—however, the ability/inability of the disabled to navigate if unassisted needs to be determined for each student with mobility limitations.
- Students and staff with visual disabilities must know the useable exit path from the building (or to a predetermined refuge)—generally, despite tactile signs, those with visual impairments will need assistance; this needs to be noted in individual evacuation plans.
- Students with cognitive disabilities should be tested on finding and using exits.

^a National Fire Protection Association, *Emergency Evacuation Planning Guide for People with Disabilities*, June 2007, p. 9.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures (Cont'd.)

Evacuation Considerations for Persons With Disabilities

- *Consideration for Element of Evacuation #3 - How to Get Out*^a
 - Not all individuals with mobility disabilities use wheelchairs; some may be able to navigate stairs easily but may have trouble operating door locks or latches due to impairment of their hands or arms—evacuation plans should address alternative routes, devices, or assistance procedures for students and staff with mobility impairments.

- *Consideration for Element of Evacuation #4 – Assistance*^a
 - Not all persons with visual impairments will be capable of navigating a path out of the building or to the designated area—personal emergency plans should highlight appropriate assistance procedures.

^a National Fire Protection Association, *Emergency Evacuation Planning Guide for People with Disabilities*, June 2007, p. 9.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures (Cont'd.)

- **Lockdown** is used when there is an immediate threat of violence in or immediately around the school.
- **Considerations for students and staff with disabilities:**
 - Classroom size should allow for all students to move away from windows and door (if necessary).
 - Staff should be able to assist moving students with mobility impairments to the interior of the classroom.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Preparedness Action 9

Practice Response Procedures (Cont'd.)

- **Shelter-in-Place** is used when students and staff must remain indoors during a period of time for an inclement weather, chemical, biological, radiological, or terrorist threat.
- **Considerations for students and staff with disabilities:**
 - Access to toilets
 - Medications available
 - Food and necessary feeding equipment accessible
 - Service animal accommodations
 - Appropriate activities on-hand to keep students occupied
 - Staff to student ratio appropriate for extended time in classroom





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Response Actions

During a response, schools should:

1. Activate the school's emergency management plan;
2. Activate communication plan;
3. Work with partners;
4. Account for students and staff;
5. Utilize Go-Kits;
6. Implement the parent reunification plan; and
7. Make decisions.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Response Action 1

Activate the Emergency Management Plan

- When an incident occurs, the school must put the emergency management plan and the individual plans for students and staff with disabilities into action.
- Thorough prevention-mitigation and preparedness planning will result in a more effective and efficient response that ensures all students and staff are cared for appropriately.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Response Action 2

Activate the Communication Plan

- Communication systems such as these should be utilized (according to need) to alert all students and staff to the crisis:
 - Visual aids;
 - Sign language;
 - Large print; and
 - Alarm system.
- Schools should pre-identify a staff member to serve as the information officer to ensure timely, accurate messages are delivered to the media and the school community.





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Response Action 3

Make a Plan for Parent/Guardian Reunification

- Identify a predesignated parent reunification area
- Use staff that recognize students and parents/guardians
- Release procedures for parents and caretakers
- Implement an established documentation process





VI. Connection to the Four Phases of Emergency Management (Cont'd.)

Recovery Actions

To support recovery, schools should:

1. Ensure accessible and appropriate temporary shelter is identified in the plan and Memorandums of Understanding (MOUs) are made with the temporary facility(s);
2. Plan for utility disruption;
3. Involve representatives of the disability community in post-action reviews;
4. Plan with neighboring schools on sharing habitable structures;
5. Design a split schedule in the event only part of the school is operational or the school will share facilities with a neighboring school; and
6. Attempt to keep to previously scheduled activities if at all possible (e.g., graduation).





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- VII. Conduct an Interactive Activity**





VII. Interactive Activity

- **Purpose/Objective:** To brainstorm on the gaps or weaknesses of your school's emergency management plan in regards to addressing the unique needs of students and staff with disabilities.
- **Activity:**
 - You have been assigned the role of incident commander, meaning you are responsible for overseeing all incident operations, for the all-hazards emergency management plan of your school.
 - As you review the plan, you notice that there are several students and staff members that have disabilities.
 - Working with your incident command team, what changes/additions would you make to the all-hazards plan to adequately serve these individuals?
 - Think about the topics covered in this presentation, including the safety measures that need to be taken in an emergency relating to disabled persons that are NOT yet covered in your school's emergency management plan.





VII. Interactive Activity (Cont'd.)

- A few of the areas you might want to review include:
 - Facilities accommodations
 - Specialized health care procedures
 - Medical equipment and supplies
 - Medications
 - Training volunteers and first responders
 - Confidentiality of student/staff information
 - Sheltering-in-place
 - Other





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VIII. Outstanding Issues to Consider

- Not all schools are *ADA* compliant. Check the status of your school.
- Any policy in which there are provisions for students rescuing students can be controversial. Consider how to ameliorate concerns.
- There is limited funding to address populations with disabilities. Discuss avenues of new or increased funding.
- Accessibility to rural districts for professional assistance in emergency planning for this population of student is often critical. Devise a plan to maximize access.
- Information sharing and confidentiality are key issues to address by considering *HIPPA* and the *Family Educational Rights and Privacy Act (FERPA)* factors.





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- VIII. Highlight outstanding issues to consider when planning for persons with disabilities
- IX. **Discuss a disability scenario**





IX. Disability Scenario

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 1,400 students, grades 9–12.

Special populations: Several students and staff have disabilities, including the following:

- Science Teacher A is paraplegic, and is wheelchair bound
- Student B is hearing impaired
- Student C is mildly mentally retarded
- Students D, E, and F are asthma sufferers





IX. Disability Scenario (Cont'd.)

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, and F).
- Both school and district emergency plans include agreements with first responders (fire, EMS) and community partners (mental health, public health, etc.).





IX. Disability Scenario (Cont'd.)

- **Time:** 10:45 a.m.
- **Scenario:** It's a sunny Thursday, a school-wide, 15-minute recess has just begun, and students 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 second-floor science wing hallway. Before the fight can be stopped, one student pulls out a pepper spray device and sprays the other 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 T 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.
- **Question:** *What should Teacher T do?*





IX. Disability Scenario (Cont'd.)

- **Time:** 10:48 a.m.
- **Scenario:** Science Teacher T, not knowing what the student was expelling, but guessing that it is what is causing the students to cough, pulls a nearby fire alarm to evacuate the building. Science Teacher T is unsure whether Science Teacher A (who is also wheelchair bound) is in his classroom and whether he was affected by the spray. Science Teacher T is also unsure whether 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.
- **Question:** *What should Teacher T do next?*





IX. Disability Scenario (Cont'd.)

- **Time:** 10:49 a.m.
- **Scenario:** Teacher T uses her 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.
- **Question:** *What should the Incident Commander do? Specifically, what actions should the IC take to ensure disabled individuals A, B, C, D, E, and F's needs are met?*





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- IX. Discuss a disability scenario
- X. **Suggest next steps for emergency management planning**





X. Next Steps

1. Involve the broader disability community, including students, in all planning and implementation procedures
2. Develop training programs for first responders and partners on meeting needs of students and staff with disabilities
3. Prepare individual Go-Kits
4. Prepare an inventory of your students with disabilities by grade, location, and type of disability
5. Prepare individualized safety assessment plans for each of your students with disabilities, focusing on:
 - Transportation needs;
 - Specialized equipment; and
 - Health supplies and requirements.
6. Conduct tabletops, drills, and other exercises





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- VIII. Highlight outstanding issues to consider when planning for persons with disabilities
- IX. Discuss a disability scenario
- X. Suggest next steps for emergency management planning
- XI. **Provide resources for further planning**





XI. Resources

American Red Cross

- **Disaster Preparedness for People with Disabilities**
<http://www.redcross.org/services/disaster/beprepared/disability.pdf>
- ***Preparing for Disaster for People with Disabilities and other Special Needs, FEMA 476***
<http://www.redcross.org/images/pdfs/preparedness/A4497.pdf>

Americans with Disabilities Act

- **ADA Guide for Local Governments: Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities**
<http://www.ada.gov/emergencyprep.htm>





XI. Resources (Cont'd.)

Federal Emergency Management Agency (FEMA)

- ***Individuals with Special Needs: Preparation and Planning***
<http://www.fema.gov/plan/prepare/specialplans.shtm>
- ***U.S. Fire Administration: Fire Risks for the Blind or Visually Impaired, December, 1999***
<http://www.usfa.dhs.gov/downloads/pdf/publications/fa-205.pdf>
- ***U.S. Fire Administration: Fire Risks for the Deaf or Hard of Hearing, December, 1999***
<http://www.usfa.dhs.gov/downloads/pdf/publications/fa-202-508.pdf>
- ***U.S. Fire Administration: Fire Risks for the Mobility Impaired, December, 1999***
<http://www.usfa.dhs.gov/downloads/pdf/publications/fa-204-508.pdf>

Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities

- **Disabilities Preparedness Resource Center**
<http://www.disabilitypreparedness.gov/>





XI. Resources (Cont'd.)

National Council on Disability

- **Saving Lives: Including People with Disabilities in Emergency Planning, April 2005**
http://www.ncd.gov/newsroom/publications/2005/saving_lives.htm

National Organization on Disability (NOD)

- **The NOD's Emergency Preparedness Initiative**
<http://www.nod.org/emergency>
- **Interactive Map of Disability and Emergency Preparedness Resources**
[http://www.nod.org/EPIResources/Interactive map.html](http://www.nod.org/EPIResources/Interactive_map.html)

U.S. Department of Homeland Security's Ready.Gov

- <http://www.ready.gov/america/getakit/disabled.html>
- http://www.ready.gov/america/_downloads/disabilities.pdf
- [http://www.ready.gov/america/_downloads/PrinterFriendly_Disabilites SpecialNeeds.pdf](http://www.ready.gov/america/_downloads/PrinterFriendly_Disabilites_SpecialNeeds.pdf)





XI. Resources (Cont'd.)

U.S. Department of Education

- **Office of Special Education and Rehabilitative Services' National Institute on Disability and Rehabilitation Research (NIDRR)**
 - *Emergency Management Research and People With Disabilities: A Resource Guide, April, 2008*
<http://www.ed.gov/rschstat/research/pubs/guide-emergency-management-pwd.pdf>
- **Office of Safe and Drug-Free School's Readiness and Emergency Management for School's Technical Assistance Center**
 - *REMSExpress Newsletter: Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Planning*
http://ercm.ed.gov/views/documents/Disability_NewsletterV2I1.pdf
 - *Emergency Planning for Students with Disabilities and Special Needs Webinar*
http://ercm.ed.gov/index.cfm?event=webinars_archives





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