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* Image: MVCC Logo
* Image: NYSDSC Logo

# 4.1 Emergency Management for SWDs

* Tamara Mariotti
* Coordinator of Accessibility Resources
* Mohawk Valley Community College

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* Image: Hurricane Irma picture of nursing home residence sitting in chairs with flood water up to their waist and higher.

# Objectives of this Emergency Management Presentation

* Provide Disability Service Support staff with tools for emergency preparedness with regards to students with disabilities
* Provide ideas for disability inclusion into institution emergency planning
* Promote accessible communication and notifications for students with disabilities registered with our office.
* Promote ideas for safety through training and exercises on your campuses.

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# Federal responsibility

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# Federal Laws Prohibiting Discrimination in Emergency Programs on the Basis of Disability

* Americans with Disabilities Act of 1990
* Stafford Act of 1988
* Post Katrina Emergency Management Reform Act of 2006
* Rehabilitation Act of 1973
* Fair Housing Act Amendments of 1988
* Architectural Barriers Act of 1968
* Individuals with Disabilities Education Act (EHA) of 1975
* Telecommunications Act of 1996
* Twenty-first Century Communications and Video Accessibility Act of 2010

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# The 2006 Post-Katrina Emergency Management Reform Act (PKEMRA) directed FEMA to:

* Establish a Disability Coordinator and develop accommodation guidelines;
* Add provisions to the non-discrimination list for relief and assistance activities;
* Coordinate and support evacuation and recovery efforts;
* Provide transportation assistance;
* Provide rescue, care, shelter, and essential needs assistance to individuals with service animals;
* Provide case management assistance
* Receive input

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# Key Principles of Emergency Management for People with Disabilities

* Equal Access – People with disabilities must be able to access the same programs and services as the general population. Access may include modifications to programs, policies, procedures, architecture, equipment, services, supplies, and communication methods.
* Physical Access – People with disabilities must be able to access locations where emergency programs and services are provided.
* Access to Effective Communication – People with disabilities must be given the same information provided to the general population using methods that are understandable and timely.

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# Key Principles Continued

* Inclusion – People with disabilities have the right to participate in and receive the benefits of emergency programs, services, and activities provided by governments, private businesses, and nonprofit organizations.
* Integration - Emergency programs, services, and activities typically must be provided in an integrated setting.
* Program Modifications - People with disabilities must have equal access to emergency programs and services, which may entail modifications to rules, policies, practices, and procedures.
* No Charge - People with disabilities may not be charged to cover the costs of measures necessary to ensure equal access and nondiscriminatory treatment.

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# Is your campus considered a Disaster evacuation space for your community?

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# College responsibility

* Emergency Preparedness is the shared responsibility of the whole college community

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# Colleges: Office of Disability Integration and Coordination of Emergency Preparedness

* Responsible for ensuring that the access and functional needs and requirements of individuals with disabilities are being properly included and addressed in all aspects of emergency preparedness and disaster response, recovery, and mitigation.
* Personal Emergency Planning – individualized plans
* Where are Emergency phones and Area of Rescue located on your campus - Maps and website information
* Emergency Alerts to students/staff –Text, voice, and email alerts – How do students register for alerts, and is it accessible to Blind, Hearing impaired, cognitive, physical needs?
* Preparation and Training -Classroom emergency information, campus-wide emergency information.

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# Personal Medical Emergency Plan (PMEP)

* Although the process of developing a Personal Medical Emergency Plan (PMEP) is optional for students and staff, the college encourages proactive planning on the part of the entire college community for emergency conditions. Individuals with disabilities may require additional assistance with alerting, evacuating, and sheltering in the event of an emergency.
* Does your College offer the opportunity, through a confidential process, to develop a PMEP?
* PMEP may include:
* Strategies as storing extra equipment or medications,
* Provides Public Safety and/or health center with a personal schedule,
* Specific evacuation procedures, sheltering procedures, volunteer rescue assistants, using an optional Personal GPS Locator, and designating means of communication in the event of an emergency?

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# Personal Medical Emergency Plans

* In addition to submitting a Personal Medical Emergency Plan (PMEP), any employee or student needing assistance is encouraged to share information with several reliable people in their classes, residence hall or work area about his/her need for assistance during an emergency. It is useful to name your volunteer rescue assistants in your Personal Medical Emergency Plan (PMEP) so that Public Safety and others can more easily contact them in an emergency.
* Classroom health-related emergency information: Have a procedure that states how instructors should handle health-related emergencies in the classroom. It is particularly helpful to explain the steps instructors should take when a student has a seizure in class. This procedure should be created in collaboration with campus safety officials.
* [File of MVCC Personal Medical Emergency Plan as an example]

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# Information has to be accessible to be actionable

* Where do you have information located for community members, parents, or students that wish not to register with your office?
* Website….. <https://www.mvcc.edu/accessibility-resources/physical-accessibility>

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# Disability related maps and way-finding of the campus

* Maps should note important resources for students, faculty, and people with disabilities coming to campus.
* Special Resources may include:
* Directions/Routes to parking
* Emergency Phones
* Door Openers
* Accessible Parking
* Accessible Bathrooms
* Elevators/times available
* Areas of Refuge/Rescue
* ATMs
* Accessible Kiosks
* DSS offices
* Examples: https://www.pcc.edu/disability-services/community/wayfinding/

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* Image: Area of Refuge sign posted above an intercom

# Areas of Refuge vs. Areas of Rescue

* Areas of "Rescue Assistance“ and “Areas of Refuge” apply to other than ground level floors of all buildings on the Campus with more than one story above and/or below grade with an elevator.
* The "Areas of Refuge" or "Areas of Rescue Assistance" concept was established to provide a location for building occupants, who cannot traverse the stairs without assistance, to be able to assemble by an exit and await assistance or instructions by the first responders.
* Areas of Refuge requires a two-way communication system. This is also required in New Construction, Significant Remodels or Change of Building Use.
* http://www.area-of-refuge.com/functionality.html

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# Training materials for faculty and staff

* Fire Safety
* http://www.mingerfoundation.org/projects/fire-safety-info/videos/
* https://www.nfpa.org/Public-Education/By-topic/People-at-risk/People-with-disabilities
* FEMA, RED CROSS, Homeland Security
* [Pamphlets provided as handouts]
* https://www.mvcc.edu/accessibility-resources/faculty-staff-resources

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# EXERCISES & EVACUATION

* Whole community practice for disasters
* People with a variety of disabilities must be included (Actors should not be used) People with disabilities should pose real life challenges
* Campus-wide emergency information: Be prepared for students, parents, faculty and staff to ask how they receive notification of an emergency whether it is a snow closing, tornado, bomb threat or violent or terrorist incident. It is imperative that as campuses wrestle with these issues that they remember to include individuals with disabilities in their planning and execution. It is also important that not all the planning be reactive—proactive or preventative action needs to be implemented also.
* [Table top exercises]

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# The Words We Use

* The difference between the right word and the almost right word is the difference between lightning and a lightning bug. Mark Twain
* We hear it all the time – ‘special needs’ and ‘vulnerable.’ Both terms do damage. When people with disabilities are thought of as ‘special,’ they are often thought of as marginal individuals who have needs, not rights. The word ‘vulnerable’ has a similarly unfortunate effect. Vulnerable people must have things done for them; they’re recipients, not participants. -CT Protection & Advocacy Agency FEMA