Addressing Access and Functional Needs (AFN) in School and Higher Education Emergency Operations Plans (EOPs)

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Questions & Answers

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Agenda

1. *Introduction*

2. Overview of AFN Integration within Schools and IHEs

3. Integration within Schools

4. Integration within IHEs

5. Q&A Session

Introduction

Approximately:

12% of students in K-12 schools have a disability that requires the support of a special education program.	**11%** of undergraduate students report having a disability.	**9%** of students in public schools are English Language Learners (ELL).

Range and Types of Disabilities and Access and Functional Needs

Types of Disabilities and Access and Functional Needs:

o Sensory	o Speech/Language
o Physical	o Social/Emotional/
o Cognitive/Developmental	Behavioral

Range of Disabilities and Access and Functional Needs:

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

Comprehensive School EOPs Are Supported by Key Planning Principles

- Supported by Leadership
- Collaborative Process
- Uses Assessments to Customize
- Takes an All-Hazards Approach
- Provides for Whole School Community
- Considers All Settings & All Times

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Comprehensive IHE EOPs Are Supported by Key Planning Principles

- Supported by Leadership
- Uses Assessments to Customize
- Takes an All-Hazards Approach
- Provides for Whole IHE Community
- Considers All Settings & All Times
- Considers Individual Preparedness
- Meets All Applicable Laws
- Follows a Collaborative Process

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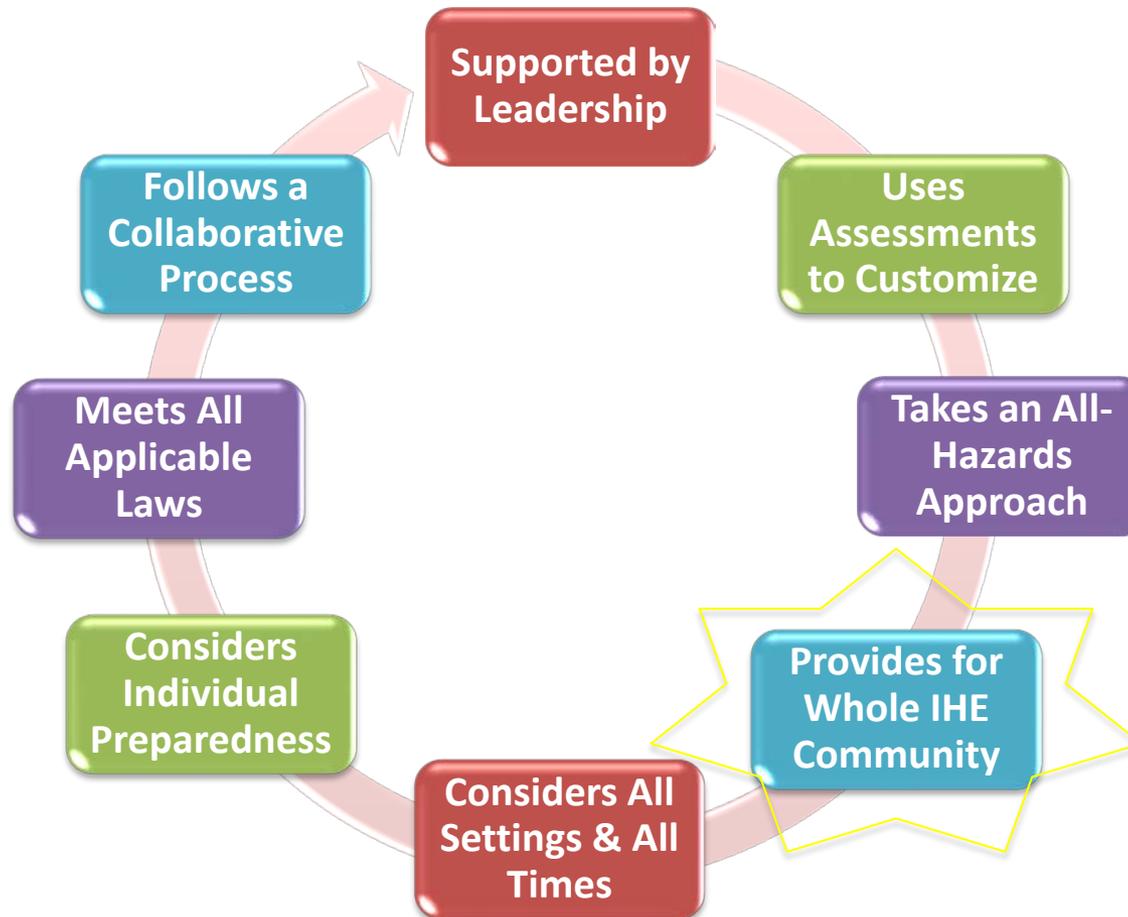
Connection to the Six Step Planning Process

STEP 1
Form a Collaborative Planning Team

- Identify Core Planning Team
- Form a Common Framework
- Define and Assign Roles and Responsibilities
- Determine a Regular Schedule of Meetings

STEP 2
Understand the Situation

- Identify Threats and Hazards
- Assess Risk
- Prioritize Threats and Hazards

STEP 3
Determine Goals and Objectives

- Develop Goals
- Develop Objectives

STEP 4
Plan Development (Identifying Courses of Action)

STEP 5
Plan Preparation, Review, & Approval

- Format the Plan
- Write the Plan
- Review the Plan
- Approve and Share the Plan

STEP 6
Plan Implementation & Maintenance

- Train Stakeholders
- Exercise the Plan
- Review, Revise, and Maintain the Plan

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Inclusion in Functional Annexes

Communications and Warning

Evacuation & Transportation

Deny Entry/Closing/Lockdown

Shelter-in-Place

Accounting for All Persons

Reunification

Recovery

Health: Public, Medical, and Mental

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Overview of AFN Integration within Schools and IHEs

The Office of Access and Functional Needs (OAFN)

Defining Access and Functional Needs (AFN)

Partnerships

Integrating AFN into Schools and IHEs

Unified Effort

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Cal OES – Office of Access and Functional Needs

In January 2008, the California Governor's Office of Emergency Services established the Office of Access and Functional Needs (OAFN).

The purpose of OAFN is to identify the needs of people with disabilities and others with access and functional needs before, during, and after a disaster and to integrate disability needs and resources into emergency management systems.

The OAFN offers guidance to emergency managers and planners, and to disability and older adult service systems for planning and responding during disasters and recovery.

Access and Functional Needs

Individuals who have:

- Developmental or intellectual disabilities
- Physical disabilities
- Chronic conditions
- Injuries

Or are:

- Limited English proficiency or non-English speaking
- Older adults
- Children
- Living in institutionalized settings
- Low income, homeless and/or transportation disadvantaged (i.e., dependent on public transit)
- Pregnant

Individuals with physical, programmatic and communication accessibility needs before, during, and after an emergency.

Partnerships

- **AFN Stakeholder Workgroup**
  - Reps from independent living centers, advocacy groups, and non-profits
  - Designed to meet unmet AFN needs
  - Access to shelters, replacing Durable Medical Equipment/Assistive Technology, and providing acute disaster case management services
- **Local, state and Federal stakeholders**
  - Secure resources (accessible showers, portable restrooms and hand washing stations)
  - Utilize interpreters at events and recovery centers
  - Provide accessible transportation
- **Delivered**
  - Power chairs/manual wheelchairs
  - Walkers, canes, and rollators
  - Accessible portable restrooms, showers, etc.
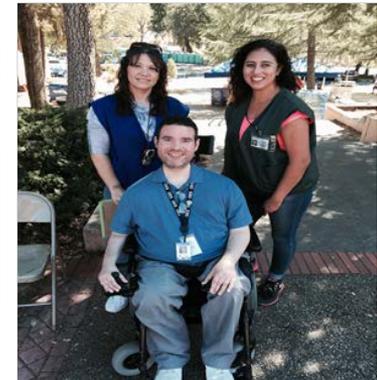
How do we integrate AFN within schools and IHEs?

Together!

Emergency Management Applications for Schools & Institutions of Higher Education

- **Situational Awareness**
  - Understand the laws and policies related to students with disabilities (i.e., IDEA, Section 504, ADA)
  - Understand demographics of your student population
  - Understand environments where students learn and participate in campus activities
  - Use existing documentation to inform EOPs:
    - **K-12**: Information gleaned from the Individualized Education Programs (IEPs) or Section 504 plans can assist in preparing EOPs.
    - **Colleges & Universities**: During Resident Assistant process, work with students to identify potential needs and resources during campus evacuations and emergency procedures.
- **Whole Community Planning**
  - Using demographic information, environments and existing documentation, involve students, parents, guardians, teachers, and support systems in identifying needs and resources during an emergency.

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AFN Integration

- We _incorporate_ AFN into planning…

- You and your team _integrate_ it into practice!

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Integration within Schools

Scenario

The driver of a passing car crashes into an exterior wall of a three-story middle school located in downtown and holding a diverse student body.

The school has exterior hallways and stairwells and all classrooms open directly to the outside. As a result of the crash, power is out throughout the campus.

The principal has everyone initially shelter-in-place until the situation is evaluated, then the staff and students are evacuated, due to concerns about the structural integrity of the building.

Shelter-in-Place Concerns

Check on unaccompanied students (restrooms) who may not have heard or understood the directive (Deaf/Hard of Hearing (DHH) or cognitive disabilities).

Check with nurse about any medications that need to be taken and plan for classroom delivery.

The school's classrooms have toilet buckets; in some rooms, students who use wheelchairs need grab bars for toilet buckets and the larger screened-off area for toileting – used modified walker for grab bars.

Teachers have bottled water and cups for students, but no "sippy cup" for student with limited mobility.

Power Concerns

- DHH class has enhanced need for lighting, as that is essential for communications. Several flashlights provided; headlamps better for American Sign Language (ASL).

- Check batteries of assistive technology; school has portable generator due to student who uses a ventilator.

- Elevator not running.

Building Evacuation Concerns

- Two students who use wheelchairs are upstairs in science lab; the evacuation chair is on the 3rd floor.
    - Identify and train rescuers ahead of time.
    - Bring student's wheelchair down too.

- Alarm tones painful with hearing aids.

- Evacuate necessary equipment/supplies with kids – ready to go and by door.
    - Evacuate classroom emergency supplies (include toilet buckets).
    - Backpacks keep hands free.
    - Evacuate oxygen carefully (pressurized).
    - Secure oxygen tank once moved.

Building Evacuation Concerns

Plan for rubble; route not easily navigable for:

Limited mobility	Blind/low vision – communicate hazards as guiding out	DHH:
		Teacher walking backwards when evacuating to communicate with students
		Students watching teacher, not watching route

Assembly Area Concerns

Accessible latrine: commercially available or built with materials on-hand

  ~ Provide extra-large stall for maneuverability.

Diapering station sized for larger children

  ~ Provide table with straps and privacy.

  ~ Ensure diapers and wipes are stored in emergency bin.

Location with privacy to carry out medical protocols for students who have chronic conditions

Support for students who have autism spectrum:

  ~ Find quiet location after evacuation to assemble.

  ~ Check for injuries, if appropriate.

Communications and Warning Concerns

Provide ability to send messages to parents/staff using mobile devices.

Pre-stage and pre-translate parent messages and message templates in all necessary languages.

Communicate through multiple means—voice messages sent also as written communications.

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Integration within IHEs

UMass Boston
Boston's Public Research University

- 17K enrollment
- 204 undergraduate, graduate, and certificate programs
- Carnegie Classification: Doctoral University-Higher Research Activity
- 11 colleges and graduate schools
- Students from 149 countries
- Most diverse student population in New England
- 11 buildings on Columbia Point Peninsula
- Part of 5-Campus UMass System
- 50 Interdisciplinary research institutes and centers
- Home to the School for Global Inclusion and Social Development's Institute for Community Inclusion

Inclusive Preparedness

"Nothing About Us Without Us"

- Close relationship with ADA Compliance Officer for inclusion in five preparedness mission areas: prevention, protection, mitigation, response and recovery.

- ADA compliance/Disabilities Support Staff and staff with AFN sit on:
  - **Safety and Emergency Preparedness Advisory Committee**
  - **Alert System Expansion Workgroup**
  - **Annual Full-Scale Exercise Planning Committee**
  - **Construction Impact Planning Committee**
  - **Other committees and workgroups related to preparedness**

- **Access Advisory Committee** – Led by Office of Diversity & Inclusion. Focused on issues related to access and inclusion. Includes emergency management, public safety, environmental health and safety, facilities, IT and others.

- International Association of Emergency Managers (IAEM) Access and Inclusion Caucus

Personal Emergency Plan

Collaboration between Emergency Management and Office of Diversity and Inclusion:

- Includes visible representation of someone with AFN; and
- Has advice relative to service dogs, assistive equipment, personal communication boards and the like—in addition to items on conventional preparedness lists.
- Goal: Not to produce a "disabilities" publication but rather one for everybody.

phone number in the UMass Boston Alert System.

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OFFICE OF EMERGENCY MANAGEMENT AND BUSINESS CONTINUITY
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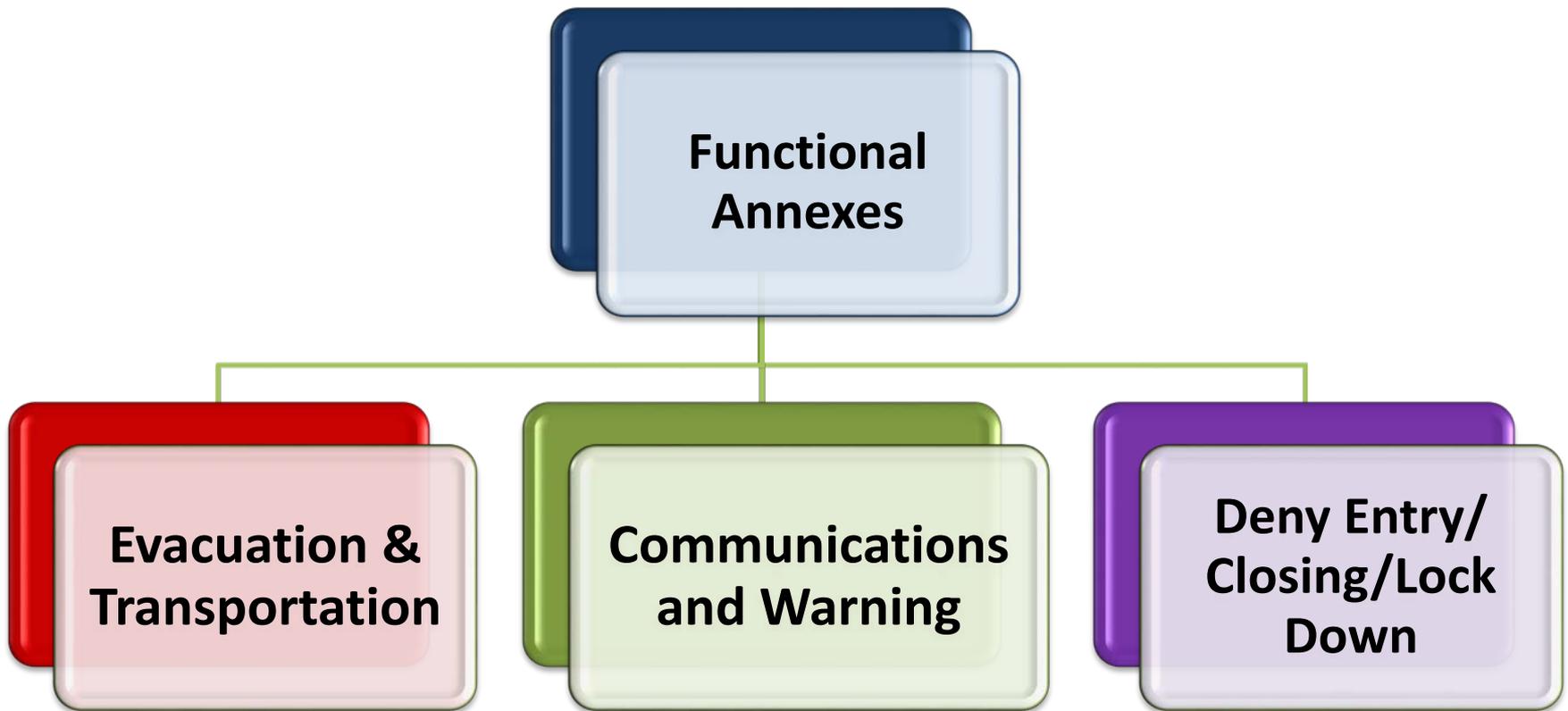email a.mclaughlin@umb.edu

www.umb.edu/preparedness

This publication is a collaboration of the Office of Diversity and Inclusion and the Office of Emergency Management and Business Continuity at UMass Boston.

A copy of this publication is available in alternative format upon request. Please go to www.ada.umb.edu.

Connect to Facebook, Twitter, YouTube, iTunes U, Flickr, and LinkedIn at the UMass Boston homepage.

# Examples of Inclusive Planning in Functional Annexes

Functional Annexes

Evacuation & Transportation

Communications and Warning

Deny Entry/ Closing/Lock Down

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Evacuation & Transportation

UMass Boston Environmental Health and Safety (EHS)
Building Evacuation Plans

Each plan has a section for "Individuals Needing Assistance" that uses the personal pronoun "you," assuming that the reader may be a person with AFN.

- ❑ *If you cannot exit safely, proceed to a protected stairwell.*
- ❑ *Let others know your location and call UMB Police if you are able.*
- ❑ *Provide UMB Police with your exact location and your cell phone number.*
- ❑ *Register with the ADA Compliance Office: A list of individuals needing assistance will be posted in a secure location at or near the control panel.*
- ❑ *All people, regardless of their circumstances, need to take some responsibility for their safety in an emergency, which means being able to move away from any and all hazards.*

- UMass Boston Fire Safety Volunteers receive regular training by EHS.
- Boston Fire Department response time < 5 minutes.
- Evacuation Chairs currently used at one location, housing Institute for Community Inclusion.

Lessons Learned: need for all-hazards approach (e.g., fire, earthquake, active shooter)
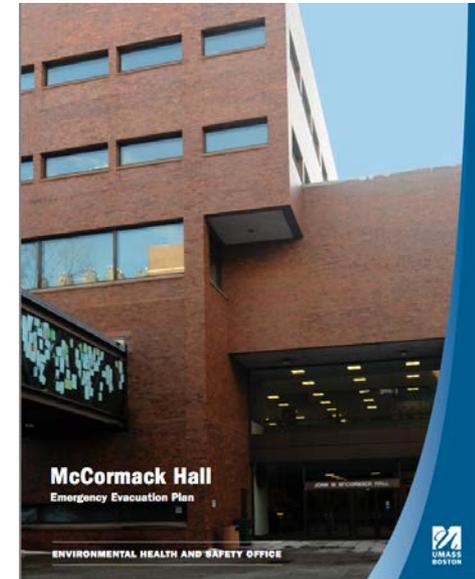
Evacuation & Transportation

Office of Diversity and Inclusion: Individual Emergency Evacuation Plan

Individuals to Identify:

- – Name, Location
- – Evacuation Route
- – Support Network
- – Types of Assistance

• Confidential conversation regarding space and needs.

UNIVERSITY OF MASSACHUSETTS BOSTON — INDIVIDUAL EMERGENCY EVACUATION PLAN

Contact information:

Name: Title:

Phone: Email:

Emergency Supervisor:

Location:

Department: Building: Floor: Room:

Evacuation Route

Review your work area to determine evacuation route from the building:

Primary Exit route: (Explain which doors you will exit):

Secondary Exit route: (Explain which doors you will exit)

Tips:
• Did you include the designated emergency shelter areas or safe rooms for you to go to and make a call to tell your location? Did you use the UMASS Evacuation Guide?
• Did you decide on an area to meet outside the building?
• Did you include these numbers to call: 911 Emergency on Campus; 1-617-287-1212 Cell Phone Emergency; a colleague or supervisor to tell your location?

Create a Support Network:

List the names of colleagues and supervisor who you trust and could assist you in an emergency. You should have 3 names. They need to know your capabilities and are willing to provide you with assistance.

1.   2.   3.

Types of assistance:

Mobility (crutches, cane, walker, wheelchair); Vision loss (need someone to lead him/her); Hearing loss (need someone to tell them that the alarm is going off if there are no strobe lights in the work area); Service animal can become confused or disoriented in a disaster (need someone to lead the animal).

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Evacuation & Transportation
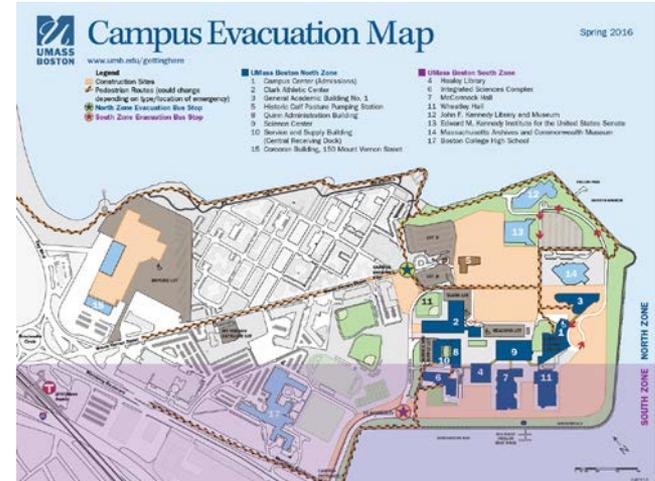
Campus-Wide Evacuation Plan

Peninsula

"Walking evacuation"

Need for accessible vehicles

MBTA (Public Transit) "The Ride" Service

Police Training

Communication to Community

Communications and Warning

Fire Alarms: Visible and Audible. Tested regularly.

Emergency Alert System
- Text
- Email
- Voice
- Computer popup
- Facebook
- Twitter
- Campus TV screens/digital signage
- External loudspeakers

Alert System Expansion Workgroup includes Adaptive Technology Specialist and ADA Compliance Officer
- Smartphone App
- Fire Alarm Speakers
- Other Devices

Sign Up for UMass Boston Alert

Emergency Notification System (ENS) Policy:
Multiple modalities must be used.
- ✓ No text/email without voice.
- ✓ No voice or external loudspeaker without text/email.

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Deny Entry/Closing/Lockdown

Run, Hide, Fight

Whole community approach.

Emergency Management and Public Safety host both large- and small-group training sessions on civilian active threat response.

Meeting in a small group with colleagues to discuss options in a given space works well.

One-on-one consultation is also a possibility if a community member has specific concerns.

People with AFN should be encouraged to adopt a survival mindset just like everyone else.

"Yes, you can use my photo. I'm a real person, not a cutout. What's the advice for people like me?" - Diane Murphy, Senior Bookkeeper, UMass Boston Office of Student Activities and Leadership

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Deny Entry/Closing/Lockdown

- To help people with mobility issues translate the "Run" in **Run, Hide, Fight** for them, we use this word cloud in training.

- Also, we use full-scale exercises to develop insight and advice for people with AFN, working closely with

    - The Institute for Community Inclusion;
    - Our campus disabilities support office; and
    - Our local FEMA Region Disability Integration Specialist.

✓ **August 26th 2016 - UMass Boston Full-Scale Exercise**

Deny Entry/Closing/Lockdown

Institute for Community Inclusion (ICI) June 10th 2016 Civilian Response Drill

Preceded by a special training the week before.

People with AFN participated.

Simulated gunshots.

Two rotations followed by hour-long debrief.

Key Issues that emerged:
- Feeling that "you're on your own"
- Independence
- Teamwork
- How to ask for help
- Whether to offer help (people without AFN)
- How active threat is similar to/different from other hazards
- How protocols differ
- Need for more research to develop more guidance

ICI Research Data Coordinator Jen Bose and Nitra serve as controllers.

Receptionist Jonathan Keleher shows Officer Kamborian his hiding place

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Q&A Session

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Further Information

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