# Checklist for Integrating People with Disabilities and Others with Access and Functional Needs into Emergency Preparedness, Planning, Response & Recovery

By

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This checklist is the product of many years of collaboration with colleagues. I acknowledge and appreciate my colleagues' efforts to improve its contents.

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### **How to Use This Checklist**

This checklist is for emergency planners, managers, responders, and public information officers (PIOs) who have responsibility for developing, maintaining, testing, delivering, and revising emergency plans and its associated annexes, plans, procedures, and supporting material. Use it to help:

- Evaluate current capacity of critical elements that integrate people with disabilities and others with access and functional needs into emergency planning, response, and recovery.
  - Identify areas needing attention
  - Set priorities
  - Track progress
  - Make assignments
- Develop inclusive emergency plans, policies, processes, protocols, training, job aids/checklists, standard operating procedures, and exercise programs.
- Periodically evaluate progress and identify implemented elements and areas that continue to need attention.

When it comes to including people with disabilities and others with access and functional needs in emergency plans, strategic plans are rarely enough. Non-specific language and broad planning steps carry a substantial risk of discriminatory response and failure. It is the detail, the who, what, where, when, why, and how embedded in the tactical plans that make the difference These details should also be incorporated into the standard operating procedures of departments and agencies, job aids, checklists, field operation guides, and training.

### **Suggested Process**

- All team members should complete this checklist
- Review findings as a team and discuss differences in ratings, areas needing debate, and or involve unanswered questions.

- Reconcile differences in ratings (diverse perspectives are critical to achieving a realistic and honest assessment) When team members talk to each other often, it is striking the guesses and assumptions that get exposed and corrected, as opposed to planning in a vacuum!
- Collectively identify opportunities for improvement and set priorities.
- Identify individuals who will have the responsibility, authority, and resources to lead the effort on specific elements.
- Reconvene at designated times to discuss progress, and problem solve.
- Track progress



Date	Changes	Totals	Comments & follow up actions
	No converted to Partial		
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Date	Changes	Totals	Comments & follow up actions
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	No converted to Partial		
	No converted to Yes		

NOTE: This checklist was first posted in 2011. It is a work in progress designed to evolve based on new learning and continuous feedback, as new methods and tools become available. You are encouraged to refine its content and provide the author (at <a href="mailto:jik@jik.com">jik@jik.com</a>) with feedback. What works, doesn't work, or needs work? This document is frequently updated. Please check for the current version at <a href="http://www.jik.com/mrp.html">http://www.jik.com/mrp.html</a>

### **Acronyms**

ADA - Americans with Disabilities Act

ARC - American Red Cross

CART - Computer Assisted Real Time Transcription

CERT – Citizen Emergency Response Team

CMS-- Consumable Medical Supplies

**DME-- Durable Medical Equipment** 

**EOC** -- Emergency Operations Center

FAST- Functional Assessment Service Team

FCC - Federal Communications Commission

FEMA - Federal Emergency Management Agency

LTCF- Long Term Care Facility

MAA - Mutual Aid Agreement

MOU - Memorandum of Understanding

PAS - Personal Assistance Services

SOPs – Standard Operating Procedures

VOADs – Volunteer Organizations Active in Disasters

VRI - Videophone Remote Interpreting

### **Definitions**

Access Control Points are locations staffed to restrict the entry of unauthorized personnel into a risk area during an emergency and/or disaster event. Access control is normally performed just outside of the risk area and involves the use of vehicles, barricades, or other measures to deny access to an area.

Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. It contains five titles: Employment, Public Service, Public Accommodations, Telecommunications, and Miscellaneous Provisions. To be protected by the ADA, one must have a disability, which is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Computer assisted real time transcription services (CART) a system in which a stenographer or court reporter using a stenograph machine, transfers the words of a speaker using a computer to printed words on a screen. This system is commonly used by people who are hard of hearing and do not use sign language. Typically they are people who acquired their hearing loss later in life.

Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may affect their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Using the training learned in the classroom and during training exercises, members can assist others in their neighborhood or workplace following an emergency when professional responders are not immediately available to help. Members also are encouraged to support emergency response agencies by taking an active role in emergency preparedness projects in their community.

**Consumable Medical Supplies** (CMS) includes, but is not limited to, catheters, ostomy supplies, gloves, bandages, and padding. These supplies are usually disposable and used by one person.

**Durable Medical Equipment** (DME) includes, but is not limited to, wheelchairs and mobility scooters (multiple types), canes, white canes, walkers, shower chairs, toilet chairs, raised toilet seats, transfer lifts, oxygen equipment, nebulizer tubing and machines, and speech-generating devices.

**Functional Assessment Service Teams** (FAST) Trained non-governmental organizations (NGOs) and government workers ready to respond to and deploy to disaster areas to work in shelters, temporary housing (such as hotels), and other disaster recovery centers. Team members have experience working with people with disabilities, their cultures, and support service systems including housing, resources, benefit programs, and disaster aid programs.

Integrated Public Alert & Warning System (IPAWS) is a system to identify a digital technology that, when combined with upgraded Emergency Alert System capabilities, will enhance federal, state, and local leaders' ability to communicate alert and warning information to the general public. This system can send emergency messages to the public through the internet using the new Common Alerting Protocol (CAP). The new system will allow community radio stations to provide another level of emergency warnings to listeners.IPAWS also allows the White House to inform the entire country almost instantly of grave public emergencies, such as a terrorist attack or an invasion.

Life-safety-wellness checks can include phone calls and door to door visits to those stranded at home, not needing life-saving search and rescue, but needing power, food, medications, supplies, transportation for health care, etc. These checks can be made by the National Guard, public health workers, health plan workers, CERTs, non-governmental organizations, and mail carriers. These checks can evaluate needs and assist in obtaining essential items such as water, food, medical, medications, supplies, equipment, power (batteries, etc.), waste disposal, home health, and personal assistant services. These visits may also result in evacuation and transportation.. This transportation might be round-trip short-term (i.e., to facilitate trips to life-sustaining treatments such as dialysis, chemotherapy, and other infusion therapies, or accessible warming or cooling centers) or for stays at shelters.

**Long Term Care Facilities** include licensed care facilities, congregate facilities, residential facilities, nursing homes, group homes, assisted living facilities, group homes, intermediate care facilities, and correctional incarceration facilities.

**Non-Traditional Shelter** a location, generally in a large structure or open space shelter, where a significantly large number of people can take refuge and shelter for short or long periods. These locations require an expanded amount and diversity of internal infrastructure and support services, which may include infrastructure operations such as logistics, utilities, security, and traffic control and services such as laundry, medical care, and recovery support.

**Personal Assistant Services** (also referred to as PAS, personal attendant services, personal care services, or attendant care services) are people who assist those with a physical, hearing, seeing, speaking, mental, or learning disability. This includes a range of daily living activities (feeding, dressing, toileting, transferring, dressing, etc.)

These services can be provided to people of all ages. They are generally classified into two categories: (1) Informal (unpaid) services provided by family members, friends, and neighbors, and (2) formal services paid either directly out-of-pocket by public payers, private insurance, or other sources.

**People with access and functional and needs** (formerly Special Needs Population) Individuals who may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, safety, support, and health care. Individuals in need of additional response assistance may include, but are not limited to, people with disabilities, older adults, children, individuals with chronic or temporary health conditions and populations who have

limited or no English proficiency, limited or no access to transportation, and/or limited access to financial resources to prepare for, respond to, and recover from emergencies.

**People with disabilities are** a protected class; protected from discrimination as defined by federal civil rights laws such as ADA, Rehabilitation Act, and other local, state and federal civil rights protections that detail the right to equal participation to enjoy and use services. Civil rights definitions protect a broad group of people who meet specific criteria for participation in the class.

People with disabilities and other people with access and functional needs is used in this document with the intent to include the broadest group of people who benefit from physical, communication, and program access. This includes people who have functional needs who may or may not meet the definitions of civil rights laws or some of the other 60 plus diverse and sometimes conflicting definitions of disability. By accommodating the needs of "people with disabilities" a much larger portion, estimated to be up to 50%) of the population benefits including people with chemical sensitivities, vision and hearing loss, mobility, speech, mental health, behavioral health, learning, understanding, remembering, developmental, intellectual, and other cognitive disabilities, and people from diverse cultures; who have limited English proficiency or are non-English speaking; and who are transportation disadvantaged).

**Planning team** should include members who have or will be asked to participate in the development and implementing the Emergency Operations Plan (EOP) and its associated annexes, plans, procedures, and supporting material.

Members should include, but not be limited to, individuals with the authority, responsibility, and resources including appointed officials, and personnel from airports, fire, community and faith-based organizations, corrections, education, emergency management, emergency medical services, health human services, law enforcement, military, public health, public works, utilities (gas, phone, electric, gas, water), and voluntary organizations. **Community partners** should include schools, ethnic centers, civic, social and fraternal, neighborhood associations, community-based and faith-based organizations, private industry, trade associations, and businesses as well as organizations that provide supports and services in their communities, including services during and after disasters.

Team members should have experience in or professional training time to acquire:

- Professional knowledge of and experience implementing the equal access and compliance obligations for individuals with disabilities as defined by federal civil rights laws such as the Americans with Disabilities Act (ADA) of 1990 and other Federal and state civil rights protections.
- Experience planning for and achieving physical access, program access, effective communication access, reasonable accommodations, and modifications of policy before, during, and after disasters,

- Professional experience in supporting and integrating people with disabilities into emergency management planning, response, and recovery,
- Professional knowledge of diverse cross-disability populations including people benefits including people with chemical sensitivities, vision and hearing loss, mobility, speech, mental health, behavioral health, learning, understanding, remembering, developmental, intellectual, and other cognitive disabilities,
- Professional knowledge of and demonstrated proficiency in understanding and working with the nuances and complexities of what it takes for people with disabilities to maintain health, safety, and independence in emergencies,
- Professional knowledge of support service systems, which include housing, benefit programs, disaster aid programs, and a variety of other disability-related resources.

**Videophone Remote Interpreting** (VRI) is an interactive video teleconferencing system. VRI uses a sign language interpreter at a call center to interpret between sign language users and non-sign language users through video-conferencing equipment. This differs from Video Relay Service (VRS) in that the hearing and deaf parties can be present in the same room. Additionally, VRI is not regulated or reimbursable by the Federal Communications Commission, and costs are incurred by the party hiring the VRI service.

# **Evaluation Key**

YES
□ completely addressed □ formal mechanisms
PARTIAL = PARTIALLY COMPLETED
<ul> <li>□ partially addressed</li> <li>□ informally addressed</li> <li>□ under development</li> <li>□ being updated</li> </ul>
NO = NOT COMPLETED
<ul> <li>□ not addressed</li> <li>□ maybe addressed in other policies and procedures, but there is no evidence that this element is addressed</li> </ul>
?= UNSURE
□ Need to find out

# Checklist

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Access and Functional Needs Position or Responsibility					
Designate an Access and Functional Needs position(s) or responsibility that reports directly to the Emergency Management Director/Commissioner					
Responsibilities:     1.1. Has the authority, responsibility, and resources to integrate the diverse needs of people with disabilities and others with access and functional needs in all phases of emergency management (preparedness, planning, response, recovery, and mitigation processes)					
2.2. Serve in a permanent position in Emergency Operations Center (EOC) as a technical specialist available to advise the entire EOC (versus limited to one emergency support function (ESF) focus, individual sections, group, or unit)					
2.3. Training for 3-deep back-up of this position (recommended)					
Serves as the jurisdiction-wide point of contact and coordinator for access and functional needs integration					
2.5. Request that each department/agency has a designated emergency coordinator for access and functional needs integration to coordinate to facilitate planning, revisions, training, response, etc.					
2.6. Participates in planning teams that include impacting, developing, training, implementing, testing, monitoring, and revising processes, procedures, protocols, policies, and training which affects planning, sheltering,					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
communications, transportation and evacuation and recovery across departments.					
2.7. Serves as the liaison to government programs (outside of the jurisdiction, i.e., cities within a county), and community partners supporting people with disabilities, and others with access and functional needs					
2.8. Coordinates with the Joint Information Center so information is accessible					
2.9. Incorporate a "functional needs" framework for an effective, accurate, and flexible approach to integrating access and functional needs into emergency planning, response, and recovery. *See Defining Functional Needs - Updating CMIST					
2.10. Institute a message review process that includes specific steps for content review for inclusion and appropriateness for people with disabilities and others with access and functional needs					
2.10.1. Designate knowledgeable people (3-deep) for this message review/approval process					
2.11. Work collaboratively with jurisdiction's departments and agencies to develop and integrate access and functional needs content for:					
2.11.1. Emergency plans, annexes, appendices 2.11.2. Standard operating procedures					
2.11.3. Job aids and checklists 2.11.4. Trainings					
2.11.5. Just in Time Trainings 2.11.6. Drills, exercises, tabletops					
2.11.7. Situation reports 2.11.8. Hot washes and after action reports					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
2.11.9. Agreements, Contracts, MOUs					
2.11.10. Emergency preparedness materials					
2.11.11. Areas to cover, include but are not limited to:					
a. Evaluating physical access					
b. Evacuation and transportation					
c. Mass care					
d. Recovery					
e. Public information - creating accessible messages					
f. Website and social media content and maintenance					
g. Public meeting accessibility and accommodations					
h. Community engagement, whole community planning					
2.12. Conducts periodic scans for new information, national and / or regional guidance, training resources, opportunities, and model practices about integrating access and functional needs into emergency planning, response, and recovery					
3. Qualifications include understanding and knowledge of:					
3.1. Legal compliance issues					
3.2. Diverse functional needs populations (people with vision and hearing loss, physical disabilities, speech disability mental health disabilities, developmental and other cognitive disabilities, behavioral health issues, and issues affecting older adults)					
3.3. Cross-disability access issues (hearing, vision, mobility, speech, mental health and cognitive disabilities)					
3.4. Support service systems (housing, benefit					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
programs, and the variety of other resources)					
3.5. Universal accessibility and universal design					

Element	YES	PARTIAL	ON	?	Comments & follow Actions
Community Partners / Public Engagement /					
Service Force Multipliers *See Reference: Whole					
Community Planning - Effectively Including People with					
Disabilities in Policy and Advisory Groups					
1. Involve qualified representatives from disability communities					
"of and by" as well as "for and about" in the development,					
review, practice, and update process (advocates, disability					
and older adults' service organizations, and local					
government service programs). *See Reference: Whole					
Community Planning - Effectively Including People with					
Disabilities in Policy and Advisory Groups					
2. Methods are used to coordinate, expand, deepen,					
strengthen, maximize, and sustain community partners – talents, skills, communications, connections, and capacities					
that maximize access leveraging expertise and resources					
2.1. Network building fosters communication, coordination,					
cooperation and collaboration with and among disability					
communities' advocates, service organizations, and					
emergency managers through utilizing: expertise, skill					
sets, capabilities, resources,					
collaborative management, and response and					
reimbursement agreements					
2.2. Examine where applicable, define and detail FAST					
expectations, accountability, response, request					
procedures, and reimbursement.					
2.2.1.					
2.2.2.					
3. Options for involvement of community organizations:					

Element	YES	PARTIAL	NO	٠->	Comments & follow Actions
3.1. Agreements / MOUs are in place that detail responsibilities					
3.2. Providing 'Just in Time' supplies:					
3.2.1. Assistive technology					
3.2.2. Durable medical equipment (such as mobility devices and communication aids					
3.2.3. Translation devices and services					
3.2.4. Health and medical supplies					
3.3. Recruiting people with access and functional needs for drills, tabletops, and exercises, and offer guidance on making these activities accessible *See Guidance for Integrating People with Disabilities in Emergency Drills and Exercises					
3.4. Providing recovery information and services					
3.5. Communication - Emergency Messaging (includes alerts and warnings, updates, invitations to educational events, Request for Proposals (RFPs), Preparedness information, etc.)					
3.6. Expand the numbers of those receiving, understanding, and trusting information from the government by pushing it out using:					
3.6.1. Trusted customized messaging for validation and translation of government materials using understandable methods and formats via:					
3.6.2. Social networks (Facebook, Twitter, YouTube, etc.)					
a. Websites					
b. Email					
c. Phone calls					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
d. Visual presentation for emergency information given (pictures in addition to, or instead of text or voice					
3.6.3. Help with "check-in system" to reach out to those needing assistance This can include people who:					
a. Are geographically isolate b. Lack support networks (relatives, friends and neighbors)					
c. Are unable to use, understand, or be reached by existing alert and notification systems					
d. Are transportation-dependent  4. Involve qualified people with disabilities and others with access and functional needs with expertise and advocacy backgrounds in:					
4.1. Determining and providing effective communication methods and procedures (include people who are deaf/hard of hearing, deaf-blind, blind/low vision, and those unable to speak so others can understand them.)					
4.2. Use of emerging technology and plan for future adoption and integration into emergency warning systems					
4.3. Trainings of government personnel regarding access and functional needs to ensure accurate content					
4.4. Reviewing of and or developing disability-related preparedness, education and training materials that contain accurate, clear, realistic, and helpful access content in usable format availability (large print, electronic devices, audio, Braille, pictures, accessible web sites, plain language, and multiple languages)					

Element	YES	PARTIAL	NO	.>	Comments & follow Actions
4.5. Trainings for people with disabilities and others with access and functional needs on disability-related emergency preparedness					
5. Providing mitigation assistance to the groups they support					
<ol> <li>Recruiting and accommodating participants with access and functional needs for Community Emergency Response Teams (CERT)</li> </ol>					
7. Assisting with regularly testing of:					
7.1. Public warnings, alerts, and notifications by tailoring audience-appropriate messages to the needs of specific populations with simple, clear, and direct language (messages geared to low-level reading ability and non-English and limited English speaking populations, people with seeing, hearing, understanding, and remembering limitations)					
7.2. Accessibility and usability of social media by involving users with a variety of disabilities. *See Reference:  Website and social media access					
8. Providing fee based services, such as:					
8.1. Interpreting services (language, sign language)					
8.2. CART services *See: Definitions					
8.3. Producing materials in alternative formats (Braille, large print, disks, audio) for produced and/or use of outside materials					
8.4. Providing Accessible transportation					
Funding					
<ol> <li>Integrate into appropriate project applications specific and inclusive access and functional needs elements that fund Community partners and reflects the above activities.*See Reference: Funding</li> </ol>					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
9.1. Recruiting and contracting with organizations from diverse access and functional needs populations to					
participate in emergency planning, preparedness,					
response, recovery and mitigation efforts as staff,					
advisors, trainers, contractors, and consultants					
10. Ensure post-disaster assistance services and plans include					
plans to provide accessible information on insurance and					
disaster recovery funding sources for those with disabilities					
and others with access and functional needs					
10.1. Update Disaster Recovery Plans to include messaging					
strategies regarding funding requirements for those with					
disabilities and others with access and functional needs.					
10.2. Ensure that Local Assistance Center (LAC) or Recovery					
Center locations are accessible facilities.					

YES	PARTIAL	NO	٠.	Comments & follow Actions
		YES YES	YES.	PARTIAL PARTIAL PARTIAL

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Message content review process includes specific steps for inclusion and appropriateness for people with disabilities and others with access and functional need					
<ol> <li>Agreements detail guidelines that all produced videos include accurate captioning (captioning provided by YouTube Caption Downloader does not contain sufficient accuracy). *See Reference: Website and Social Media Access</li> </ol>					
<ol> <li>In media releases ask people to share emergency information with their neighbors, friends and colleagues, especially those who may have difficulty receiving and/or understanding the information</li> </ol>					
7. Pre-recorded messages are captioned					
Early Warning Notification Systems					
8. Product features include sending messages via:					
8.1. Directly connect with teletypewriters (TTYs)					
8.2. Landline					
8.3. Cellular					
8.4. Fax					
8.5. Electronic variable (changeable) signs					
8.6. Text message 8.7. Weather Alert Radio					
8.8. Message board					
8.9. Pager					
8.10. Email					
8.11. Video messages (using American Sign Language) to video-enabled wireless devices and email			_		
8.12. Major languages used in the area					
8.13. Allow for targeting of specific groups					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
8.14. Deliver live voice messages					
8.15. When a call is picked up by an answering machine, the system will leave a recorded message					
8.16. When the number called is busy or does not answer, the system will redial the number in an attempt to deliver the message					
8.17. Allow receivers to have the message repeated					
8.18. Provide an accessible means for people to follow up with questions via phone/email/website or live operator					
<ol> <li>8.19. American Sign Language version of complex text information on websites</li> </ol>					
8.20. Registration processes are accessible					
8.21. Resources are devoted to sustain and maintain outreach urging people to register all their devices (mobile, landline phones, email)					
<ol> <li>Enhance current capacity by adding IPAWS capability. *</li> <li>See Reference: IPAWS</li> </ol>					
Emergency Alert Systems (EAS) and Press Conference					
Regularly meet with and remind broadcasters of their obligation to ensure accessibility to emergency messages including:					
10.1. Ensure interpreters are in camera (screen) shot					
10.2. On-screen captions					
10.3. Immediately provision of captioning					
10.4. Ensure scroll and crawl messages that do not interfere with captioning					
11. Provide on-screen sign language interpretation for the entire message, including cuts to public officials close-up shots, field reporters, and B-roll footage					

Element	YES	PARTIAL	ON	٠٧	Comments & follow Actions
12. Messages must be announced for those who cannot read: scrolled messages (visual information shown for all provided telephone numbers, email addresses, street closures, school closures, shelter locations, etc.)					
13. Use information that is easy to understand (3rd-grade reading level) improves communication for people with reading, learning, and understanding difficulties, and intellectual disabilities)					
14. Test system regularly					
15.Include participation and feedback from people who are deaf/hard of hearing, deaf-blind, blind/low vision people and individuals who have cognitive disabilities or intellectual disabilities.					
Websites and Social Media					
16. Accessibility is built-in and maintained by following 508 and W3C guidelines. * <b>See</b> Reference: Website Access and Social Media Access					
17. Videos are captioned (captioning provided by YouTube Caption Downloader is insufficient in accuracy for public information announcements) * See Reference: Website and Social Media Access - Improving the Accessibility of Social Media in Government					
18. Staff are designated for website maintenance, updating, and quality compliance checks * <b>See</b> Reference:  Website and Social Media Access - Improving the Accessibility of Social Media in Government					
19. Include emergency preparedness information for people with disabilities and others with access and functional needs. *See Reference: Individual Emergency					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Preparedness for People with Disabilities, Their Families and Support Networks					
20. PIOs SOPs, job aide/ checklist includes the above processes, procedures, protocols, and policies					
21. PIOs training includes the above processes, procedures, protocols, and policies					
Door-to-door Notification					
22. Use of the following to ensure people who are deaf or hard of hearing get the information:					
22.1. Flashing lights					
22.2. Methods are attention-getting methods such as					
vibration/movement, i.e., using the butt of an ax or baton to concuss a door, porch, wall, window, etc.					
22.3. If necessary, in life threatening conditions:					
22.3.1. Force entry to conduct a sweep of the residence					
22.3.2. Communicate evacuation information for people who are deaf or hard of hearing when necessary, using and symbols with text (pictograms), pen and paper stored on vehicles, in addition to loudspeakers when making door-to-door emergency evacuation announcements. This increases the chances of communicating with people with limited English, hearing loss and limited speech, as well as very young children, people under severe stress, and those with cognitive or intellectual disabilities					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Individual and Family Emergency Preparedness Materials *See Reference: Individual Emergency Preparedness for People with Disabilities, Their Families and Support Networks					
23. Access and functional needs specific content is integrated into general emergency preparedness content					
23.1. Include how and where people can access additional customized and specific materials for people with disabilities and others with access and functional needs					
23.2. These preparedness materials contain accurate, clear, realistic, and helpful access and functional needs content Also * <b>See Section:</b> Community Partners / Public Engagement / Service Force Multipliers					
23.3. Materials are provided in understandable and usable formats, Braille, large print, disks, audio, pictures, accessible websites, and other languages in addition to English					
23.4. Materials are disseminated using the same methods used for all other emergency preparedness information					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Evacuation and Transportation Adapted and expanded with permission from Access &					
Functional Needs Evacuation Planning Toolkit					
<ol> <li>Evacuation plans account for the needs of people with access and functional needs</li> </ol>					
<ol><li>Evacuation plans created w/input from people with access and functional needs</li></ol>					
Likely evacuation events identified and analyzed					
4. Evacuation assets identified:					
4.1. Transportation asset inventory is complete and					
updated every XX months including providers with					
capacity to evacuate people with disabilities from					
facilities (i.e. schools, medical facilities,					
neighborhoods, and congregate care facilities) to include transit and non-traditional fleets such as:					
4.1.1. Fixed-route buses					
4.1.2. ADA mandated paratransit systems					
4.1.3. Dial-a-Rides					
4.1.4. Disability and senior transportation service providers					
4.1.5. Taxi systems					
4.1.6. Non-medical emergency vans /					
ambulances					
4.1.7. School district transportation systems					
4.1.8. Colleges/Universities transportation					
systems					
4.1.9. Airport car rentals, shuttle buses/vans					
4.1.10. Healthcare center vendors					
4.1.11. Transit assets are typed by:					

Element	YES	PARTIAL	NO	.2	Comments & follow Actions
4.1.12. Passenger capacity					
4.1.13. Secure wheelchair locations					
4.1.14. Fuel type					
4.1.15. Fuel range					
4.1.16. Vehicle turning radius					
4.2. Contract language mandates the emergency use of access vehicles funded by government resources					
Plans include:					
<ol><li>Evacuating areas of the community not covered by public transit</li></ol>					
6. Plans include method(s) for communication between service providers, evacuees, and first responders					
<ol><li>Procedures for scheduling emergency trips include fare waivers</li></ol>					
8. Pre-warning and no-warning event plans are in place so accessible vehicles and drivers are pre-positioned and immediately available to first responders during evacuations					
9. Authorizing transit vehicles to act as:					
9.1. Emergency vehicles in evacuations					
9.2. How vehicles will access evacuation zones when roads are closed to non-emergency vehicles					
9.3. Emergency vehicle identification systems					
9.4. Escort of transit vehicles through danger areas					
10. Thresholds and protocol for evacuation orders clearly defined					
11. Time estimates exist for executing moderate and large- scale evacuations					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
<ol> <li>Project response time during and after non-operational hours</li> </ol>					
13. Pre-established process to mission task accessible transit resources					
14. Timetable for mobilization of transportation resources once tasked					
15. Protocol for how to prioritize resources when demand exceeds availability					
16. Jurisdiction clearly defines all evacuation responsibilities:					
16.1. Governing entity					
16.2. Executive					
16.3. Office of emergency services					
16.4. Sheriff					
16.5. Airport					
16.6. Animal care and regulation					
16.7. Fire services					
16.8. Health and human services					
16.9. Public information officer					
16.10. Public works					
16.11. Social services					
17. Local evacuation responsibilities:					
17.1. Air quality agency					
17.2. Paratransit agency					
17.3. Transit agency 17.4. Water resources agency					
18. Non-governmental organizations evacuation					
responsibilities clearly defined					
19. Faith-based organizations evacuation responsibilities					
clearly defined					
20. Responsibility assigned for evacuation of:					

Element	YES	PARTIAL	ON	٠,	Comments & follow Actions
20.1. Long term care facility * See Definitions					
20.2. Retirement communities					
20.3. Medical facilities					
20.4. People with disabilities from schools					
21. Service animals in transit equipment					
22. Comfort animals (pets) in transit equipment					
23. Mobility devices and durable medical devices on transit					
equipment					
Training					
24. Evacuation plans coordinated with:					
24.1. Transit					
24.2. Paratransit					
24.3. School transit					
24.4. Taxi, shuttle, private bus					
24.5. Older adults/disabled service providers					
24.6. 211, 311					
25. Essential staff trained on evacuation plan					
26. Train personnel to carry with them and use pictures and symbols with text (pictograms), pen and paper, in addition to loudspeakers when making door-to-door emergency evacuation announcements. This increases the chances of communicating with people with limited English, hearing loss and limited speech, as well as very young children, people under severe stress, and those with cognitive or intellectual disabilities					
Long Term Care Facilities (LTCFs) * See Definitions					
27. Coordinate availability of accessible vehicles in planning so they are not over-obligated during an incident (with double or triple booked - a common issue of multiple entities depending on the same few transit providers)					

Element	YES	PARTIAL	NO	.>	Comments & follow Actions
28. Mapping of LTCFs and:					
28.1. Retirement communities					
28.2. Medical facilities					
28.3. People with disabilities from schools					
29. Plans do not assume LTCFs have adequate emergency plans just because they are required by state licensing regulations					
30. Meetings occur with LTCFs to discuss specifics of their emergency plans including interface with assumed reliance on jurisdiction's resources i.e. evacuation, transportation, sheltering, and:					
31. Promote clear understanding of roles, responsibilities, and opportunities for collaboration and partnerships with LTCFs					
32. Offer emergency planning assistance with review of:					
32.1. Any dangerous overlaps and unrealistic expectations (accessible vehicles being over- obligated because of contractual agreements during an incident)					
33. Protocol for criteria to evacuate identifies:					
33.1. Adequate number of medical personnel to assist					
33.2. Type of transportation vehicles needed,					
33.3. Potential destinations and return of individuals					
33.4. Advance warning plans					
33.5. Realistic numbers of LTCF staff who will remain and/or return to work after a disaster					
33.6. Identification of "like" facilities within variable distances for relocation shelters. These locations can contain unconventional spaces like common areas and dining rooms					

Element	YES	PARTIAL	NO	.2	Comments & follow Actions
33.7. Shelters that may accept LTCF residents in an emergency					
33.8. Procedures and policies for the communication of relevant medical information during evacuation and sheltering, including medications, DME, and CMS needs					
34. Procedures and training are established regarding assisting LTCF residents in general population shelters; for example, LTCF staff shall remain available via phone/email to communicate specific daily needs when staff are unable to accompany residents to general population shelters					
35. Early evacuation triggers are in place when pre-warning allows					
36. Current database(s) exist that could be used during evacuation alert notification					

Element	YES	PARTIAL	NO	>	Comments & follow Actions
Mass Care					
Facilities include pre-identified: shelters, non-traditional shelters, medical shelters, evacuation centers, disaster assistance, and resource centers, mass feeding sites, points of distribution sites (PODS), safe refuge sites, resettlement processing centers, and decontamination sites  Guiding Principles					
Shelter people with disabilities and others with access and functional needs with and without support) in general population shelters					
Medical Shelters should be reserved as a scarce resource for people with acute medical needs, i.e.: managing acute unstable, terminal, or contagious health conditions that require observation and ongoing treatment					
Physical Accessibility of Facilities					
2.1. Facilities are surveyed and classified for physical accessibility					
2.2. Written procedures are in place to survey potential pre-identified sites for ADA accessibility					
2.3. Surveys use the U.S. Department of Justice, Civil Rights Division Disability Rights Section's ADA Checklist for Emergency Shelters. *See Reference: ADA Compliance Department of Justice					
Sites that are not traditional shelters have a customized checklist for accessibility that incorporate the DOJ ADA Checklist					

Elem	ent	YES	PARTIAL	NO	?	Comments & follow Actions
2.5.	Surveys are complete					
3. All sites I	listed in plans have been assessed for type of shelter, POD, etc.) capacity and accessibility:					
	Upon completion of access surveys a usable facility list/matrix or database is developed that includes categories regarding degree of accessibility, such as					
	Readily Accessible Facilities: - sites substantially comply (few facilities will meet every access element) with the DOJ ADA Checklist. All facilities on this list are rated 'very good' to 'excellent.' These sites provide ground level access to sheltering areas and amenities. Each site is newly constructed or modernized					
	A list is also provided for each site that includes additional elements needed (i.e., portable restrooms, showers, tents) and equipment (i.e., portable generators) that must be brought onsite to make shelter sites fully functional and accessible. This determination will depend upon a number of factors such as what the facility will be used for, how many people will be sheltered, etc.					
3.4.	Minor repairs needed					
	Under Renovation – For future consideration: Currently under alterations to be completed by (insert date). Upon completion renovation site will be re-surveyed to determine if it can be moved to the Readily Accessible category					

Element	YES	PARTIAL	NO	.>	Comments & follow Actions
3.6. Renovation tentatively scheduled - Upon completion renovation site will be re-surveyed to determine if it can be moved to the Readily Accessible category					
4. A list of physical locations is attached to each appropriate Annex					
Physical Accessibility Site Set Up and Maintenance					
<ol><li>Site managers designate a coordinator for functional needs services to oversee:</li></ol>					
5.1. Once sites are set up, a customized secondary quick access site assessment to ensure access elements are in place such as:					
5.2. Layout / Set Up					
<ol> <li>5.3. Aisle width including and paths to areas within the site are accessible (to bathrooms, feeding, areas, commodities, etc.)</li> </ol>					
5.4. Bathrooms					
5.5. Signs					
5.6. Power					
<ol><li>5.7. Access (drop off areas, parking, bathroom, routes)</li></ol>					
5.8. Sleeping areas					
5.9. Privacy / quiet / low stimulation areas					
5.10. Suppliers who set up communication a. Equipment (phones, phone chargers, b. computers) ensure the equipment, accessible c. to wheelchair users, VRI users, email users					

Element	YES	PARTIAL	ON	?	Comments & follow Actions
<ul> <li>d. and people using a variety of wireless devices.</li> </ul>					
5.11. Registration					
5.12. Line management					
5.13. Priority access					
5.14. Initial Intake and follow up					
5.15. Health and safety issues					
5.16. Check for barriers several times per day					
5.17. Communication access					
5.18. Multiple methods:					
5.19. Announce it					
5.19.1. Caption it					
5.19.2. Picture it					
5.19.3. Describe it					
5.19.4. Email it					
5.19.5. Relay it					
5.19.6. Text it					
5.19.7. Post it					
5.19.8. Interpret it (language & sign)					
5.19.9. Repeat it frequently					
Decontamination					
6. Addresses specifics of decontamination of assistive					
technologies, DME including mobility and speech					
generating devices, and service animals					
6.1. Staff are trained on:					
6.2. Importance of maintaining or replacing of equipment and/or services to people with disabilities and other with access and functional needs					

Element	YES	PARTIAL	ON	?	Comments & follow Actions
6.3. Procedures for decontamination of DME and other assistive technologies that includes:					
6.4. How to decontaminate devices and equipment					
6.5. Steps to take when devices cannot be decontaminated such as having vendors and/or supplies of equipment ready to replace contaminated equipment					
6.6. Protocols and resources for assistance with service animals accompanying people with disabilities (feeding, hygiene, exercising,)					
Sheltering in Place					
7. Plans are in place with law enforcement and other service providers to allow continued delivery of services, (especially in restricted point of entry) including:					
7.1. Personal assistant services (PAS) providers and other disability-related service providers through security access checkpoints for people with disabilities and others with access and functional needs					
7.2. Home health aides/visiting nurse services/personal attendants					
7.3. Meals on wheels					
7.4. Proxy pickup and delivery of supplies, food, oxygen, medications, etc.					
Life-safety-wellness checks * See Definitions					
8. Clear triggers for these checks exist, such as sheltering. in-place which last more than 3 days, sustained power-outages, etc.					
9. Procedures for when, how and who will conduct checks and the process for reporting unmet needs and fulfilling those requests are in place					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
Recovery					
Access and Functional Needs Position leads in integrating the diverse needs of people with disabilities and others with access and functional needs into the short- and long-term recovery efforts, which include:					
1.1. Coordinate ongoing workgroup comprised of government and community partners to coordinate and collaborate in the delivery of recovery services					
1.2. Community partners provide follow-along service coordination (case management) such as independent living, developmental disability, aging, family and faith-based, culture-specific, services, etc.					
1.3. Partners focus on issues such as replacing DME, repairing or rebuilding damaged access housing elements (temporary and permanent independent living options, i.e., ramps, grab bars, bathrooms fixtures, etc.)					
1.4. Reinforce FEMA's Individual Assistance grants can be used for non-traditional, but allowable items such as automatic door openers, equipment; modifications (wheelchairs, scooters, battery chargers, hearing aids, computers, kitchen/bathroom access alterations, widening doorways, ramps, etc.)					
<ol> <li>Offer multiple methods to complete assistance application procedures that allow everyone equal access (line management, phone, website, home visits, etc.) Information and application procedures should not limit access. For example:</li> </ol>					

	Element	YES	PARTIAL	NO	?	Comments & follow Actions
	2.1. Programs requiring telephone application may exclude people who are deaf or hard of hearing or have difficulty speaking or understanding spoken language					
	2.2. Web-based application procedures and printed application forms may exclude people who are blind, have low vision, or have difficulty reading					
	<ol> <li>2.3. People unable to get to assistance centers are not excluded or disadvantaged</li> </ol>					
3.	Materials and forms are available in alternate formats including:					
	3.1. Large print					
	3.2. Braille					
	3.3. CD					
	3.4. Electronic					
	3.5. Audio					
	Offer sign language and language interpreters					
	Disseminate service descriptions using multiple communication arteries (radio, TV, internet, fact sheets, posters, etc.)					
	Prioritize restoration of essential services that integrate the needs of people with disabilities and others with access and functional needs, such as restoration of power, debris removal, accessible paths of travel, mass transit, health services, community integration, social network support, etc.					
7.	Protocol is in place that allows personal assistant services (PAS) providers through security check points for people with disabilities and others with access and functional needs					

Element	YES	PARTIAL	NO	>	Comments & follow Actions
8. Plans exist to identify and obtain accessible temporary and permanent housing stock					

Element	YES	PARTIAL	NO	.9	Comments & follow Actions
Training and Exercises					
Tabletops, Exercises, and Drills *See Guidance for Integrating People with Disabilities in Emergency Drills and Exercises					
Build physical, program and communication access					
<ol><li>Actively recruit people with disabilities and others with access and functional needs to plan and participate</li></ol>					
<ol> <li>Avoid people without disabilities playing the role of people with disabilities and others with access and functional needs</li> </ol>					
3. Integrate access and functional needs specific content (injects and scenarios) into:					
3.1. TTX					
3.2. Exercises					
3.3. Documentation - Outcomes - successes and failures are integrated into:					
3.4. Hot washes					
3.5. After action reports.*See Resources: After Action Reports					
3.6. Product improvement work plans and project updates					
<ol> <li>Focus on contemporary incorporation of whole community planning, and access and functional needs inclusive practices reduce counterproductive teaching of outdated, old model, old school, special needs content</li> </ol>					
<ol><li>Routine integration of access and functional needs content into new and updated relevant training so the</li></ol>					

Element	YES	PARTIAL	NO	.2	Comments & follow Actions
subject is not considered "special" *See Training: Maximizing Your ROI!					
<ol> <li>Require emergency managers, planners, and first responders to attain core competencies in integrating access and functional needs into emergency planning, response, and recovery which include:</li> </ol>					
6.1. Complying with federal law, such as the Stafford Act and Post-Katrina Emergency Management Reform Act (PKEMRA) along with federal civil rights laws, such as ADA, which mandate integration and equal opportunity for people with disabilities					
<ol> <li>Understanding how to integrate accessibility and nondiscrimination processes, procedures, protocols, and policies into emergency services</li> </ol>					
7. Use qualified contractors and subject matter experts with proven access and functional needs content expertise					
<ol><li>Educate community partners in development of emergency plans including:</li></ol>					
8.1. Contracting with subject matter experts to help provide training to community partners and LTCF					
8.2. Establish fellowship/intern programs to build disaster expertise among qualified people with disabilities and others with access and functional needs interested in careers in emergency services					

Element	YES	PARTIAL	NO	.2	Comments & follow Actions
Agreements, Contracts, MOUs					
<ol> <li>Clearly detail and pass through in contract language the jurisdiction's ADA obligations, for example, responsibilities for sheltering/feeding people with access and functional needs.</li> </ol>					
<ol><li>Include emergency vendor contact information for at least 3 people that can be reached with 24/7</li></ol>					
<ol> <li>Vendors span geographical service area to include, local, regional, statewide and nationwide (especially important in a catastrophic emergency)</li> </ol>					
3.1. Exists for multiple providers of similar items to protect against failure to deliver					
4. Are updated every XX months/years					
5. Document logistical support from outside providers:					
5.1. Detail true resource capacity for ARC and others organizations responsible for sheltering, feeding, commodity distribution, etc.					
5.2. Community partners (non-VOADS) pre-designated Assistance. * <b>See</b> Section: Community Partners / Public Engagement / Service Force Multipliers					
5.3. VOADS					
5.4. Personal assistance services (PAS) resources and agreements for children and adults who require PAS assistance to maintain their health and safety in a general population shelter					
5.5. Video Remote Interpreting (VRI)					

Element	YES	PARTIAL	NO	?	Comments & follow Actions
5.6. Installation of temporary accessibility elements, example portable ramps, removal of a door, etc., and minor repairs					
5.7. Medications					
5.8. Durable medical equipment					
5.9. Walkers					
5.10. Walking canes					
5.11. Wheelchairs – multiple sizes					
5.12. Scooters					
5.13. Shower chairs					
5.14. Toilet chairs					
5.15. Raised toilet seats					
5.16. Accessible portable restrooms and showers					
5.17. Transfer lifts					
5.18. Generators					
5.19. Consumable medical supplies					
5.20. Power back-up supplies					
5.21. Accessible cots					
5.22. Magnifiers					
5.23. Interpreter boards					
5.24. Wireless laptops capacity for VRI, email, etc.					
6. Plans detail which items need to be stockpiled and which					
need "just in time delivery":					

### Resources

# Links last update 03.01.20

## **Accessible Meetings and Events**

Accessible Meetings, Events, and Conferences Guide (2015).

Planning Accessible Meetings http://www.adahospitality.org/content/Planning-Accessible-Meetings

**ADA Compliance** – Department of Justice, ADA website <a href="http://www.ada.gov/">http://www.ada.gov/</a>

ADA Checklist for Emergency Shelters, U.S. Department of Justice, 2007 and or Checklist for Readily Achievable Barrier Removal Based on the 2010 ADA standards

ADA Guide for Local Governments - Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities

ADA Best Practices Tool Kit for State and Local Governments (Chapter 7)

<u>Service Animals – Department of Justice July 2011 revised guidance</u> on the term "service animal" and the service animal provisions in the Department's revised regulations.

# **After Action Reports**

Getting It Wrong: An Indictment with a Blueprint for Getting It Right, Disability Rights, Obligations and Responsibilities Before, During and After Disasters Edition 1 (May 2018)

Southern California Wildfires After Action Report (2008) Text

**Defining Functional Needs - Updating CMIST** (2017)

**Emergency Registries** for people with disabilities and others with access and functional needs

#### **Exercises and Drills**

Guidance for Integrating People with Disabilities in Emergency Drills and Exercises, Edition 2, 2020

#### **Federal Communications Commission**

<u>Rules and fact sheets</u> for emergency communication: <u>Accessibility of Emergency Video Programming Factsheet</u>

### **Funding**

Integrating Disability Access and Functional Needs Efforts (2011) <u>FEMA Grant Programs Directorate Information Bulletin No. 361</u>
<u>Language Is More than a Trivial Concern! (2010)</u>

## **Training**

Training: Maximizing Your ROI! (2017)

### **Website and Social Media Access**

Federal Social Media Accessibility Toolkit Hackpad

Web Accessibility Initiative (WAI) Web provides strategies, guidelines, resources to make the Web accessible to people with disabilities

# **Whole Community Planning**

**Effectively Including People with Disabilities in Policy and Advisory Groups** 

Accessible Meetings, Events, and Conferences Guide (2015). And <a href="http://www.adahospitality.org/content/Planning-Accessible-Meetings">http://www.adahospitality.org/content/Planning-Accessible-Meetings</a> (2020)