



**Workgroup for Emergency Evacuation Plans-Individual with Disabilities  
Chapter 327 of the Education Article, Annotated Code of Maryland  
(House Bill 1061)**

Thursday August 24, 2017  
9:00 a.m. to 3:00 p.m., Annapolis Elementary School  
180 Green Street, Annapolis, Maryland 21401

**The Charge:** To update the emergency planning guidelines for local education agencies to accommodate, safeguard, and evacuate Students, staff, and visitors with disabilities on public school grounds in accordance with the Federal Americans with Disabilities Act

**Meeting #1**

**Meeting Outcomes:**

- Review the Emergency Planning Guidelines for Local School Systems and Schools (April, 2013)
- Review relevant parts of the Americans with Disabilities Act; and
- Propose recommendations for updating the Emergency Planning Guidelines

**Agenda:**

- 9:00 - 9:30** Welcome, Purpose, Introductions, and Agenda Overview
- 9:30 - 9:45** Overview of Chapter 327 (House Bill 1061)
- 9:45 - 10:45** Review and Discussion of Existing Laws, Regulations, and Guidelines Regarding Emergency Evacuation of Individuals with Disabilities
- 10:45 - 11:00** BREAK
- 11:00 - 11:30** Presentation and Discussion: Planning for People with Disabilities and Others with Access and Functional Needs Toolkit
- 11:30 - 12:00** Lessons Learned from the Roundtable Discussion
- 12:00 - 1:00** LUNCH (On Your Own)
- 1:00 - 2:00** Small Group Facilitated Discussion and Report Out: Perspective of Disability Advocates - What Current Gaps Exist and How Can We Address Them?
- 2:00 - 2:30** Public Comment

**Meeting 1 Notes:**

*Members in attendance:* Walter Sallee, Edward Clarke, Alan Dunklow, Barabara Obst, Brian Geraci, Cecelia Warren, Lee Oppenheim, Lori Scott, Marny Helfrich, Mary Malone, Kenneth Bush, Susan Russell, Susan Cecere, Charles Giblin

*Members of the public:*

**Welcome and Introductions:**

Walter Sallee opened the meeting at officially 9:09. Mr. Sallee thanked members in attendance and thanked host, principal Bobbie Kesecker. Ms. Kesecker welcomed task force. Mr. Sallee acknowledged Ed Clarke. Mr. Clarke from the Maryland Center for School Safety offered greetings and thanks. Introductions by Walt. Summarize task, read charge statement. Reviewed timeline On or before December 1<sup>st</sup>, October State Board of Ed. Meeting is when to present guidelines. LEA's update by July 1<sup>st</sup>. This is an open meeting and will follow Open Meetings Guidelines. Task Force Introductions. Walt: Reviewed Agenda, reviewed content of packet: Emergency Planning Guidelines For Local School Systems and Schools, copy of House Bill 1061, Planning Toolkit, and copy of Code of Maryland Regulation (COMAR).

**Review and Discussion of Existing Laws:**

Walt opens task force up for discussion of what is already in place:

- Question from task force member: What kind of accountability exists between LEA and MSDE and COMAR?
  - LEA's must send certified (by Local superintendent) of emergency preparedness plans/evacuation plans to MSDE for alignment with COMAR. If update a new plan must be sent. MSDE also does site visits along with Ed Clarke's team
- What is criteria for School Safety position?
  - Ed: multiple models, but key is submitting the plans must be comprehensive and fulfill requirements for every
    - 6 emergency preparedness requirements drills along with fire/evacuation drills
    - Statewide weekly conference call
    - LEA superintendent must make sure in compliance
- Overview of new fire drills requirements by task member (5 minimum)
- As stated in COMAR, all of the drills are required
- Monthly national call
- State also has team
- Sometimes drills can be combined to avoid stress
- Also had to provide a plan on each level (elementary, middle, high)

- Question: Emergency Operation Plan (EOP) is what is required to submit, is this available to citizens in general? Who has knowledge?
  - Certain parts are confidential, need balance between parents right to know.
  - LEA will evaluate access, (public information), evacuation accommodations now must be listed on IEP. Should be available for parent, though each LEA will decide.
  - Need guidelines? Standard Template?
  - Training building leadership inconsistency is an issue
  - One LEA example: would release any plans to parents of students with an IEP, but not release certain plans that would jeopardize safety of school, building, etc.
  - State has different requirements than Federal requirements
- Coverage of only 24 plans and SEED, who covers other nonpublic settings?
  - Disconnect between them
  - Guidance needs to be communicated to them
  - IEP will address specific accommodations
  - Change needed in school health ex. Nurse is in charge of accommodating IEP during evacuation
  - Funding and resources must be included for nonpublic if becomes part of COMAR. Possible?
  - Nonpublic might not have a “seat at table” with LEA EOP planning and implementation
  - Nonpublic, private not all same and have same regulations/requirements
  - MSDE does approve many nonpublic, and they do have some regulations they must be in compliance, but nothing specifically in regard to EOP’s (13a.09.07)
  - Fire Code includes Emergency Action Plan for all buildings
  - NFPA also includes guidelines/specifics around emergency plans
- Who writes COMAR?
  - Board of Education
  - Incorporation by reference: guidelines were approved and part of regulation
  - Charge is to update Emergency Planning Guidelines for Local Schools Systems and Schools
- Implementation process?
  - Training staff
  - Negotiation process between unions
  - On July 1<sup>st</sup> are LEA’s expected to be ready and in full compliance?
  - School Safety Grants (equipment may be available)
- Gaps in funding, resources, public vs. nonpublic great discussion, but charge is to update plan

Presentation and Discussion: Planning for People with Disabilities and Others with Access and Functional Needs Toolkit:

Cecilia Warren starts at 10:29.

- Tactics are not dictated in Toolkit, LEA will decide tactics
- They are State agency and a resource, but must be invited
- Designed for local emergency management planners
- Moved to CMIST model (away from medical model)
- Planning considerations
- Assistive technologies
- Functional needs
- CMIST:
- Communication
  - Needs related to communication barriers
- Health and Medical
  - May not identify as having a disability
  - Disrupt in service/devices
- Maintaining Independence
  - Architecture barriers, mobility services, often compromised during evacuation/response/recovery
- Support
  - Should not separate caregivers/PCA, sensory needs, behavioral needs, prevent elopement
- Transportation
  - People relying on public transportation, unable to operate vehicle, zero vehicle households, paratransit services
- Functional Needs Considerations Worksheets
  - 3 emergency management phases: preparedness, response, recovery
  - Topic areas
  - Considerations for each function need
- Checklists for Inclusive Emergency Programs
- Improve Capabilities
  - Use existing programs, but modify as needed
  - Make sure all necessary partners are represented
- Questions:
  - How to know if resources are compliant?
    - HTML knowledge is needed
    - Section 508
    - Settings
    - Checklist available
  - Who are checklist for individuals or facilities?
    - More for facilities, not individuals
    - There is the functional assessment component
    - Refer to NFPA (Life Safety Code)
- Language needed for state level plan

Lessons Learned from Roundtable Discussion:

Lee Oppenheim (Ivymount School) and Ed Clark begin at 11:05. The objective is to summarize a roundtable discussion and trainings that was previously held around a similar topic as this task force.

- Incident Command System (ICS)
- Roundtable came from attending an Active Shooter Response Training training (ALICE)
- Example of challenge: How to lock door in school? Locks on outside of door.
  - Evacuate and barricade counter each other. Update from task force member: new scenarios coming: capabilities of locking and unlocking doors from inside, also authorized unlocking from outside. New edition of State Fire Prevention Code coming 2019
- Adaptions needed for population needs
- Roundtable discuss what happens in emergency
  - Simplify plans
  - Empower staff to make decisions
  - Practice modes
  - Autistic population: what happens when the child drops?
    - On second floor?
    - Training two person carries
    - Label refuge area (how to select rooms?)
- Need to keep working
- Need a partnership with first responders, public schools, non-public, private
- Standardize plans
- How to get floorplans to first responders?
  - Have a backpack (red)
    - Plans, meds, inclusive for entire building
    - Updated constantly
- Monthly meetings with local police/fire/rescue to meet with staff and more importantly students
- Ed Clarke:
  - Empower Staff (emergency allows to not follow chain of command)
    - Make independent decisions: evacuate/lockdown
  - Training needed
- Relocate plans need relationships with local facilities
- Communication Plan needed (text system, best practices with police/fire/rescue)
- Relationships and communication lines are important/necessary
- Individualized evacuation plan needed in all schools
- Recommendation: have school nurses, OT, and PT involved in evac plans
  - Staff physical limitations
  - Must know students (triggers, evacuation options, etc.)
  - Dissemination of knowledge of student and their needs across the facility/school
  - Training must come from a safety management personal/expert (not from principals/para's/teachers)

- Human resources issue, qualified candidates
  - Invest in trainings what is priority
- In terms of task (Walt):
  - Best practices can be incorporated in document
  - Review of policy and procedure
  - Maximize training
  - Assignment of staff
  - Guidelines?
  - Task members suggestion use:
    - NPA Special Needs Evacuation Guidelines
      - Checklist portion of document
    - Cecilia's toolkit
    - Advocacy community can do some training surrounding why to disclose
    - Go Kits, travel with student at all times
    - Update Health Service Guidelines

Break for lunch at 12:10

Taskforce reconvene at 1:10

- Walter Sallee reviewed location of workgroup materials on the Maryland State Department of Education (MSDE) website
- Proposal to move start time to 8:30 to end by 3:00.
- Focus on guidelines on page 21 to see where we can formulate best practices or entire document review
- Break into small groups to discuss specific revisions to make
  - Guidelines on page 21 to address or entire document review
  - Have a recorder and prepare to share out
  - Two main questions:
    - Gaps that exist?
    - What do we need to consider in revision?
- Groups began work at 1:15, breaking into 3 groups

Report Out from Small Group Facilitated Discussion (Perspective of Disability Advocates – What Current Gaps Exist and How Can We Address Them?):

Report outs begin at 1:50:

- Group 1:
  - Moving towards 5 Mission Areas
  - Considers prevention and protection
  - NFPA Special needs document included
  - Include checklist
  - Add evaluation
  - Understanding in detail particular needs of students
  - Flexibility in plan
  - Code considerations:

- Turn off horns and provide alternatives
  - Recording messages from familiar contacts
  - Coping mechanisms for some students (sunglasses for strobe light)
  - Having detailed information available “football”
    - Can be particular for each student
- Comments from other groups:
  - Include a comprehensive plan and team with administrators for plan guidance and implementation
  - Key communicators: Have one person in building responsible someone who is a go to person: building representative (building perspective)
  - Security person and public information officer (might be 2 roles)
  - Who is person on day to day basis to cover all aspects of building safety? Person needed adding it to guidelines
    - Elevate that person-go to person can handle daily activities
    - Liason to public safety (police/fire/rescue)
      - Partnerships/relationships
    - Have to drive statewide (primary/secondary)
    - Maybe also safety officer
    - Best practice to have this person
- Group 2:
  - Language perspective:
    - ESL/ASL available, braille, PCS, devise, processing time
  - Mobility:
    - Time needed to get A B
    - Power non-power wheel chair
    - Assistance need during emergency when normally don’t need assistance
  - Cognitive
    - Step by step directions
    - Direct support
    - Accountability
  - Emotional
    - Social stories
    - Participate in implementation of plan
    - Person centered planning
    - Providers who know kid
  - Equipment
    - Assisted tech
    - Elevator access even with fire (option?)
    - Age of building
    - Preprogram
    - Device needs mobility
  - Visual
    - Braille

- Auditory needs voice over horns
  - Message board for all purpose alarms
  - In strategic places
    - Closer to egress
    - Classroom locations (keep on first floor)
  - Standards for trainings
    - Timelines
    - Do TOT really work?
    - Certification
  - Medical
    - Health plan on file in room. Cannot attach to IEP because any change on health plan causes a new IEP meeting
    - Long lockdowns can prevent access to medication/medical needs
      - Must plan for this
    - FERPA Do have access to disseminate information as needed
  - Need for consistency of terminology
    - Shelter in place, lockdown, secure in place, etc.
- Group 3:
  - Existing guidelines revision:
    - Response team member must be identified (not considered)
    - Focus on how to address where kids are
    - Cover more than just IEP and 504, also anyone who
    - Include staff
    - Go Kit
      - What info is needed besides name
      - Need actionable information
      - Who populates list, who adjusts/modified list
    - Plan for visitor
      - Ask if need assistance
      - Not making a judgement, part of check in process
        - In event of emergency, you would need...
      - How to store that information
      - Visitors are more of a moving target
      - Hopefully universal designs
      - Getting away from disability plan, but for all with some individual accommodation
      - More specific with guidance
      - Have a flow chart/process chart algorithm
      - Add sensory specific
      - Not all people with disabilities are same
      - Not all emergency categories are the same
      - Make sure LEA has communication with others that use facilities are aware of procedure/accommodations



- Additional comments:
  - Define lockdown procedures
  - Principal training is done at LEA level
  - Empower staff to be first responder
  - Entire student body needs to be addressed, capability to house students out of buildings into other facilities
    - Population becoming special needs: young children, weather considerations
    - Having active practice, story
  - Parents academy to teach parents what to do during emergency event, utilize assets of parents/community
    - Think about accessibility needs
  - All students participate in drills
    - Is this happening?
    - Concern of making this too strict, might need room for exceptions (medical fragile student)
      - Done in other LEA's with parent supervision, medical dummies
      - How to interpret?
      - Individualize practice
      - How often to practice? At least once?
      - Do we practice in simulated crisis?
      - Need building level person to coordinate and train (constant training)
  - Consider efficiency of evacuation in plan
    - Lateral evacuations
    - Must practice how to use devices
  - Who owns this responsibility?
    - Unions, HR, partnerships, MSCA, etc.
    - Other duties as assigned...
  - Vertical is last resort if have sprinkler system (Codes address this). Refuge areas, Is this public knowledge?
    - Must be equitable safe enough for you, but not for everyone else
  - Importance of maintaining fire protection systems

Next meeting tomorrow at 9:00 a.m.

Public Comment: No public comments

Meeting adjourned at 2:57 p.m.